

## **CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS: 11<sup>TH</sup> GRADE**

At Hammond Baptist High School, the 11<sup>th</sup> grade's English course's curriculum includes a weekly spelling-vocabulary list, a weekly hymn or Gospel hymn, grammar lessons reviewing from the parts of speech to clauses, American literature, and composition including reactions to literature, research sources, and assigned outside reading. The curriculum basically follows this weekly schedule:

- Monday: Spelling/vocabulary, song, grammar or literature assignments due Friday
- Tuesday Sing weekly song and Bible verses & Bible vocabulary quizzes with remaining class time given for English assignments
- Wednesday: Two in-class book reports each grading period (see attached for samples).  
Otherwise, spelling/vocabulary review; sing song; grammar or literature lesson.
- Thursday: Spelling/vocabulary review; sing song; grammar or literature lesson
- Friday: Collect week's assignments and test spelling (multiple choice format) & song (written in poetry form and spelled/punctuated correctly) 1<sup>st</sup> five weeks of the grading period and test grammar or literature on the 6<sup>th</sup> week of the grading period.

Everyday, class begins with reading the week's Bible verse(s), the Bible vocabulary word of the day, prayer, and oral reading of a Bible passage of about 20 verses so that we read through most of the Bible each school year. Every Tuesday the Bible Verse/Vocab quiz includes matching of word-of-the-day to its definition, supplying those words in verses by using context clues, and writing the verse(s) of the week completely by memory with the words spelled correctly as given in the Bible.

For the Monday-Friday spelling/vocabulary, the students record the definition and use the word correctly in an original sentence. The testing is for both spelling and usage understanding. The words are related to words found in history books, similarly spelled words, words following and breaking standard spelling rules, and homonyms.

Because transfer students are blended with those who've followed our curricula since grade school, we do a thorough overview of all grammar—the eight parts of speech and sentence units with syntax—using diagramming for sentence analysis. We use Bible passages for “word/phrase/syntax hunt” exercises.

Nouns—proper & common; possessive

Pronouns—personal (nominative, objective, possessive), indefinite, reflexive, interrogative, demonstrative, and relative

Verbs—principal parts; tenses; modes; voices; transitive & intransitive      God's “favorite” part of speech: “I AM.”

Modifiers—adjectives, adverbs, prepositions (all objects of prepositions are in the objective case: “to him and me”)

Complements—direct objects, indirect objects, objective complements (following transitive, active voice verbs; all in *objective* case); retained objects & retained objective complements (following transitive passive voice verbs and in *objective* case); and subjective complements (predicate *nominative* nouns, pronouns, & adjectives).

Conjunctions—coordinating, correlative, subordinating, with emphasis on punctuation with compound words, phrases, & clauses

Interjections—“Let your yeas be yeas and your nays be nays.” Avoid slang especially in the written word.

The American literature begins with the 15<sup>th</sup>- & 16<sup>th</sup>-century explorers and ends with 20<sup>th</sup>-century authors and preachers. The main focus is to see God's hand in man's affairs reflected in the writings “of the day”: He blesses when people—personally/the individual and collectively/society/country—obey Him; He chastises when they don't.

No homework is assigned on Wednesdays, due on Thursday, because of Wednesday night church. Likewise, during special conferences which run typically Sunday through Wednesday, no homework is given the nights of the conference. Therefore, some usual teaching days may be “work days,” in which the students do their usual written or outside reading homework assignments. Additionally, the schedule as stated in the Scope & Sequence as well as the State's Standards mapping is often adjusted as necessary; the material is still covered, and the goals are still accomplished.

**CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS:  
11<sup>TH</sup> GRADE**

The Indiana Academic Standards for Grades 11-12 English/Language Arts consist of three domains: Reading Comprehension, Writing, and Communication and Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

**Grades 11-12 English/Language Arts**

Standards identified as essential for mastery by the end of the each grade band are indicated with gray shading and an E. The learning outcome statement for each domain immediately precedes each set of standards.

