



## Suggested Requirements

### SUGGESTED REQUIREMENTS

We suggest that high school students complete the following courses for language arts (to be taken in any order):

#### These Three Courses:

- High School Language Arts 1 (1 credit)
- High School Language Arts 2 (1 credit)
- High School Language Arts 3 (1 credit)

#### Any Two Courses from the Following List:

- British Literature (.5 credits) (future course)
- American Literature (.5 credits) (future course)

- Creative Writing (.5 credits) (future course)
- Editing & Writing for College Prep (.5 credits) (future course)

### HONORS REQUIREMENTS

Greenleaf High School students will have the option to graduate with honors. For the honors track, the student must fulfill the graduation requirements and complete at least 1 honors book study per year (in addition to any book studies that are required for British Literature or American Literature).





## Scope & Sequence: Grammar, Usage, Punctuation

### Included in High School 1, 2, 3

- coordinating conjunctions
- commonly confused words
- dependent and independent clauses
- determining the meaning of unfamiliar words
- editing
- Greek and Latin roots
- parts of speech
- sentence diagramming
- vocabulary

### Year 1

- a sentence needs three things
- absolute phrases
- adjective & adverb rule: correct usage: adjective vs. adverb
- adjective & adverb rule: real vs. really
- adjective & adverb rule: sense & appearance verbs
- avoiding faulty comparisons
- comma rule: use a comma after a dependent clause at the beginning of a sentence
- comma rule: use a comma and a coordinating conjunction to connect two independent clauses
- comma rule: use a comma to separate a statement from a

- question
- comma rule: use a comma to separate contrasting parts of a sentence
- comma rule: use commas in a series
- comma splices
- compound subjects, verbs, direct objects, and indirect objects
- conjunctions
- implied subjects in imperative sentences
- parallel construction
- predicate adjectives
- quotation punctuation
- subordinating conjunctions
- vertical lists

### Year 2

- adjective & adverb rule: comparisons and irregular comparisons
- adjective & adverb rule: comparisons ending in LY
- adjective & adverb rule: double negatives
- apostrophes
- appositives
- colons
- comma rule: commas with dates
- comma rule: use a comma after a nonessential introductory word

- or phrase
- comma rule: use a comma to separate coordinate adjectives of equal importance
- comma rule: use commas to separate geographical names
- comma rule: use commas to set off degrees or titles used with names
- comma rule: use commas to set off names of people who are directly addressed
- **correlative conjunctions**
- gerunds (and diagramming gerunds)
- misplaced participial phrases
- participles and participial phrases
- prepositional phrases and commas (and diagramming prepositional phrases)
- problems with prepositions
- run-on sentences
- semicolons

### Year 3

- avoiding unnecessary infinitives
- avoiding shifts in person, voice, number
- avoiding shifts in verb tense
- capitalization rules: days of the week, seasons, north, south, east, west

- capitalization rules: family relationships
- capitalization rules: formal titles/school titles
- capitalization rules: proper nouns
- capitalization rules: school courses
- capitalization rules: titles
- comma rule: use commas to set off infinitive phrases when they are at the beginning of sentences or used as interrupters in sentences.
- dashes, parentheses, brackets
- ellipses
- hyphens
- infinitive phrases
- interjections
- problems with modifiers—dangling and misplaced
- problems with pronouns
- relative clauses
- restrictive and nonrestrictive clauses
- rules for abbreviations & acronyms
- rules for writing numbers
- sentence structures
- subject-verb agreement



## Scope & Sequence: Writing

### Writing Instruction

- Abstract vs. Descriptive Language
- Annotating and Summarizing Difficult Texts
- Avoiding Plagiarism
- Avoiding Wordiness and Redundancy
- Citing Sources
- Essay Writing: Beyond the Five-Paragraph Essay
- Essay Writing: Body Paragraphs
- Essay Writing: Developing and Outlining an Essay
- Essay Writing: Introductory Paragraphs
- Essay Writing: The Conclusion
- Essay Writing: Thesis Statements
- Focusing Paragraphs on One Main Idea
- Maintaining a Consistent Writing Style
- Prewriting
- Revising
- Using a Rich and Varied Vocabulary
- Using Descriptive Language
- Using Literary Devices
- Using or Avoiding Active and Passive Voice
- Using Sensory Language
- Using Strong Verbs
- Using Transitions
- Varying Sentence Structure and First Words

### Writing Assignments

Each course includes 4–5 major writing assignments. In addition, students complete 6–7 Insights Journal entries for each course, and each unit includes effective writing exercises and assignments.

#### High School 1

- Poetry
- Hudson River School Multi-Media Presentation
- Persuasive Essay
- Literary Analysis Essay
- Process Essay

#### High School 2

- Biography Essay
- Comparative Essays
- Informative Essays
- Letter Writing (personal and business)
- Personal Narrative

#### High School 3

- Research Paper
- Response Essay
- Résumé Writing
- Summaries
- Timed Essays
- Travel Articles

*Note:* These courses cover minimal fiction, personal narrative, and poetry writing. Students especially interested in fiction writing should consider taking The Good and the Beautiful course titled *High School Creative Writing*.

## Scope & Sequence: Literature

### A UNIQUE APPROACH TO LITERATURE

The Greenleaf High School Language Arts courses do not use many classical books that are commonly integrated with other popular curricula. This is because many classics have questionable and even immoral foundations (often not realized by parents until closely evaluated) and do not meet the goals of these courses, which are

1. to help students gain knowledge and a more godly character;
2. to expose students to literature that is challenging, but so beautifully written, meaningful, and full of light and truth that it engenders a life-long love of reading worthy books.

The creators of this curriculum believe that a book is not worthy just because the world considers the book a classic. At the same time, it is helpful for students to be informed about classic literature and famous authors and their impacts on the world. Thus, in addition to the worthy and wholesome books we chose to integrate with the courses, the courses are carefully designed to teach students the knowledge needed about classical literature and its place in the literary world, while

not requiring them to read books that have questionable moral foundations.

For example, *Beowulf* has elements of both pagan Germanic culture and Christianity that are wound together in ways that can be confusing and do not completely harmonize with the teachings of God. The story is descriptively violent, and it is not a book known to engender a love of reading in many people. However, it can be helpful for students to understand *Beowulf's* impact on literature. Thus, rather than integrating the whole book into the course, our courses have a unit on Anglo-Saxon literature, in which students learn about *Beowulf* and its importance in the literary world.

### Poets Studied (High School 1–3)

- Alfred Tennyson
- Edgar Guest
- Emily Dickinson
- George Gordon Byron (Lord Byron)
- Henry Wadsworth Longfellow
- John Greenleaf Whittier
- John Keats
- John Newton
- Middle English and Victorian poets

- Paul Laurence Dunbar
- Phillis Wheatley
- Ralph Waldo Emerson
- Robert Frost
- William Cowper
- William Wordsworth

### Literary Elements Studied

analogy, characterization, conflict, dialogue, ethos, figurative language, flashback, foreshadowing, genre, imagery, irony, literary analysis, literary devices, logos, meter, mood, motif, paradox, parody, pathos, plot, poetic devices and terms, point of view, satire, setting, soliloquy, suspense, symbolism, style, theme, tone