

Area of Focus: 7th Grade History, Foundation

1. To study history as the autobiography of God, the Supreme Ruler of the Universe, as He interacts providentially in the lives of men and of nations through eternal patterns and disposes all events for Jesus Christ, the focal point of His Story.
2. To study the rise and fall of nations as they adhere to the Abrahamic Covenant, their national character and disposition, their culture and form of government, and the virtues and vices of those who governed.
3. To chart the geographical march of history through the study of main events, persons, writings, and establishments that illustrate the two themes of the Chain of Christianity: a) How men are governed and b) How God uses individual character to forward His story.
4. To form a scriptural worldview; the student will learn how to think and reason from truth through leading ideas and Christian principles of government (internal to external, cause to effect, choices to consequences; doctrine to character to government). To learn and practice discernment between that which is unscriptural and that which is Christian according to the restored gospel of Jesus Christ.
5. To inspire each student to seek and fulfill His divine purpose and place in history and to promote his heritage as an American Christian.

Units in History:

The Pre-Reformation
The Reformation
The American Establishment and Founding
The Restoration of the Gospel of Jesus Christ

Area of Focus: 7th Grade History, The Pre-Reformation

Learning Objectives:

Students will research and analyze for understanding the historical events which led to the Dark Ages. These events were triggered by the death and rejection of Jesus Christ along with His Apostles and Disciples. They will gain an understanding of the essential need for priesthood authority, revelation, and prophets and the consequences of their loss. They will also begin to recognize the Lord's preparations to restore that which was lost.

Pre-Learning Evaluation of Heart and Mind:

Teaching Methods and Process:

Research:

- Students will research the events surrounding the death of Jesus Christ, His Apostles, and disciples and come to understand the essential relevance of priesthood authority, revelation and prophets.

- Students will research the apparent consequences of the loss of priesthood authority, revelation and prophets and compare and contrast the events found in Zenos' Allegory found in Jacob 5.
- Students will begin to recognize how the loss of priesthood authority, revelation, and prophets was the genesis of following historical events:
 - Constantine and the Council of Nicaea
 - Caedmon and the Venerable Bede (Cademon wanted to learn to read, write and create, he examples of the Lord lives and is still involved in the lives of His Children and giving us little bits of light; Bede Captured all of Christian History)
 - Crusades
 - Beowulf
 - Magna Carta
 - Vaudois

Reason:

- Students will be able to analyze the results of the Apostasy and begin to recognize the Lord's hand in aligning people and events to prepare for the restoration of all things in the final Dispensation of the Fullness of Times.
- Students will use logic and reason to recognize patterns established for thousands of years by God in leading His children out of periods of apostasy through government, economics, science, philosophy, religion, art, and music.

Relate:

- Students will internalize the above analysis for greater understanding and appreciation of the Lord's endless compassion in reaching out to His children through celebrations, word studies, discussion, debate, role play, and/or the composition of a play, poem, rap, or song.

Record:

- For each stage of discovery students will record their thoughts and impressions in their 7th Grade Journal and in their written responses on weekly and unit tests.
- Through memorization students will record truths in their hearts and minds.
- All work produced in this unit will be filed appropriately in the students' working notebooks

Heart and Mind Assessment:

- Student participation and understanding will be assessed by weekly tests along with a final unit test at the end of the term.
- Students will pass off memorizations related to this unit.

Area of Focus: 7th Grade History, Reformation

Learning Objectives:

Students will research, reason, relate, and record the historical events and evidence of God's Providence surrounding the Reformation which prepares them for final Dispensation of the Fullness of Times. Students will capture (2 Corinthians 10:5) the history of the remarkable men and women who lived and died for the right to live according to conscience. Scholars will gain a greater knowledge of the sacrifices made by men and women for the cause of Christ and then replicate such history in their own lives.

Teaching Methods and Process:

Research:

- Students will research the lives of men and women who willingly sacrificed for a cause greater than their own, each serving as a building block for the foundation upon which the Restoration rests. We will study the lives of the following individuals and events:
 - Wycliffe
 - Renaissance
 - John Huss
 - Joan of Arc
 - 100 Years War
 - Gutenberg
 - Spanish Inquisition
 - Martin Luther
 - Tyndale
 - How the Bible Came to Be
 - Explorers
 - Columbus
 - British History
 - Shakespeare
 - Spanish Armada
 - Wilberforce
- Students will study The Olive Tree Allegory to recognize the fulfillment of prophesy and the need to assist with the gathering of Israel as emphasized by President and Sister Nelson (June 2018, Worldwide Youth Devotional).
- Students will study for understanding the geography of the Reformation and the role that it played in moving the chain of Christianity westward through Europe and then across the Atlantic to America.

Reason:

- Students will analyze the lives of men and women and discover common threads of sacrifice and seek for understanding as to why they made such remarkable sacrifices for the cause of Christ.
- Students will use logic and reason to recognize patterns established for thousands of years by God in leading His children out of periods of apostasy through government, economics, science, philosophy, religion, art, and music.

