

Writing & Grammar 10, 5th Edition • Lesson Plan Overview

CR Concept Reinforcements DI Differentiated Instruction EV ExamView
 G/E Games/Enrichment IA Instructional Aid SE Supplemental Exercise

Chapter 1: Creating Inside the Box: The Formal Essay

Page3s	Objectives	Resources & Materials	Assessments
Lesson 1 Introducing the Essay			
2–15	1.1 Define the essence of an essay. 1.2 Identify the structure of a five-paragraph essay. 1.3 List the six traits of writing. 1.4 List the biblical worldview themes for the textbook. <u>BWS</u> Identity, Logic, Integrity, Judgment (recall)		
Lesson 2 Planning the Essay			
16–19	2.1 Plan a five-paragraph essay. <u>BWS</u> Logic (explain) 2.2 Craft an effective thesis for the essay. 2.3 Identify arguments against the thesis. <u>BWS</u> Integrity (explain) 2.4 Formulate three points to support the thesis.	Teacher Edition • IA 1: Tentative Outline • IA 2: Topic and Sentence Outlines • IA 3: Topic Outline BJU Press Trove* • IA 1: Tentative Outline • IA 2: Topic and Sentence Outlines • IA 3: Topic Outline • Video: “Essay”	
Lessons 3–4 Drafting the Essay			
20–22	3–4.1 Draft an introductory paragraph to the essay. 3–4.2 Draft a body to the essay. 3–4.3 Draft a concluding paragraph to the essay.		
Lesson 5 Revising the Essay			
23–24	5.1 Evaluate the drafted essay according to a rubric. 5.2 Evaluate a peer’s drafted essay according to a checklist. 5.3 Revise the drafted five-paragraph essay based on evaluations. <u>BWS</u> Judgment (apply)	Teacher Edition • IA 4: Five-Paragraph Essay Rubric BJU Press Trove • IA 4: Five-Paragraph Essay Rubric Materials • Sets of cards naming areas to consider when revising	

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources & Materials	Assessments
Lesson 6 Proofreading the Essay			
25	6.1 Proofread the five-paragraph essay by following a checklist. 6.2 Correct the five-paragraph essay as needed.	Teacher Edition • IA 5: Proofreading Checklist BJU Press Trove • IA 5: Proofreading Checklist Materials • Photos of real-life punctuation mistakes	
Lesson 7 Publishing the Essay			
26–27	7.1 Publish the five-paragraph essay. 7.2 Propose answers to the Essential Question. <u>BWS</u> Logic (explain) 7.3 Explain ways in which writing a paper is like creating a masterpiece.	Materials • A copy of each student's essay	
Lessons 8–9 Writing an Essay Answer			
27–28	8–9.1 Identify the characteristics of an essay answer. 8–9.2 Plan an essay answer. 8–9.3 Craft an essay answer under time constraints.	Teacher Edition • IA 6: How to Answer Essay Questions BJU Press Trove • IA 6: How to Answer Essay Questions	
Lesson 10 Truth and Validity			
29–31	10.1 Explain the difference between truth and validity in an argument. <u>BWS</u> Logic (explain) 10.2 Identify the components of a valid argument. 10.3 Evaluate the truth and validity of arguments. <u>BWS</u> Logic (evaluate) 10.4 Develop a true and valid argument about a controversial issue. <u>BWS</u> Logic (apply)	BJU Press Trove • Video: "Truth and Validity"	Student Edition • Apply the Logic (pp. 30–31) • Use the Logic (p. 31)