<b>READING COMPREHENSION</b>		
<i>Learning Outcome:</i> Students analyze the author’s technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.		
11-12.RC.1	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.	In all of the literature Skill Builders: 11 <sup>th</sup> grade reads American literature: they are also taking U.S. history.
11-12.RC.2	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they merge and are shaped and refined by specific details.	<i>I &amp; D</i> Week 3-5: “Explorers” Explorers vs. Pilgrims vs. Colonists Comprehension: In light of God’s Word.
11-12.RC.3	Analyze the evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	Week 10: <i>I</i> “Puritanism: The Conditions in the Colonies”: <i>D</i> Weeks 11-12, & 19: Puritanism vs. Enlightenment (Deism): “Simple Cobbler”Franklin vs. Edwards
11-12.RC.4	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	Weeks 1-5; 7-11; 13-17; 19-23; 25-29; and 31-35: Weekly stories behind the American hymns/Gospel hymns  Throughout literature: Seeing the pattern of man’s acknowledging God—Puritanism to Neo-classicism to Romanticism to Realism/Naturalism—and of God’s dealings with and blessings to man.
11-12.RC.5	Analyze the development of similar central ideas across two or more excerpts and determine how specific details shape and refine the central ideas. (E)	<i>I</i> Week 11 & <i>D</i> Weeks 12+: View of Education: Pilgrims, Puritans, Jefferson, Bradbury, Cowper, Mason, Moody
11-12.RC.6	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.	Weekly hymn/Gospel hymn study: The progression of American church music’s lyrics, construction, and purpose (personal, devotional, testimonial, invitational)
11-12.RC.7	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)	Weekly hymns Politicians: Franklin, Jefferson, Adams, Washington Weeks 19-24: “Enlightenment” or “Deterioration”—Edwards, Whitfield, Wheatley, Dwight, Hopkins, & Franklin

<p>11-12.RC.8 Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.</p>	<p>Week 28: Hawthorne (guilt) vs. Bible Weeks 32-36: “Realism/Naturalism” &amp; “Reform: Political, Social, Spiritual”—Calhoun vs. Webster; Lincoln-Douglas Debate; Reconstruction—Booker T. Washington; Women’s Suffrage, the WCTU, &amp; D. L. Moody, A. J. Gordon, Billy Sunday, &amp; pastors of FBC of Hammond</p>
<p>11-12.RC.9 Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.</p>	<p>Weeks 32-34: Civil War (pre- &amp; -post): Lincoln, Douglas, H. B. Stowe, Julia Ward Howe, Emerson, Thoreau, Timrod, Lee, Grant, Colfax—their views compared with Bible, including “Be ye kind,” and “We’re all sinners and all need a Saviour; no one is ‘better’ than anyone else in the sight of God: All have a unique purpose as we seek to walk with Him and do His will. Research using books, magazines, lectures, recorded programs, internet sources for term papers assigned Week 14: To “prove” a person’s motivation, his accomplishment, and its importance especially to the U.S. (final paper with all required elements collected Week 33).</p>
<p>11-12.RC.10 Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes and rhetorical features.</p>	<p>American only— British done in 10<sup>th</sup> grade English class; world documents, etc., in 10/11 World History class.</p>
<p>11-12.RC.11 Use context to determine or clarify the meaning of words and phrases.</p>	<p><i>I in homeroom; D in class; M/R tested*</i> accumulatively every Tuesday. The daily Bible “word of the day”* The weekly verse(s) memorized* The class’ hourly Bible reading of 20+ verses. In all of the literature readings. In the weekly hymns &amp; Gospel hymns</p>
<p>11-12.RC.12 Analyze nuances in the meaning of words with similar denotations.</p>	<p>As 11-12.RC.11—all year as they come up in Lit &amp; Bible reading ex. <i>froward</i> or <i>forward</i> Weeks3/4: Homonyms</p>
<p>11-12.RC.13 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Demonstrating the usage of styles for specific purposes throughout the literature readings 2<sup>nd</sup> semester, and especially the writings of Jefferson &amp; Adams—formal; Lincoln, B.T. Washington, and T. Roosevelt—mixture; D.L. Moody, Billy Sunday—informal</p>