Relate:

- Students will apply the above learning to gain a deeper level of appreciation for the critical role of the Reformers.

- Students will identify the blessings which resulted from the consecrated lives of the reformers.
- Students will develop the desire to further a similar Christian heritage and legacy.
- Students will internalize their research and reasoning to gain greater understanding and appreciation of the Lord's endless compassion in reaching out to His children through celebrations, word studies, discussion, debate, role play, and/or the composition of a play, poem, rap, or song.

Record:

- For each stage of discovery students will record their thoughts and impressions in their 7th Grade Journal and in their written responses on weekly and unit tests.
- Through memorization students will record truths in their hearts and minds.
- All work produced in this unit will be filed appropriately in the students' working notebooks.

Heart and Mind Assessment:

- Students participation and understanding will be assessed by weekly tests along with a final unit test at the end of the term.
- Students will pass off memorizations related to the studied material.

Area of Focus: 7th Grade History, American Establishment and Founding Period

Learning Objectives:

Students will research and analyze the historical events leading to the Revolutionary War and the founding of the United States of America. They will recognize the providential hand of God establishing a land of liberty to preserve of freedom. Students will learn from the evidence of these events that the Lord will always be victorious.

Teaching Methods and Process:

Research:

- Students will research the events surrounding the Revolutionary War which gave way to the US Constitution's ratification.
- Students will study other related events which helped to establish the United States as a nation.

Reason:

- Students will critically evaluate people and events to determine how they aligned with the providential hand of God.
- Students will use logic and reasoning to connect people and events to fit a greater whole which in turn paints a glorious providential landscape.

Relate:

- Students will take away a greater appreciation for our Heavenly Father and His glorious plan for this country. That appreciation will help them to remember the scared nature

of this country's founding and avoid taking for granted all the freedoms so many lives helped to insure.

Record:

- For each stage of discovery students will record their thoughts and impressions in their 7th Grade Journal and in their written responses on weekly and unit tests.
- Through memorization students will record truths in their hearts and minds.
- All work produced in this unit will be filed appropriately in the students' working notebooks.

Heart and Mind Assessment:

- Students participation and understanding will be assessed by weekly tests along with a final unit test at the end of the term.
- Students will pass off memorizations related to the studied material.

Area of Focus: 7th Grade History, Restoration of the Gospel of Jesus Christ

Learning Objectives:

To help the students "learn for themselves" by the power of the Holy Ghost that Joseph Smith is a prophet, that *The Book of Mormon* is true, and that the fullness of the Gospel of Jesus Christ is restored upon the earth.

Teaching Methods and Process:

Research:

- Students will study and analyze the *Joseph Smith History* account of *The First Vision*, and the *Stories from the Life of Joseph Smith* by Turley and Littke as both literature and history. Students will be introduced the four official accounts of *The First Vision*.

Reason:

- Students will identify the pattern to follow "to discern between right and wrong, truth and error" as a basis for life-long learning.

Relate:

- This research and reason will:
 - enable students to strengthen their relationship with the Savior,
 - embrace the pattern of discerning truth, and adopt it as an infallible tool of discovery.

Record:

- For each stage of discovery students will record their thoughts and impressions in their 7th Grade Journal and in their written responses on weekly and unit tests.
- Through memorization students will record truths in their hearts and minds.
- All work produced in this unit will be filed appropriately in the students' working notebooks.

Heart and Mind Assessment:

- Students participation and understanding will be assessed by weekly tests along with a final unit test at the end of the term.
- Students will pass off memorizations related to the studied material.

Area of Focus: 7th Grade Language, Foundation

1. To cultivate and refine language skills toward the goal of developing masterful communication.
2. To communicate effectively in personal relationships to aid in gathering Israel and spreading the gospel.
3. To learn to effectively use the five components of the English Language:
 - **Composition:** to express thoughts simply and accurately, to do so in the most reasonable and connected order, to support and illustrate comments.
 - **Etymology:** to master affixes, inflections and derivatives of Anglo-Saxon and classical root words to expand vocabulary.
 - **Orthography:** learning and employing basic phonetic writing, spelling and speaking, writing words with proper letters, according to common usage and good penmanship, learning, the practice of spelling words with the proper letters in sequence, and learning and employing elocution to establish fine speaking skills.
 - **Prosody:** to learn and integrate into writing that part of language which treats of the quantity of syllables, of accent, of the laws of versification, and of figures of speech
 - **Syntax:** learn and employ the order in language and the patterns of excellent speaking and writing, construction of sentences, the due arrangement of words in sentences according to established usage, the agreement and government of words to produce a unity in communication.