Chapter 2: Every Idle Word: Parts of Speech

Pages	Objectives	Resources & Materials	Assessments
Lesson 11 Nouns and Pronouns			
32–39	11.1 Explain the significance and effects of word choice. BWS Identity (explain) 11.2 Identify nouns and pronouns in sentences. 11.3 Distinguish pronouns according to type. 11.4 Write sentences with different types of pronouns.	AfterSchoolHelp.com <ul style="list-style-type: none"> • Nouns • Pronouns 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 38–39) • Use the Skill (p. 39) Assessments <ul style="list-style-type: none"> • Chapter 2 Preassessment • CR 1 BJU Press Trove <ul style="list-style-type: none"> • Chapter 2 Preassessment • CR 1
Lesson 12 Verbs			
40–43	12.1 Identify verbs in sentences as action or state of being. 12.2 Write sentences demonstrating varied uses of verbs.	Teacher Edition <ul style="list-style-type: none"> • IA 7: Helping Verbs • IA 8: Principal Parts BJU Press Trove* <ul style="list-style-type: none"> • IA 7: Helping Verbs • IA 8: Principal Parts AfterSchoolHelp.com <ul style="list-style-type: none"> • Verbs • Principal Parts 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 43) • Use the Skill (p. 43) Assessments <ul style="list-style-type: none"> • CR 2 BJU Press Trove <ul style="list-style-type: none"> • CR 2
Lesson 13 Verb Tenses			
44–47	13.1 Identify verb tenses in sentences. 13.2 Use progressive forms of verbs in sentences. 13.3 Use appropriate verb tenses in sentences.	BJU Press Trove <ul style="list-style-type: none"> • Link: A video about the Berlin Wall • DI 1: Tense Check AfterSchoolHelp.com <ul style="list-style-type: none"> • Tense 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 46–47) • Use the Skill (p. 47) • SE: Verb Tenses (p. 469) Assessments <ul style="list-style-type: none"> • CR 3 BJU Press Trove <ul style="list-style-type: none"> • CR 3

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources & Materials	Assessments
Lesson 14: Active and Passive Voice			
48–51	14.1 Distinguish between active and passive voice. 14.2 Change sentences with passive-voice verbs to sentences with active-voice verbs. 14.3 Write sentences demonstrating an appropriate use of active and passive voice.	BJU Press Trove • Video: “Active and Passive Voice” AfterSchoolHelp.com • Voice	Student Edition • Practice the Skill (pp. 50–51) • Use the Skill (p. 51)
Lesson 15: Verb Mood			
52–54	15.1 Distinguish among indicative, imperative, and subjunctive mood. 15.2 Write sentences in indicative, imperative, and subjunctive mood.	BJU Press Trove • Video: “Verb Mood” AfterSchoolHelp.com • Mood	Student Edition • Practice the Skill (p. 53) • Use the Skill (pp. 53–54) Assessments • CR 4 BJU Press Trove • CR 4
Lesson 16: Adjectives and Adverbs			
55–59	16.1 Identify the functions and possible positions of adjectives and adverbs. 16.2 Analyze sentences to locate adjectives and adverbs and the words they modify. 16.3 Write sentences containing vivid adjectives and adverbs.	Teacher Edition • IA 9: Adjective and Adverb Graphic Organizer BJU Press Trove • IA 9: Adjective and Adverb Graphic Organizer • DI 2: Article Usage • DI 3: Defining and Using Determiners • DI 4: Positions of Adjectives • DI 5: Adverb Placement AfterSchoolHelp.com • Adjectives • Adverbs	Student Edition • Practice the Skill (p. 59) • Use the Skill (p. 59) • SE: Adjectives and Adverbs (p. 470)
Lessons 17–18: Writing Studio—Adjectives: Leading and Lagging			
60–61	17–18.1 Analyze mentor texts for the effective use of adjectives in different positions. 17–18.2 Write sentences using adjectives in leading and lagging positions.	BJU Press Trove • Video: “Adjectives” Materials • Easel • Canvas • Paint • Brushes • Visual of a painter’s studio • A basket • Ten envelopes • Twenty cards	Student Edition • Create (p. 61)

Pages	Objectives	Resources & Materials	Assessments
Lesson 19: Prepositions, Conjunctions, and Interjections			
62–65	19.1 Distinguish among prepositions, conjunctions, and interjections in sentences. 19.2 Differentiate between coordinating and correlative conjunctions.	Teacher Edition <ul style="list-style-type: none"> • IA 10: Commonly Used Prepositions BJU Press Trove <ul style="list-style-type: none"> • IA 10: Commonly Used Prepositions AfterSchoolHelp.com <ul style="list-style-type: none"> • Prepositions, Conjunctions, and Interjections Materials <ul style="list-style-type: none"> • Scrabble game(s) 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 65) • SE: Prepositions, Conjunctions, and Interjections (p. 471)
Lesson 20: Chapter 2 Review			
66–69	20.1 Recall concepts and terms from Chapter 2.		Student Edition <ul style="list-style-type: none"> • Chapter 2 Review (pp. 66–69)
Lesson 21: Chapter 2 Test			
	21.1 Demonstrate knowledge of concepts from Chapter 2 by taking the test.		Assessments <ul style="list-style-type: none"> • Chapter 2 Test BJU Press Trove <ul style="list-style-type: none"> • EV: Chapter 2 Test Bank