<p>11-12.RC.14 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)</p>	<p>Research for term paper.  Book reports' analysis: 2 every six weeks  Weeks 11-17—Jefferson/Adams: Federalist Papers, Declaration of Independence, &amp; U.S. Constitution (especially in U.S. history &amp; government classes)</p>
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**WRITING**

*Learning Outcome:* Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.

<p>11-12.W.1 Write arguments in a variety of forms that:</p> <ol style="list-style-type: none"> <li>a. Introduces precise claim(s), establish the significance from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between the reasons and evidence, and between claim(s) and counterclaims.</li> <li>e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented. (E)</li> </ol>	<p>Book Reports: 2/grading period—never just a summary! See sample attached.</p> <p>Term Paper: Only final copy is typewritten. All other steps handwritten in ink.</p> <p>Literary Responses to Calhoun vs. Webster and Lincoln vs. Douglas</p> <p>Techniques Reviewed Weeks 19-21:  Sentence construction (complete or fragment)  Paragraph structure: types of ¶s and placement of topic sentence  How to formulate a thesis  Outlining: Complete parallel sentences  Parallelism  Constructing the argument  Essay construction  Punctuation (run-on; comma splice)</p>
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<p>11-12.W.2 Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Choose language and content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>Establish and maintain a style appropriate for the purpose and audience.</li> <li>Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)</li> </ol>	<p>Book Reports: Required books or nonfiction &amp; biographies  Week 3: <i>Science of the Christian Life vol. 1</i>  Week 5: <i>Science of the Christian Life vol. 2</i>  Weeks 9 &amp; 11; 15 &amp; 17; 21 &amp; 23; 27 &amp; 29; and 32 &amp; 35.  —All in pen and handwritten in class to avoid AI or other outside help.  —Two reports may be on term paper topic.</p> <p>Weeks 14-33: Term Paper</p> <p>Responses to literature readings, including:  Weeks 12-15:  Early Colonies: Roanoke, Plymouth, Rhode Island, Boston  Lit of early colonies: <i>Bay Psalm Book</i>; <i>Wigglesworth's Day of Doom</i> and <i>The Simple Cobbler</i>  <i>Mayflower Compact</i>; William Bradford, and Edward Taylor</p> <p>Emerson &amp; Thoreau: the Romantics' view of God vs. God's Word</p> <p>Weeks 31-33: Patriotism: Key, Smith, Payne, Woodworth, Simms, Parkman, Hale, B.T. Washington</p>
<p>11-12.W.3 Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or character.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.(E)</li> </ol>	<p>2<sup>nd</sup> semester:</p> <p>Recasting of various excerpts, including <i>The Man Without a Country</i> by Everett Hale and <i>Knickerbocker Tales</i> by Washington Irving</p>

<p>11-12.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</p> <ol style="list-style-type: none"> <li>a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</li> <li>b. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>c. Utilize a standard style guide framework for in-text documentation formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ol>	<p>Especially in book reports—2/grading period—and term paper:  1 “serious error”=C  2 “serious errors”=D  3+ “serious errors”=F</p> <p>Serious errors:  Run-on sentence  Comma splice  Sentence fragment  Misspelled word</p>
<p>11-12.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> <li>a. Formulate an inquiry question and refine and narrow the focus as research evolves.</li> <li>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>c. Assess the usefulness of each source in answering the research question.</li> <li>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</li> <li>f. Present information, choosing from a variety of formats. (E)</li> </ol>	<p>Week 14: Term paper topic assigned:   Relating to United States, show what <i>motivated</i> a person, organization, company, et. al., to do <i>what</i> was done, and <i>why</i> that is/was important: I. Why, II. What, and III. So What?</p> <p>Signed parental permission given for topic along with parental &amp; student acknowledgment of definition of and penalty for plagiarism.</p> <p>Week 15: Bibliographical formats for different resource styles.</p> <p>Week 19: Bibliography cards due: 6 sources minimum, only 2 internet, no <i>encyclopedia</i>.</p> <p>Week 23: Note cards w/bibl. cards due</p> <p>Week 24: Thesis &amp; outline with note cards coded/outline &amp; bibliography cards due</p> <p>Week 27: Rough draft with outline &amp; cards due</p> <p>Week 32/33: Final paper with above due.</p>