“The role of language in the story of liberty is a fascinating one. The Gospel is basically a relationship that depends upon communication. Language is communication. God used languages and the development of languages for His purposes in the story of Liberty.” (Carol G. Adams, *The Noah Plan English Language Curriculum Guide*, p vii)

The Subject of Language is comprised of five primary components: Composition, Etymology, Orthography, Prosody and Syntax. The teaching of the components of Language gives substance, beauty, and purpose which make the learning of Language a joy. Scholars will continue their journey in 7th Grade to become fully equipped to enter a world of diverse challenges, capable of articulating and defending their Christian worldview.

Area of Focus: 7th Grade Language, Composition

Learning Objectives of the Heart and Mind:

- To establish God's purposes for the gift of language which will generate in each scholar's heart a love of Him, a love of learning, a love of reading, a love of language;
- To challenge students, to help them learn that joy comes from hard work; and
- To assist students to begin to analyze and create good writing according to content, mechanics and style.
- The scholar will learn to analyze, evaluate, organize, and relate information from a variety of sources to create a well-reasoned, well-written product, i.e., sentence, paragraph, essay, Master Project.

Pre-Learning Evaluation of Heart and Mind

Teach a lesson on the importance of each scholar being a child of God and what that means in terms of being able to communicate accurately with one another. Explain the four steps of good writing: pre-writing, drafting, revising, and preparing for presentation. Assess their ability to write by asking them to draft a paragraph on their identity as a child of God using the four steps of good writing.

Teaching Methods and Processes

Foundation:

- Establish God's purposes for the gift of language by examining the words of prophets, other wise men and women, and scripture. From this research, students will reason God's purposes and principles of language. This component provides the why of language study.

Research:

- Study the process of creating strong sentences, paragraphs and essays –
- **Pre-writing:** inventing or combining ideas – thinking, talking, discussing, describing, reading, questioning, brainstorming, listing, outlining, clustering-collecting thoughts, etc.
- **Drafting:** selecting words and phrases, constructing sentences, and structuring paragraphs with coherence, unity, emphasis, and style
- **Revising:** correcting usage and grammar, experimenting with various sentence and paragraph styles to improve communication, finding effective openings and closings, choosing more concrete nouns and verbs, employing effective sentence patterns, refining, proofreading
- **Presenting:** correcting spelling, punctuation, manuscript form, syntax; submit in final written form and/or read aloud to audience

Reason:

- Reasoning is required in each of the above steps of writing – pre-writing, drafting, revising, presenting. Reasoning is also essential to maintain adherence to theme/assignment.

Relate:

- Relating will occur repeatedly as the scholars write about what they have learned in Devotionals, Literature and History.

Record:

- Scholars will create a Word Study on the word *composition* or a related word.
- All work will be kept in the Scholar's Working Notebooks as a permanent record of learning.

Heart and Mind Assessment:

- Proficiency in composition will be measured by practicing writing powerful sentences (topic and theses), paragraphs and essays.

Area of Focus: 7th Grade Language, Etymology**Learning Objectives of the Heart and Mind**

- To establish God's purposes for the gift of language which will generate in each scholar's heart a love of Him, a love of learning, a love of reading, a love of language; to challenge students, to help them learn that joy comes from hard work.
- The scholar will master knowledge and use of the inflections in the English Language, i.e., spellings, root and affix uses to expand vocabulary, verb conjugations, and the declensions of all other parts of speech. (See Syntax also)

Pre-Learning Evaluation of Heart and Mind

Present a lesson, using the Socratic method, on the development of the English Language from the first extant piece, *Beowulf*. As the lesson on the history of language proceeds, the scholars' answers to questions will provide information as to their knowledge and expertise in this component.

Teaching Methods and Processes:**Foundation:**

- Establish God's purposes for the gift of language. Examine the words of prophets, other wise men and women, and scripture regarding etymology. From this research students will reason the purposes and principles of language and specifically etymology. This component provides the why of language study.

Research:

- Scholars will study prefixes, suffixes, derivatives, inflections, and root words of Anglo-Saxon and classical origin.

Reason:

- Scholars will do etymological reasoning weekly in terms of spelling, in terms of Greek, Latin and Anglo-Saxon roots, and in terms of phonograms. Multiple assignments in writing and reading will require identification of all of the above elements of language.

Relate:

- In grammar and composition, scholars will work to comprehend and employ the various inflections and modifications of words, and show how they are formed from their simple roots. Scholars will identify phonograms and roots in spelling and vocabulary words weekly.

Record:

- All work will be filed chronologically and by subject in the scholars' Working Notebooks as a permanent record of learning in this subject. Scholars will create a Word Study on the word *etymology* or a related word. Evaluation will continue throughout the year as scholars are tested and as they identify roots and phonograms and spell correctly in all writing assignments.

Heart and Mind Assessment:

- Scholars will be tested weekly on etymology through work in writing, spelling and vocabulary.