Chapter 3: Needles in the Haystack: Research Skills

Pages	Objectives	Resources & Materials	Assessments
Lesson 22 Conducting Research			
70–80	22.1 Propose answers to the Essential Question. BWS Judgment (explain) 22.2 Analyze a model text for research support. 22.3 Formulate a research question. BWS Judgment (formulate) 22.4 Locate sources, using library and electronic search tools, to answer the research question.		Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 73) • Practice the Skill (p. 78) • Practice the Skill (p. 80)
Lesson 23 Evaluating Sources			
81–83	23.1 Define characteristics of credible sources. 23.2 Distinguish between fact and opinion in writing. 23.3 Evaluate the credibility of sources. BWS Integrity (evaluate) 23.4 Define common-knowledge information related to the research topic.	BJU Press Trove* <ul style="list-style-type: none"> • Link: A video teaching how to assess the reliability of sources Materials <ul style="list-style-type: none"> • Book, periodical, and journal for modeling activities • A 3 x 5 card for each student 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 83)
Lesson 24 Lessons in Logic—Inductive and Deductive Reasoning			
84–85	24.1 Identify the elements of inductive and deductive reasoning. 24.2 Discern the difference between inductive and deductive reasoning. BWS Logic (explain) 24.3 Compose arguments using inductive and deductive reasoning.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Inductive and Deductive Reasoning” Materials <ul style="list-style-type: none"> • Poster boards • Sticky notes 	Student Edition <ul style="list-style-type: none"> • Apply the Logic (p. 85) • Use the Logic (p. 85)
Lesson 25 Integrating Research and Citing Sources			
86–90	25.1 Identify ways to avoid plagiarism. BWS Integrity (explain) 25.2 Demonstrate in-text citations with MLA formatting. 25.3 Analyze MLA format for citing sources. 25.4 Develop a works-cited page.	Teacher Edition <ul style="list-style-type: none"> • IA 11: In-Text Citation (MLA) • IA 12: Works-Cited Sample Page (MLA) BJU Press Trove <ul style="list-style-type: none"> • IA 11: In-Text Citation (MLA) • IA 12: Works-Cited Sample Page (MLA) Materials <ul style="list-style-type: none"> • Books, periodicals, internet articles, and index cards for source note activity 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 89) • Practice the Skill (p. 90)

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Pages	Objectives	Resources & Materials	Assessments
Lessons 26–27 Writing Studio—Integrating Quotations into Writing			
91–93	26–27.1 Analyze mentor texts for the smooth and accurate integration of quoted material. 26–27.2. Integrate quoted material into writing, avoiding plagiarism.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Integrating Quotations” Materials <ul style="list-style-type: none"> • Clip of your choosing of a race car roaring around a track 	Student Edition <ul style="list-style-type: none"> • Create (p. 93)