<b>Communication and Collaboration</b>	
<i>Learning Outcome:</i> Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.	
11-12.CC.1	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
11-12.CC.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
11-12.CC.3	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11-12.CC.4	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
11-12.CC.5	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
11-12.CC.6	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspective, ensuring the organization, development, substance, and style are appropriate to purpose and audience.
11-12.CC.7	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)
11-12.CC.8	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)

Debates and trials are done in the U.S. history (11<sup>th</sup> grade) and government (12<sup>th</sup> grade) classes, not in 11<sup>th</sup>-grade English.

Weeks 3 - 36: Discuss how the literature reflects "popular philosophies" of the various time periods:  
Agreeing or disagreeing with the Bible?

Media presentations are done in the media classes.

In the past, book reports were presented in various forms and presented to the class: Too many deteriorated into "airing of ignorance" or with just one or two doing the work: It became a waste of class time.

Weeks 15-30—  
During term paper discussions.

### Bibliography

In addition to the Bible:

*11<sup>th</sup> Grade English: "Be Thou an Example . . . in Word": Weeks 1-6; Weeks 7-12; Weeks 13-18; Weeks 19-24; Weeks 25-30; and Weeks 31-36.* Schererville: Hammond Baptist Schools, 2006-2024.

Each notebook is divided into weeks and days. Each day has its lesson plan ("Teacher's Toolbox" and "Blueprint"), the teacher's lesson, the students' work sheets, notes, and literature readings, as well as the homework, quizzes, & tests (known as Skill Builders).

You need three sheets of notebook paper, a pen, your Bible, and *The Science of the Christian Life (vol 1)*.

- A. Create a cover sheet. In the upper right-hand corner, record your name, the date, and class hour—as you see above.**
- B. Record the following both here and on your cover sheet.**

1. Title of the Book: \_\_\_\_\_
  2. Name of the Author: \_\_\_\_\_
  3. Pages Read (if you read the Foreword, etc., be sure to include all of that): \_\_\_\_\_
- (Record first page to last page)