Area of Focus: 7th Grade Language, Orthography**Learning Objectives of the Heart and Mind**

To establish God's purposes for the gift of language which will generate in each scholar's heart a love of Him, a love of learning, a love of reading, and a love of language; to challenge students to help them learn that joy comes from hard work.

The scholar will learn:

- "the art of writing words with the proper letters, according to common usage;
- the part of grammar which treats of the nature and properties of letters, and of the art of writing words correctly;
- the practice of spelling... words with the proper letters" (*Noah Webster American Dictionary of the English Language*);
- the practice of pronouncing words correctly, according to proper usage.

Pre-Learning Evaluation of Heart and Mind

1. Dictate a meaningful paragraph taken from Devotionals, Literature or History to the scholars. Then, hold scholars accountable for correct grammar, spelling and penmanship. The dictation will reinforce and review curriculum.
2. The scholars will memorize the theme scripture for the year and/or the AHS Mission Statement. The assignment will be evaluated for the principles of elocution.

Teaching Methods and Processes**Foundation:**

- Establish God's purposes for the gift of language. Examine the words of prophets and other wise men and women, and scripture regarding orthography. From this research, students will reason the purposes and principles of language and specifically orthography. This component provides the why of language study.

Research:

- The scholars will take notes while the teacher delivers a lesson on orthography. They will annotate the material accompanying the lesson.

Reason:

- The scholars will reason the value of orthography through class discussion and making the corrections on their written work in terms of spelling and penmanship. They will constantly evaluate and revise their work throughout the school year.

Relate:

- Scholars will be encouraged to hold their pencils correctly in order to improve penmanship. Assignments improperly written will be re-done. When assignments are improperly spelled, scholars will have the opportunity to re-do them to improve their work.

Record:

- All work will be filed chronologically and by subject in the scholars' Working Notebooks as a permanent record of learning in this subject. Scholars will create a Word Study on the word *etymology* or a related word. Evaluation will continue throughout the year as scholars are tested. They may work to improve their skills in all of the ways words are presented.

Heart and Mind Assessment:

- Scholars will labor to master their orthography skills (penmanship, spelling and elocution) throughout the year in all assignments. They will be required to exhibit their mastery in weekly quizzes and other assignments.

Area of Focus: 7th Grade Language, Prosody**Learning Objectives of the Heart and Mind**

- To establish God's purposes for the gift of language which will generate in each scholar's heart a love of Him, a love of learning, a love of reading, and a love of language; to challenge students, to help them learn that joy comes from hard work. The scholar will have the opportunity to create a love of language that inspires the study and mastery of those elements which beautify language.
- To gain mastery of those parts of language which treat of the quantity of syllables, of accent, of the laws of versification and the many other specific devices or figures of speech, such as metaphor, simile, alliteration, assonance, personification, hyperbole, etc.

Pre-Learning Evaluation of Heart and Mind

Provide the scholars with a beautiful quatrain of poetry. Instruct them to identify as many elements of prosody as they can; require that pencils be laid on desks and then discuss the quatrain. Scholars will then turn their papers in to the teacher who will evaluate their work.

Teaching Methods and Processes**Foundation:**

- Establish God's purposes for the gift of language.
- Examine the words of prophets, other wise men and women, and scripture regarding prosody.

- From this research, students will reason the purposes and principles of language, specifically prosody.
- This component provides the why of language study.

Research:

- Scholars will study the tools that give grace and force to verbal expression.
- This includes all the various devices of prose and poetry that give language its delightful appeal.

Reason:

- Scholars will reason that artfully crafted language communicates effectively.

Relate:

- The abundant elements of style will be studied, identified and reinforced through the year in all areas of curriculum.
- Scholars will have ample opportunities to identify and employ literary devices.

Record:

- Scholars will create a Word Study on the word *prosody* or a related word.
- All work will be filed chronologically and by subject in the scholars' Working Notebooks as a permanent record of learning in this subject.

Heart and Mind Assessment:

- Scholars will be tested, will work in class, group and individual settings to identify and create work including a variety of the elements of style.
- Evaluation will continue throughout the year as scholars are tested and given many opportunities to use what they have mastered in this area. This will include expository writing, creative writing in short stories, poetry (including a Shakespearean sonnet), short dramas, dialogues, etc.

Area of Focus: 7th Grade Language, Syntax

Learning Objectives of the Heart and Mind

- To establish God's purposes for the gift of language which will generate in each scholar's heart a love of Him, a love of learning, a love of reading, and a love of language; to challenge students, to help them learn that joy comes from hard work.
- To understand the inherent order in language and the patterns of excellent speaking and writing.

Pre-Learning Evaluation of Heart and Mind

Play a game with the scholars by going through a poignant selection from curriculum. Have them identify parts of speech and usage in the sentences. This can be done individually or in groups/teams. Rewards can be given for correct responses to encourage participation.