Chapter 4: Writing for the World: The Internet Article

Pages	Objectives	Resources & Materials	Assessments
Lesson 28 Being Persuasive			
94–107	28.1 Analyze the writing craft modeled in the mentor text. 28.2 Identify the characteristics of persuasive writing. 28.3 Identify the benefits and problems that result from becoming notable by publishing information on the internet. BWS Judgment (evaluate)		Student Edition • Practice the Skill (p. 107)
Lesson 29 Lessons in Logic—Ethos, Pathos, and Logos			
108–09	29.1 Identify examples of ethos, pathos, and logos. 29.2 Use ethos, pathos, and logos in an argument. BWS Logic (explain)	BJU Press Trove* • Video: “Ethos, Pathos, and Logos”	Student Edition • Apply the Logic (p. 109) • Use the Logic (p. 109)
Lessons 30–31 Planning the Article			
110–11	30–31.1 List ideas for an internet article. 30–31.2. Plan persuasive techniques to incorporate into the article. BWS Judgment (formulate) 30–31.3. Organize ideas into an outline.	Teacher Edition • IA 13: Researching a Controversial Issue BJU Press Trove • IA 13: Researching a Controversial Issue • Video: “Internet Article”	
Lessons 32–33 Drafting the Article			
112–13	32–33.1 Compose a draft of the internet article.		
Lesson 34 Revising the Article			
113–14	34.1 Compare the plan with the drafted internet article. 34.2 Evaluate the drafted internet article according to a rubric. BWS Judgment (evaluate) 34.3 Evaluate a peer’s drafted internet article. BWS Judgment (evaluate) 34.4 Revise the drafted internet article based on evaluations.		

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Pages	Objectives	Resources & Materials	Assessments
Lesson 35 Proofreading the Article			
114	35.1 Proofread the internet article by following a checklist. 35.2 Correct the internet article as needed.		
Lessons 36–37 Publishing the Article			
114–15	36–37.1 Create a podcast conveying the argument presented in the internet article. 36–37.2 Evaluate the effectiveness of the internet article and podcast. BWS Judgment (evaluate)	Teacher Edition <ul style="list-style-type: none"> • IA 14: Online Article Rubric BJU Press Trove <ul style="list-style-type: none"> • IA 14: Online Article Rubric • Links: Public domain websites for media 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 115)
Lesson 38 Brush-Ups—Conciseness			
116–19	38.1 Explain the importance of writing concisely. 38.2 Evaluate previously written compositions to identify instances of wordiness or redundancy. BWS Logic (evaluate) 38.3 Revise previously written compositions for conciseness.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Writing Concisely” 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 118–19) • Use the Skill (p. 119)

Chapter 5: Stringing Words Together: Sentences

Pages	Objectives	Resources & Materials	Assessments
Lesson 39 Sentence Patterns, Part 1			
120–27	<p>39.1 Explain the importance of using effective sentences. BWS Identity (explain)</p> <p>39.2 Distinguish among transitive, intransitive, and linking verbs.</p> <p>39.3 Identify words in sentences as <i>direct objects</i>, <i>indirect objects</i>, <i>predicate nouns</i>, or <i>predicate adjectives</i>.</p> <p>39.4 Write sentences containing each of the sentence patterns.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 17: Mastering the Mountain <p>BJU Press Trove*</p> <ul style="list-style-type: none"> IA 17: Mastering the Mountain DI 6: Inverted Subject and Predicate DI 7: Exercise in Inverted Subject and Predicate <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Subjects and Predicates <p>Materials</p> <ul style="list-style-type: none"> Game piece for Mastering the Mountain Sentences for Mastering the Mountain 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 126–27) Reflection (p. 127) SE: Sentence Patterns, Part 1 (p. 472) <p>Assessments</p> <ul style="list-style-type: none"> Chapter 5 Preassessment <p>BJU Press Trove</p> <ul style="list-style-type: none"> Chapter 5 Preassessment
Lesson 40 Sentence Patterns, Part 2			
128–29	<p>40.1 Identify words in sentences as <i>objective complements</i> or <i>adverbials</i>.</p> <p>40.2 Write sentences containing objective complements and adverbials.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 15: Sentence Patterns <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 15: Sentence Patterns <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Analyzing Sentence Patterns <p>Materials</p> <ul style="list-style-type: none"> A set of sentence patterns made of posterboard or cardstock for every student 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 129) Use the Skill (p. 129) SE: Sentence Patterns, Part 2 (p. 473) <p>Assessments</p> <ul style="list-style-type: none"> CR 5 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 5
Lesson 41 Sentence Errors			
130–33	<p>41.1 Identify fragments, comma splices, and fused sentences.</p> <p>41.2 Correct sentence errors.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 16: Sentence Errors <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 16: Sentence Errors <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Avoiding Errors <p>Materials</p> <ul style="list-style-type: none"> Seventeen 8 ½" x 11" white sheets of paper 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 132) Review the Skill (pp. 132–33)
Lessons 42–43 Writing Studio—Writing a Cumulative Sentence			
134–37	<p>42–43.1 Analyze mentor texts for the effective use of cumulative sentences.</p> <p>42–43.2 Write effective cumulative sentences.</p> <p>42–43.3 Craft a product or restaurant review, incorporating cumulative sentences. BWS Identity (apply)</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: "Cumulative Sentences" 	<p>Student Edition</p> <ul style="list-style-type: none"> Create (p. 137) Create (p. 137) Create (p. 137)