**C. On the lines provided to the left, answer or complete the following.**

- \_\_\_\_\_ 1. Beginning on page 10 of *The Science of the Christian Life (vol. 1)*, what did Brother Hyles say Jesus meant by calling his followers *disciples*.
- \_\_\_\_\_ 2. Bro. Hyles' contention about being a leader was that . . . (1): You cannot 2 to be a leader.
- \_\_\_\_\_ 3. (2): You cannot 3 to be a leader.
- \_\_\_\_\_ 4. (3): You cannot 4 to be a leader.
- \_\_\_\_\_ 5. Who was the greatest leader on earth?
- \_\_\_\_\_ 6. "Leaders do not lead; they are 6."
- \_\_\_\_\_ 7. What did Jesus do for/to the great crowds who followed Him (7-9)?
- \_\_\_\_\_ 8.
- \_\_\_\_\_ 9.
- \_\_\_\_\_ 10. Why did people follow Jesus (10-14)?
- \_\_\_\_\_ 11.
- \_\_\_\_\_ 12.
- \_\_\_\_\_ 13.
- \_\_\_\_\_ 14.
- \_\_\_\_\_ 15. Whenever great multitudes decide to follow someone, others will try to 15 that leader.
- \_\_\_\_\_ 16. Brother Hyles said young preacher boys "ought to 16 in the 17 with such diligence that
- \_\_\_\_\_ 17. people 18 they 19 some things people want to learn."
- \_\_\_\_\_ 18.
- \_\_\_\_\_ 19.
- \_\_\_\_\_ 20. "All the 20 in the world will 21 for having in our lives that which others want in their own
- \_\_\_\_\_ 21. lives."
- \_\_\_\_\_ 22. "Show me a man who knows 22 and I will show you someone whom people will follow."
- \_\_\_\_\_ 23. Who were the three (23-25) greatest leaders Bro. Hyles had known in his lifetime?
- \_\_\_\_\_ 24.
- \_\_\_\_\_ 25.
- \_\_\_\_\_ 26. Bro. Hyles' definition of "being rich" happens when your 26.
- \_\_\_\_\_ 27. List the "three things in the world": (1) What I 27
- \_\_\_\_\_ 28. (2) What I 28
- \_\_\_\_\_ 29. (3) What I 29
- \_\_\_\_\_ 30. List the "three attitudes": (1) To want what I \_\_\_\_\_ = \_\_\_\_\_ 30 .
- \_\_\_\_\_ 31. (2) To want what I \_\_\_\_\_ = \_\_\_\_\_ 31 .
- \_\_\_\_\_ 32. (3) To want what I \_\_\_\_\_ = \_\_\_\_\_ 32 .



- \_\_\_\_\_ 33. List the “three things to do” to control one’s appetite: (1) 33 what I have.  
 \_\_\_\_\_ 34. (2) 34 what I can have.  
 \_\_\_\_\_ 35. (3) 35 what I cannot have.  
 \_\_\_\_\_ 36. List the “three things to decide”: (1) 36 what I have.  
 \_\_\_\_\_ 37. (2) 37 what I can have.  
 \_\_\_\_\_ 38. (3) 38 what I cannot have.  
 \_\_\_\_\_ 39. List the “three goals”: Not to allow the 39 my desire.  
 \_\_\_\_\_ 40. To allow the 40 my desire.  
 \_\_\_\_\_ 41. To make my 41 my haves.  
 \_\_\_\_\_ 42. What should determine our emotions?  
 \_\_\_\_\_ 43. “43 is a 44 against the law of God.”  
 \_\_\_\_\_ 44.  
 \_\_\_\_\_ 45. “45 is a transgression of God’s law which is done to 46 Somebody.”  
 \_\_\_\_\_ 46.  
 \_\_\_\_\_ 47. “We have all been given by the God the ability to 47.”  
 \_\_\_\_\_ 48. “With that ability comes the 48 to choose.”  
 \_\_\_\_\_ 49. “We my choose what we will, if it does not take away 49 to choose or our own ability to 50.  
 \_\_\_\_\_ 50.  
 \_\_\_\_\_ 51. God’s laws protecting our “51 as well as the 51 of others to choose.”  
 \_\_\_\_\_ 52. “Punishment is to 52 pain so that we will not do wrong again.”  
 \_\_\_\_\_ 53. “53 has the right to protect us from losing our right to choose.”  
 \_\_\_\_\_ 54. “No government has a right to tell us what we can or cannot 54 in our schools.”  
 \_\_\_\_\_ 55. “Jesus will not take away our right to choose by 55 upon us, but He will 56 our choices if  
 \_\_\_\_\_ 56. we 57 Him to do so.”  
 \_\_\_\_\_ 57.  
 \_\_\_\_\_ 58. What are the four (58-61) greatest areas that contribute to marital problems.  
 \_\_\_\_\_ 59.  
 \_\_\_\_\_ 60.  
 \_\_\_\_\_ 61.  
 \_\_\_\_\_ 62. When you’re married, you do not need to express your 62 about 63.  
 \_\_\_\_\_ 63.  
 \_\_\_\_\_ 64. “The husband is the head of the home according to the Bible, but the husband should 64  
 \_\_\_\_\_ 65. areas to his 65 where she should make the decisions.”  
 \_\_\_\_\_ 66. “Husbands and wives should share 66 and not 67.”  
 \_\_\_\_\_ 67.  
 \_\_\_\_\_ 68. It is a sin for spouses to 68 each other.  
 \_\_\_\_\_ 69. “It is better for the child to be disciplined 69” than for that child to see his parents disagree.  
 \_\_\_\_\_ 70. A child’s independence should be promoted within the 70.  
 \_\_\_\_\_ 71. Once you’re married, do not run with 71.  
 \_\_\_\_\_ 72. “We are commanded to give not what 72 or 73 but what the other 74.  
 \_\_\_\_\_ 73.  
 \_\_\_\_\_ 74.  
 \_\_\_\_\_ 75. “A man needs to feel 75.”  
 \_\_\_\_\_ 76. “A lady needs to feel 76-78.”