Teaching Methods and Processes

Foundation:

- Establish God's purposes for the gift of language. Examine the words of prophets, other wise men and women, and scripture regarding syntax. From this research, students will reason the purposes and principles of language and specifically syntax. This component provides the why of language study.

Research:

- Scholars will master the aspects which provide order to language – parts of speech, functions in sentences, inflections, declensions, conjugations, and clauses. Scholars will learn the functions of words and their relationships in sentences.

Reason:

- Scholars will apply the knowledge researched and learn to analyze and diagram sentences.

Relate:

- Scholars will learn to communicate effectively in writing and speaking. Scholars will continue their journey to become fully equipped to enter a world of diverse challenges, capable of articulating and defending their Christian worldview.

Record:

- Scholars will write throughout the year. As they master the details of language, they will replicate these details in their writing to produce articulate, reasoned and governed treatises.
- All work will be filed chronologically and by subject in the scholars' Working Notebooks as a permanent record of learning in this subject.
- Scholars will create a Word Study on the word *syntax* or a related word.

Heart and Mind Assessment:

- Evaluation will continue throughout the year as scholars are tested and as they analyze and diagram many sentences.
- Scholars will evidence their knowledge that language is based on patterns. These patterns are the basic forms upon which sentences are built to produce paragraphs, essays, theses, etc.

Area of Focus: 7th Grade Literature, Foundation

- Establish God's Purposes for Literature
- Evaluate and comprehend the distinctive types of literature: poetry, short story, Essay, novel, drama, and biography.
- Develop the method of scriptural reasoning, reflecting from gospel principles and primary sources.
- Create a record in the notebook following the standards of order, neatness, completeness and accuracy.

- Cultivate literary appreciation and analytical skills.
- Lead students to relate and to apply gospel principles in their lives.
- Develop composition style and competence.
- Build vocabulary, discussion, oral presentation, debate and elocution skills.
- 4R God's Principle of Divine Identity and Purpose in author and literary style.

Area of Focus: 7th Grade Literature, *A Shepherd Looks at Psalm 23* by Phillip Keller

Learning Objectives:

- Generate in each student's heart a love of learning, a love of reading and a love of literature
- Introduce students to the scriptures as literature
- Assist students to begin to analyze good literature according to content and style
- Introduce students to the *Seven Loves of Literature* (Love of God, Love of God's Word, Love of Learning, Love of Correct Principles, Love of Good Character, Love of Country, Love of Family and Heritage) as a guide to help them identify and select good literature
- Introduce students to the main components of literature: vocabulary, setting, plot, character development, style, and theme
- Help students know who they are in the eyes of The Good Shepherd, help students come to know Him personally, and help them develop a personal relationship with the Him
- Reinforce the 7 Principles of Personal and Civil Liberty
- Challenge students to learn that joy comes from hard work.

Pre-Learning Evaluation: Heart and Mind (as appropriate):

Have each child practice the chapter assignments on a smaller selection of literature to get a baseline measure of competency before assigning students to read, annotate and reflect on the chapters of *A Shepherd Looks at Psalm 23*.

Teaching Methods and Process:

Research:

- Read each chapter and search for relevant examples of each of the main components of literature (vocabulary, setting, plot, style, character development, and theme)
- Research definitions of key vocabulary words that are unfamiliar

Reason:

- Reason the definitions of vocabulary words from context
- Reason which dictionary definition relates most directly to context
- Reason examples of setting
- Begin to understand plot by analyzing the small vignettes included in each chapter
- Reason examples of style
- Reason the internal characteristics of both *The Good Shepherd* and the sheep
- Reason the most important truth/theme from each chapter

Relate:

- From direct quotations in the book each scholar will reason truths about the nature of *The Good Shepherd*, his/her relationship with *The Good Shepherd* and learn more about who he/she is in the eyes of God
- Learn how to access both the enabling and redeeming powers of the Atonement of Jesus Christ.

Record:

- Internal character charts
- Journal entry: how did you become more like the Savior?
- Word study on the *Names of Christ*
- Paragraph/Essay: What are the benefits of staying close to the Good Shepherd?
- Each student researches a meaningful humanitarian cause and presents it to the class. Heifer International sheep donation
- Text illumination and reenactment

Learning Evaluation: Heart and Mind:

- Periodically, as we read the book, scholars will turn their books in, so the teacher can check their marking and annotation to make sure each student is reasoning clearly and finding examples of the main components of good literature.
- Paragraph/Essay: What are the benefits of staying close to the Good Shepherd?