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Pages	Objectives	Resources & Materials	Assessments
Lesson 44 Chapter 5 Review			
138–39	44.1 Recall concepts and terms from Chapter 5.		Student Edition <ul style="list-style-type: none"> • Chapter 5 Review (pp. 138–39)
Lesson 45 Chapter 5 Test			
	45.1 Demonstrate knowledge of concepts from Chapter 5 by taking the test.		Assessments <ul style="list-style-type: none"> • Chapter 5 Test BJU Press Trove <ul style="list-style-type: none"> • EV: Chapter 5 Test Bank

Chapter 6: Painting a Picture for the Mind: The Descriptive Essay

Pages	Objectives	Resources & Materials	Assessments
Lesson 46 Being Descriptive			
140–47	46.1 Identify the elements of a descriptive essay. 46.2 Analyze a mentor text that models techniques for a descriptive essay. <u>BWS</u> Identity (explain)	Teacher Edition <ul style="list-style-type: none"> IA 18: Sensory Images BJU Press Trove* <ul style="list-style-type: none"> IA 18: Sensory Images Materials <ul style="list-style-type: none"> Photos of recent Olympic stars, Olympic stars from decades ago, notorious criminals, a student’s grandparent, Tom Smith, and Seabiscuit 	
Lesson 47 Planning the Descriptive Essay			
147–48	47.1 List ideas for a descriptive essay. 47.2 Formulate the main idea for a descriptive essay.	Teacher Edition <ul style="list-style-type: none"> IA 19: Brainstorming: Person A, B, or C IA 20: Tentative Outline BJU Press Trove <ul style="list-style-type: none"> IA 19: Brainstorming: Person A, B, or C IA 20: Tentative Outline Video: “Descriptive Essay” 	
Lessons 48–49 Drafting the Descriptive Essay			
149–50	48–49.1 Draft a descriptive essay, emphasizing imagery.	Teacher Edition <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric BJU Press Trove <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric 	
Lesson 50 Revising the Descriptive Essay			
151–52	50.1 Evaluate the drafted essay according to a rubric. <u>BWS</u> Identity (evaluate) 50.2 Evaluate a peer’s drafted essay according to a rubric. <u>BWS</u> Identity (evaluate) 50.3 Revise the drafted descriptive essay based on evaluations.	Teacher Edition <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric BJU Press Trove <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric Materials <ul style="list-style-type: none"> Large sunglasses or other glasses 	
Lesson 51 Proofreading the Descriptive Essay			
153	51.1 Proofread the descriptive essay by following a checklist. 51.2 Correct the descriptive essay as needed.	Teacher Edition <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric BJU Press Trove <ul style="list-style-type: none"> IA 21: Descriptive Essay Rubric 	

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Pages	Objectives	Resources & Materials	Assessments
Lesson 52 Publishing the Descriptive Essay			
154	52.1 Publish the descriptive essay. 52.2 Evaluate the effectiveness of the description. <u>BWS</u> Identity (evaluate) 52.3 Explain how effective description can make writing more notable.	Materials <ul style="list-style-type: none"> • Student essays and related photographs 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 154)
Lesson 53 Brush-Ups: Sensory Language			
155–59	53.1 Analyze mentor texts for the effective use of sensory detail. 53.2 Revise previously written compositions to incorporate more sensory language.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Sensory Language” 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 157–59) • Use the Skill (p. 159)