- \_\_\_\_\_ 77.
- \_\_\_\_\_ 78.
- \_\_\_\_\_ 79. “The secret of success in life is self-79 .
- \_\_\_\_\_ 80. “Never set out to be a good anything. Set out to be what the other person 80 to be.
- \_\_\_\_\_ 81. In order to be a good conversationalist, couples should 81-83.
- \_\_\_\_\_ 82.
- \_\_\_\_\_ 83.
- \_\_\_\_\_ 84. Your spouse should be your best 84 .
- \_\_\_\_\_ 85. You and your spouse should treat each other like you would treat 85.
- \_\_\_\_\_ 86. God never gives us a command without giving us a way 86 that command.
- \_\_\_\_\_ 87. We are not to be 87-92 angry.
- \_\_\_\_\_ 88.
- \_\_\_\_\_ 89.
- \_\_\_\_\_ 90.
- \_\_\_\_\_ 91.
- \_\_\_\_\_ 92.
- \_\_\_\_\_ 93. We are to use anger 93 the object.
- \_\_\_\_\_ 94. In order not to become bitter, we should not live by 94 convictions, but by 95.
- \_\_\_\_\_ 95.
- \_\_\_\_\_ 96. In order not to become bitter, we should not do what 96 think is best, but by what 97.
- \_\_\_\_\_ 97.
- \_\_\_\_\_ 98. In order not to become bitter, we must accept the fact that only 98 is right all the time.
- \_\_\_\_\_ 99. In order not to become bitter, we must trust 99-100, not mine.
- \_\_\_\_\_ 100.
- \_\_\_\_\_ 101. The word *conscience* literally means 101.
- \_\_\_\_\_ 102. The damaged condition of man’s conscience is called 102-106 in the Bible.
- \_\_\_\_\_ 103.
- \_\_\_\_\_ 104.
- \_\_\_\_\_ 105.
- \_\_\_\_\_ 106.
- \_\_\_\_\_ 107. A repaired conscience is called 107-109 in the Bible.
- \_\_\_\_\_ 108.
- \_\_\_\_\_ 109.
- \_\_\_\_\_ 110. Unseparated Christians think it’s all right to go to Hollywood movies; to watch worldly television programs; to listen to worldly music; to be involved in worldly amusements; or to drop their standards because their conscience is 110-111.
- \_\_\_\_\_ 111.
- \_\_\_\_\_ 112. God gives us 112 because we should not always 113 our consciences. They are there to help us 114 what is right and wrong when the Bible is not 115.
- \_\_\_\_\_ 113.
- \_\_\_\_\_ 114.
- \_\_\_\_\_ 115.
- \_\_\_\_\_ 116. Those who are weak on their stand on the Bible are also weak on 116 .
- \_\_\_\_\_ 117. Just because a person has “a clear conscience” does not mean he has a 117 or 118 conscience.
- \_\_\_\_\_ 118.