Area of Focus: 7th Grade Literature, *Exiled* by Helene Holt**Learning Objectives:**

- Help students show mastery of analytical reasoning and composition skills learned during our study of *A Shepherd Looks at Psalm 23*
- Develop a firm determination in the heart of each scholar to stand true to conscience—whatever the cost
- Instill in the minds of students a commitment to avoid neutrality in regard to moral issues
- Introduce students to the historical fiction genre
- Help students learn to sacrifice for learning and to appreciate the sacrifices of their forbearers
- Squelch the growing sense of entitlement by instilling in each scholar's heart a desire to leave a heritage of good for the generations to follow
- Introduce students to the difference between static and dynamic characters in fiction
- Help students create a love of good literature
- Help history come alive by reading a historical fiction account of a common ancestor

Pre-Learning Evaluation: Heart and Mind (as appropriate):

Vocabulary pretest: conscience, sedition, conventicle, heresy, enigmatic, libel, cavalier, oath, etc. . . .
Mastering the vocabulary is the first step to mastering the subject.

Teaching Methods and Process:

Research:

- Read, annotate, and analyze the text identifying significant examples of vocabulary, setting, plot, style, character development, and theme
- Complete word studies on the following words: moral dilemma, neutrality, conscience, family, etc.
- Research possible genealogical connections to Josh Lothrop.

Reason:

- Reason the definitions of vocabulary words from context, and then check reasoning by looking up the definitions in the 1828 Dictionary;
- Reason the connections between setting and character development and theme
- Reason the connections between plot and character development and theme
- Reason the connections between uses of style and the other elements of good literature.
- Reason the internal characteristics of the main characters from context (Lothrop and Hyrum)
- Reason the most important truth from each chapter set

Relate:

- After completing the character chart on John Lothrop students will reflect and explain how they will choose to become more like John Lothrop
- Draft SMART goals to help them accomplish these objectives
- Keep a journal chronicling their accomplishments for two consecutive weeks.

Record:

- Prepare to address the issues of Family and Conscience in a formal Fish Bowl discussion

Learning Evaluation: Heart and Mind:

- Write one of the following essays: a compare and contrast essay on the Lord's view of morality vs. the world's view of morality; the Lord's view of family vs. the world's view of family; or simply an essay on one of the main themes introduced in Exiled: Neutrality/ Family/ Conscience/ How to solve a moral dilemma, etc.

Area of Focus: 7th Grade History/Language/Literature, The Birth of Jesus Christ Learning Objectives

Learning Objectives:

- Help students connect History with His-Story
- Study scripture as classical literature
- Instill in the hearts and minds of students a deep love of their Savior, Jesus Christ
- Inspire students to emulate the characteristics of those individuals who were called and prepared to play a significant role in the miraculous story of Christ's birth
- Memorize the story of the Birth of Jesus Christ as recorded in Luke 2 and be able share it with others with feeling

- Identify literary devices with confidence (symbolism, foreshadowing, metaphor, simile, irony, etc.)

Pre-Learning Evaluation: Heart and Mind (as appropriate):

Administer an assessment throughout our study of the literature as each new character or theme is introduced.

Teaching Methods and Process:

Research:

- Research and study the Messianic Prophecies in the scriptures
- Research the characteristics of the author, Luke
- Read and annotate the record of the birth of Jesus Christ found in Luke 1-2; Matt 4; and 3 Nephi 1
- Identify the main components of good literature: vocabulary, setting, plot, character development, style, and theme
- Research definitions of key vocabulary words that are unfamiliar;
- Research and study the government/ political system at the time of Christ
- Research the geography of the Holy Land
- Research the symbols featured in the story of the Birth of Jesus Christ.

Reason:

- Reason the definitions of vocabulary words from context
- Identify prevalent literary devices found in the text
- Reason the internal characteristics of Zacharias, Elisabeth, Joseph, Mary, the Shepherds, and the Wise Men
- Reason the most important truth from each lesson (the main characters, the government/political system, the journey, the shepherds and sheep, the angels, the star, Anna and Simeon, The Wise Men, etc.);

Relate:

- From direct quotations in the reading each scholar will reason truths about the natures of the main characters in the story of the Birth of Christ;
- From these characters each scholar will gain a vision of how he/she may further develop his/her character to be an instrument in the hands of God to help others come unto Christ and to assist in the unfolding of the gathering of Israel
- Scholars will have the opportunity to share their love of the story of the Birth of Jesus Christ with others as they find pass-along-cards hidden throughout the room;
- Learn how to access both the enabling and redeeming powers of the Atonement of Jesus Christ through the examples of the characters.

Record:

- Memorize and Recite the story of the Birth of Jesus Christ as recorded in Luke 2 in class as well as during the Christmas Sing;
- Complete character charts (Zacharias, Elisabeth, Joseph and Mary);
- Students will keep a journal record of what they have done to become more like the characters of this story

- Complete a word study on one of the titles of Christ: Messiah, Anointed, Redeemer
- Write a paragraph explaining a symbol of Christ
- Lap book—create a lap book to memorialize and share “The Most Beautiful Story” that has ever been told;
- Participate in a service project planned and prepared by the students

Learning Evaluation: Heart and Mind:

- Enjoy and share the true Spirit of Christmas with family every year for the rest of their lives!