Chapter 7: Funny but True: The Satirical Article

Pages	Objectives	Resources & Materials	Assessments
Lesson 54 Satire and Its Effects			
162–69	54.1 List ways in which a writer could use humor to communicate truth. 54.2 Analyze the writing craft modeled in the mentor text. 54.3 Evaluate the effectiveness of the mentor text’s message. 54.4 Infer techniques from the mentor text for crafting a satirical article. <u>BWS</u> Judgment (evaluate)	Teacher Edition • IA 22: Anticipation Guide BJU Press Trove* • IA 22: Anticipation Guide	Student Edition • Practice the Skill (p. 169)
Lesson 55 Lessons in Logic—Assumptions			
170–71	55.1 Explain the importance of identifying the underlying assumptions in an argument. <u>BWS</u> Logic (explain) 55.2 Identify the underlying assumptions in arguments.	BJU Press Trove • Video: “Assumptions”	Student Edition • Apply the Logic (p. 171) • Use the Logic (p. 171)
Lesson 56 Planning the Satirical Article			
172	56.1 List ideas for a satirical article. 56.2 Formulate the message of the satirical article. <u>BWS</u> Integrity (formulate) 56.3 Organize ideas into a tentative structure for the satirical article.	Teacher Edition • IA 23: Inverted Pyramid Template BJU Press Trove • IA 23: Inverted Pyramid Template • Video: “Satirical Article”	
Lessons 57–58 Drafting the Satirical Article			
173–74	57–58.1 Compose a draft of the satirical article.	Materials • Satirical video	
Lesson 59 Revising the Satirical Article			
174	59.1 Compare the plan with the drafted satirical article. 59.2 Evaluate the drafted satirical article according to a rubric. <u>BWS</u> Judgment (evaluate) 59.3 Evaluate a peer’s drafted satirical article according to a rubric. <u>BWS</u> Judgment (evaluate) 59.4 Revise the drafted satirical article based on evaluations.		

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Pages	Objectives	Resources & Materials	Assessments
Lesson 60 Proofreading the Satirical Article			
175	60.1 Proofread the satirical article by following a checklist. 60.2 Correct the satirical article as needed.		
Lesson 61 Publishing the Satirical Article			
176	61.1 Publish the satirical article. 61.2 Create an editorial cartoon related to the satirical article. 61.3 Explain appropriate ways to use satire. <u>BWS</u> Judgment (apply)	Teacher Edition <ul style="list-style-type: none"> • IA 22: Anticipation Guide • IA 24: Satirical Article Rubric BJU Press Trove <ul style="list-style-type: none"> • IA 22: Anticipation Guide • IA 24: Satirical Article Rubric • Link: History of Editorial Cartoons Materials <ul style="list-style-type: none"> • Sample editorial cartoons 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 176)
Lesson 62 Brush-Ups—Denotation vs. Connotation			
177–79	62.1 Define <i>denotation</i> and <i>connotation</i> . 62.2 Discern between denotative and connotative words. <u>BWS</u> Identity (explain) 62.3 Analyze mentor texts for the effective use of connotative language. 62.4 Create a list of positive and negative connotative words. 62.5 Revise previously written compositions to include effective connotation.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Denotation vs. Connotation” 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 179) • Use the Skill (p. 179)