- \_\_\_\_\_ 119. Your conscience is to be the co-worker with 119 to show you what is right and wrong.
- \_\_\_\_\_ 120. Close friendship takes 120, not fellowship.
- \_\_\_\_\_ 121. The way to be close to God is to 121.
- \_\_\_\_\_ 122. According to Ephesians 6:10-17, if Satan ever gets to us it is through the 122-125.
- \_\_\_\_\_ 123.
- \_\_\_\_\_ 124.
- \_\_\_\_\_ 125.
- \_\_\_\_\_ 126. Everyone who yields to sin determines not only his destiny, but is influencing those who 126.
- \_\_\_\_\_ 127. If you do well, those who look to you will be 127; if you do evil, they will 128.
- \_\_\_\_\_ 128.
- \_\_\_\_\_ 129. Your choices will influence many others: You never sin or suffer for your sins 129.
- \_\_\_\_\_ 130. When you are tempted, remember that others' lives are 130.

131-140: **Copy** Ephesians 6:10-17.on your own paper.

**Essay:** On your own paper, in five (5) paragraphs of at least five (5) sentences each, discuss the following as assigned by your teacher and using Brother Hyles' Bible study and discussion (60 pts.) as your basis.

1. a. Make a rough list of all of your obligations and responsibilities with brief explanations of what it takes to fulfill each one.
- b. Then, organize them by numbering them according to their importance.
- c. Then using the corresponding numbers, create a week's chart showing when those obligations and responsibilities will be done. Be sure to *place* the "first things first," even though they may not be done first in the morning.
2. Discuss how you use the three (3) formulas of Bro. Hyles' plan of prayer and how it relates to Bible study.
3. Discuss five (5) principles of how you discern choosing right from right.
4. Discuss five (5) ways a person can improve his conscience.
5. Although our goal is never to "become a leader," how can we imitate Jesus' leadership qualities? Why would we want to do this?
6. Discuss three (3) ways you personally can control your emotions.
7. Discuss three (3) principles of anger, including avoiding and correctly using anger.
8. Apply the passages of Scripture regarding controlling out "appetites."
9. Discuss three (3) ways you personally can avoid conflicts.
10. Discuss how to "fellowship" to be what your friends and family need you to be.
11. Discuss the science of friendship, the only true love.
12. Discuss the dangers of homesickness.

***Before handing in the report, be sure your name is on your papers.***

***Staple those to the report in this order:***

***Cover Sheet***

***Report***

***Your Pages: Copied Verses then Essay***

**ENGLISH  
BOOK REPORT #3  
SKILL BUILDER**

\_\_\_\_\_  
Title of Book —or— TITLE OF BOOK\*

\_\_\_\_\_  
Name of the Author

\_\_\_\_\_  
City of Publication: Publisher, Year (*only* of copyright)

\_\_\_\_\_  
Literally what pages you have read (**Example:** Foreword [pp. I - ix] and pp. 25 - 223).

- 1. You'll need three sheets of notebook paper, a pen, your book, a dictionary, and perhaps your Bible. After heading your paper (name, date, class hour), beginning in the center of the top line of the page, record the information above.**
- 2. Now, put your book away.**

You've been told that English class not only tests your abilities and your knowledge of the English language, but it also will give you opportunities to be creative. This is one of those opportunities.

In five to seven paragraphs (300 - 450 words), prove that you have read your book—completely (or at least as much as you have read). Write only on the front of the paper; observe the margins (writing only between the vertical red lines).

**Remember,** if you quote the Bible, use one of the following styles:

- John 3:16 says, "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish but have everlasting life."
- We know that ". . . he gave his only begotten Son . . ." (John 3:16).
- We know that "he gave his only begotten Son" (John 3:16b). —This is the least desirable way.
- "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish but have everlasting life" (John 3:16).

- 3. Staple this atop your papers.** Hand these in.