Area of Focus: 7th Grade Literature, *A Christmas Carol* by Charles Dickens

Learning Objectives:

- Introduce students to a classic piece of literature written by Charles Dickens
- Assist students to develop a love of all mankind and seek for opportunities to bless humanity by consecrating their time, talents, energy and means to bettering the world around them
- Remind students of the principles of heritage and the law of the harvest
- As “fellow-passengers to the grave” we have a duty/opportunity to pay forward the blessings we have received
- Students will learn how any virtue may become a vice if pursued without balance
- Reading *A Christmas Carol* will provide multiple opportunities to reinforce the *Seven Principles of Civil and Personal Liberty*

Pre-Learning Evaluation: Heart and Mind (as appropriate):

Pre-assessment of vocabulary. Mastering the vocabulary is the first step to mastering the subject.

Teaching Methods and Process:

Research:

- Read and annotate *A Christmas Carol* according to the main components of Literature (vocabulary, setting, plot, style, character development, and theme).
- Research the life of Charles Dickens, his inspiration behind the book, as well as life, customs and traditions in England during the early 1800’s.

Reason:

- Evaluate the text for the main components of good literature: vocabulary, setting, plot, style, character development and theme.
- Reason the importance of loving people and living a balanced life through the lessons learned from author’s masterful depiction of the main character, Ebenezer Scrooge, and his interactions with others.

Relate:

- Learn how to take life’s experiences and portray them in prose to bring life to the imagination and to tell a story.
- Students will learn to apply principles of truth in their lives that will bring true joy.

Record:

- We celebrate our reading of *A Christmas Carol* by watching a dramatic recreation of Dickens' classic (stage/DVD).
- We also celebrate our study of Dickens' work by eating foods typically eaten during his time, and by
- Enjoying the Spirit of giving (exchanging thoughtful *Secret Santa* gifts).

Learning Evaluation: Heart and Mind:

- Imitate Dicken's character sketches in a writing assignment where the art of showing and not telling is practiced by using imagery, metaphor, simile, paradox and other literary devices. Combining the practice of imitating Dicken's writing style with our study of the Birth of Christ has worked to produce phenomenal results. Students have been asked to tell part of the story of the Birth of Christ from the perspective of an eyewitness—not excluding inanimate objects.

Area of Focus: 7th Grade Literature, *Uncommon Heroes* (Chapter 2: George Washington) by Steven Allen, "Literature of Liberty" compiled by 7th Grade teachers

Learning Objectives:

- Students will develop a greater appreciation of the biographical genre;
- Students will examine the lives of the founding fathers from a Christian lens by looking for evidence of the providential Hand of God in their lives
- Students will learn about the importance of perspective by experiencing history from eyewitness accounts and primary sources;
- Scholars will develop a love of liberty and a love of country
- Students will deepen their appreciation of the sacrifices of their forebears as well as instill in their hearts a determination to labor to preserve liberty

Pre-Learning Evaluation: Heart and Mind (as appropriate):**Teaching Methods and Process:****Research:**

- Search for the main components in good literature as they read the story of George Washington;
- Focus on the development of the character of George Washington and the primary influences in his development and maturation;

Reason:

- Reason the most important truths taught through the narrative of George Washington's life;
- Reason principles of truth that are the foundation of liberty;
- Show how the Seven Principles of Personal and Civil Liberty were foundational in the establishment of a free nation.

Relate:

- Understand what is required to continue to battle for liberty, freedom of conscience, freedom of religion, and other freedoms enumerated in *The Constitution* and *The Bill of Rights*.

Record:

- Complete a word study on “liberty”;
- optionally, participate in the Freedom Festival Essay Competition;
- Participate in the Patriotic Program;
- Memorization of Quotes from the Founding Fathers;
- Reflection on the *Literature of Liberty*

Learning Evaluation: Heart and Mind:

- Unit evaluation on the American Establishment Period; reflection on the *Literature of Liberty*

Area of Focus: 7th Grade Literature, Poetry

- Scripture: Psalm 23, The Prodigal Son, The Good Samaritan, The Testimony of Joseph Smith, Luke 2
- Poetry of the Reformation
- Poetry of the American Founding
- Poetry of Early American Literature – Emily Dickinson, Henry Wadsworth Longfellow
- Poetry of the Restoration—hymns, “The Answer” and “The First Vision” by Joseph Smith

Learning Objectives of the Heart and Mind

- Introduce scholars to God’s purposes for poetry
- “Teach us who we are, our principles and ideals” (Foundation for American Christian Education)
- “Strengthen our purpose as a nation” (Foundation for American Christian Education)
- Introduce students to the art and beauty of rhythm and rhyme
- Introduce scripture as poetry
- Help students to evaluate poetry based on the *Seven Loves of Literature*: love of God and His word, learning, principles, good character, country, family and heritage.
- Develop the reflective senses – the inner ear, the imagination
- Cultivate a love for beauty – internal and external – ~~and a taste for “images of magnificence”~~ (Foundation for American Christian Education)
- Learn to appreciate the gifts of individual poets as examples of individual identity and purpose and as evidence that each child can produce poetry
- Enrich language and vocabulary, elevate and inspire children to use wonderful words and to express themselves in subtle and precise language. (Foundation for American Christian Education)
- Gain mastery of those parts of literature which treat of the quantity of syllables, of accent, of the laws of versification and the many other specific devices or figures of speech, such as

metaphor, simile, alliteration, assonance, imagery, personification, hyperbole, etc.
(Foundation for American Christian Education)

Pre-Learning Evaluation:

Provide the scholars with a beautiful quatrain of poetry. Instruct them to identify the meaning or intent of the poet as well as many elements of prosody as they can; require that pencils be laid on desks and then discuss the quatrain. Scholars will then turn their papers in to the teacher who will evaluate their work.

Teaching Methods and Process

Research:

- Study the distinctions between prose and poetry which become a springboard into the study of the elements of style employed in poetry – meter and foot, rhyme scheme, poetic devices, etc.

Reason:

- Identify the components of poetry in specific poems, documents, etc. This will contribute to the understanding that poetry is concentrated thought.

Relate:

- Scholars will write and evaluate poetry throughout the curriculum – a preposition poem in Language, a Shakespearean sonnet in Literature, and a poem or rap regarding several Reformers in History. Such assignments will occur frequently.

Record:

- The poetic writings will form a record of learning across the curriculum;
- All writings will be filed in the scholars' Working Notebooks chronologically and by subject as a permanent record of his/her learning in each subject.
- Scholars will create a Word Study on the word *poetry* or a related word.

Learning Evaluation of the Heart and Mind

- Scholars will be asked to compose poems throughout the year as they relate to different units of our curriculum.

Area of Focus: 7th Grade Literature, *The Book of Mormon*

Learning Objectives:

- Teach students from “the most correct of any book on earth” how to reason clearly from context,
- Teach the students how to reason from cause to effect,
- Help students relate truth to their lives in their quest to become true scholars and disciples of Christ.
- Establish a daily habit of searching The Book of Mormon for principles of truth,
- Help students (1) receive a deeper personal witness of Jesus Christ and other gospel truths; (2) develop the ability to clearly reason principles of truth; (3) nurture a sensitivity to the

voice of the Spirit, (4) obtain an increased love for the Lord; and (5) create greater determination and courage to stand for what is right

Pre-Learning Evaluation: Heart and Mind (as appropriate)

Teaching Methods and Process:

Research:

- Students are invited to spend at least 10 minutes a day "4 R-ing" *The Book of Mormon*: reading and researching the words of Christ

Reason:

- Students will reason a principle(s) of truth through an analysis of grammar, elements of style, history, government and the Abrahamic Covenant

Relate:

- Students will relate each well-reasoned truth(s) to self

Record:

- Students will record what he/she learns in two ways: (1) recording the well-reasoned truth in a journal, and (2) sharing his/her truth with a family or class member.
- Students will complete appropriate Word Studies
- Several times each week, students will be given opportunities to share their 4 R-ing of scripture with the class.

Learning Evaluation: Heart and Mind:

- Every other week, scholars will have the opportunity to turn in one of their principle reasoning assignments for evaluation and feedback.

Area of Focus: 7th Grade Literature, Poetry, Short Stories, Essays, and Speeches

Learning Objective:

At the beginning of the school year, students will review the genres of literature as part of their Literature Foundations unit. Students will study various poems, short stories, essays, and speeches throughout the year and will come to understand the similarities and differences between the various genres.

Pre-Learning Evaluation: Heart and Mind (as appropriate)

In order to activate their background knowledge on the topic, students will be asked to share with class members during class discussion as well as write in their classroom journal about their favorite poetry, short stories, essays, and speeches.

Teaching Methods and Process:

Research:

- Students will read poetry, short stories, essays, and speeches that enhance their curriculum.

Reason:

- Students will identify the “Seven Loves of Literature”—Love of Learning/ Love of God/ Love of Good Character/ Love of Country/ Love of Home and Family/ Love of God’s Word/ and Love for the Chain of Christianity—in the assigned literary selections. They will evaluate the quality of the literary selection based on its ability to inspire the reader.

Relate:

- Students will identify in the assigned literary selections those themes and principles that apply to their lives.

Record:

- Students will share their insights with class members through group discussion and by writing in their classroom journal. They will write literary analysis essays as assigned by the teacher.

Learning Evaluation: Heart and Mind:

Students will be evaluated in a variety of ways. Students will discuss literary selections as a class and in small groups. They will be asked to write personal responses to literary selections. They will be asked to produce their own poetry, short stories, essays, and speeches.