\*If the title were typed, it could also be written *Title of Book* or **Title of Book**. But the formats are *never* to be combined! If one is good, four combined are NOT: **TITLE OF BOOK** is grossly incorrect!

**ENGLISH**  
**BOOK REPORT #3**  
**SKILL BUILDER**

\_\_\_\_\_  
Title —or— TITLE

\_\_\_\_\_  
Name of the Author

\_\_\_\_\_  
City of Publication: Publisher, Year (*only* of copyright)

\_\_\_\_\_  
Literally what pages you have read (**Example:** Foreword—pp. I - ix and pp. 25 - 223 = 207 pp. read).

1. You'll need three sheets of notebook paper, a pen, your book, a dictionary, and perhaps your Bible. After recording the above information, head your paper in the upper right-hand corner (name, date, class hour), and beginning in the center of the top line of the page, record the information as above again.
2. Put your book away.
3. On the same page as the title, etc., *list* 10 things you personally found interesting about—

(A) About the author —OR—

(B) About the author's teachings or point of view —OR—

(C) About the purpose of the book, including the reason or background that inspired the author to write the book.

4. On the second and third sheets, write the essay—five *well-developed* paragraphs, 500-750 words total—assigned to your class hour, displaying that you've indeed read what you claim to have read.

*Give the essay a title.*

Essay A: Write a book review recommending that other teenagers should read the book.

Essay B: Discuss how you are *personally* applying at least three things you've read in this book.

Maintain the point of view using 1<sup>st</sup>-person— I, me, my, mine, we, us, our, or ours.

Essay C: Write a "sales pitch" for your book. (You may—must!—use 2<sup>nd</sup> person for this assignment.)

5. After stapling your notebook paper pages together, hand this in along with those.

**ENGLISH**  
**SKILL BUILDER—BOOK REPORT #6**

**A. Record here first:**

Title of Book: \_\_\_\_\_ [Don't forget to underline the title!]

Author: \_\_\_\_\_

Pages Read: From: \_\_\_\_\_ To: \_\_\_\_\_ Total #-pages read: \_\_\_\_\_

**B. Next, you'll need your book, your Bible, a dictionary, three (3) pieces of paper, and a pen.**

1. **Head your papers**—all three—with your name, today's date, and your class hour.
2. **Beginning in the center of the top line of the first page, record the following information** (if you read more than one book to fulfill the reading requirement, list the titles, etc., side-by-side):

Title of Book [Don't forget to underline the title!]  
 Name of the Author  
 What Pages You've Read  
 The Publisher and Copyright Date

3. **Put your book away** (if you're making this report up at home, give your book to one of your parents or to an older brother or sister *who is already a Hammond Baptist graduate*).
4. **On the second page, list 10 things you personally found interesting** about the author, about the author's teachings, or about the object of the book.
5. **On the third sheet** (you may use both sides), **write EITHER—**

- ★ **Your book's "sales pitch" in poetry form.** You may refer to your poetry notes.
  - ◆ You must have a title.
  - ◆ You may use 2<sup>nd</sup> person—*you, your, yours*.
  - ◆ You must compose a *minimum* of 24 lines with at least three feet per line—label the meter at the end of the poem. You may use any of the following meters: iambic, anapestic, trochaic, or dactylic, with an either stanza-beginning or stanza-ending line of spondaic for each stanza.
  - ◆ You must have a consistent rhyme scheme: 1) abba cddc effe; 2) abcb defe ghih; or 3) abab cdcd efef

—OR—

- ★ **A 7-paragraph discussion of one of the following topics from the point of view of the author or main character(s) of your book.**

- Compassion
- Dating
- Friendship
- Leadership
- Others
- Prayer
- Preaching
- Preparation for One's Life's Work
- Self-control
- Separation from the World
- Standards
- The Holy Spirit
- Work

**6. Hand in the book report.**

*If you do not finish during this class period—and you have not wasted time—you may finish this at home and turn it in to the 11<sup>th</sup>-graders' divider before homeroom next Monday.*