Chapter 8: Waxing Eloquent: Phrases

Pages	Objectives	Resources & Materials	Assessments
Lesson 63 Prepositions and Prepositional Phrases			
181–85	63.1 Identify prepositional phrases and their objects in sentences. 63.2 Differentiate between adjectival and adverbial prepositional phrases. 63.3 Locate and correct misplaced prepositional phrases.	BJU Press Trove* <ul style="list-style-type: none"> • Link: JFK’s delivery of his inaugural address (1:35–2:25) AfterSchoolHelp.com <ul style="list-style-type: none"> • Misplaced Prepositional Phrases Materials <ul style="list-style-type: none"> • A picture of a place filled with many objects (e.g., a garage or a toy store) 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 184–85) • SE: Prepositions and Prepositional Phrases (pp. 474–75) Assessments <ul style="list-style-type: none"> • Chapter 8 Preassessment • CR 6 BJU Press Trove <ul style="list-style-type: none"> • Chapter 8 Preassessment • CR 6
Lesson 64 Appositives and Appositive Phrases			
186–87	64.1 Identify appositives and the words they rename in sentences. 64.2 Write sentences containing appositives.	AfterSchoolHelp.com <ul style="list-style-type: none"> • Appositive Phrases 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 187) • Use the Skill (p. 187) • SE: Appositives and Appositive Phrases (p. 476)
Lesson 65 Participles and Participial Phrases			
188–90	65.1 Identify participles and participial phrases and the words they modify. 65.2 Label participles as <i>present</i> or <i>past</i> . 65.3 Write sentences using participles and participial phrases.	Materials <ul style="list-style-type: none"> • Books and magazines that are replete with examples of participles and participial phrases • Sticky notes (one pad per team) 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 190) • Use the Skill (p. 190) • SE: Participles and Participial Phrases (p. 477) Assessments <ul style="list-style-type: none"> • CR 7 BJU Press Trove <ul style="list-style-type: none"> • CR 7
Lesson 66 Misplaced and Dangling Participles			
191–93	66.1 Identify misplaced and dangling participles. <u>BWS</u> Logic (explain) 66.2 Correct misplaced and dangling participles.	Teacher Edition <ul style="list-style-type: none"> • IA 25: Misplaced and Dangling Participial Phrases BJU Press Trove <ul style="list-style-type: none"> • IA 25: Misplaced and Dangling Participial Phrases 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 192–93)

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Pages	Objectives	Resources & Materials	Assessments
Lesson 67 Gerunds and Gerund Phrases			
194–97	<p>67.1 Identify gerunds and gerund phrases and their functions in sentences.</p> <p>67.2 Label gerunds as <i>present</i> or <i>perfect</i>.</p> <p>67.3 Write sentences containing gerunds and gerund phrases.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 26: The Gerund: Answer-to-Advance Board Game <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 26: The Gerund: Answer-to-Advance Board Game G/E: The Gerund: Answer-to-Advance Board Game 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 196–97) Use the Skill (p. 197) SE: Gerunds and Gerund Phrases (p. 478) <p>Assessments</p> <ul style="list-style-type: none"> CR 8 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 8
Lesson 68 Infinitives and Infinitive Phrases			
198–201	<p>68.1 Identify infinitives and infinitive phrases.</p> <p>68.2 Differentiate among noun, adjective, and adverb infinitives and infinitive phrases.</p> <p>68.3 Distinguish between simple and passive infinitives.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Verbal Phrases” <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Verbal Phrases 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 200) SE: Infinitives and Infinitive Phrases (p. 479) <p>Assessments</p> <ul style="list-style-type: none"> CR 9 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 9
Lesson 69 Absolute Phrases			
201–3	<p>69.1 Identify absolute phrases in sentences.</p> <p>69.2 Combine sentences to create a sentence with absolute phrase(s).</p>		<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 202–3) SE: Absolute Phrases (p. 480) <p>Assessments</p> <ul style="list-style-type: none"> CR 10 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 10
Lessons 70–71 Writing Studio—Expanding with Absolute Phrases			
204–7	<p>70–71.1 Analyze mentor texts for the effective use of absolute phrases.</p> <p>70–71.2 Craft sentences using absolute phrases. BWS Identity (formulate)</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 27: Rubric for Writing Studio—Descriptive Paragraph(s) <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 27: Rubric for Writing Studio—Descriptive Paragraph(s) Link: Photograph of ROV <i>Hercules</i> Video: “Absolute Phrases” <p>Materials</p> <ul style="list-style-type: none"> Colorized photograph of Major General Tojo showing his chest of medals Photograph of Seabiscuit racing 	<p>Student Edition</p> <ul style="list-style-type: none"> Create (p. 207) Formulate (p. 207)

Pages	Objectives	Resources & Materials	Assessments
Lesson 72 Chapter 8 Review			
208–11	72.1 Recall concepts and terms from Chapter 8.		Student Edition <ul style="list-style-type: none"> • Chapter 8 Review
Lesson 73 Chapter 8 Test			
	73.1 Demonstrate knowledge of concepts from Chapter 8 by taking the test.		Assessments <ul style="list-style-type: none"> • Chapter 8 Test BJU Press Trove <ul style="list-style-type: none"> • EV: Chapter 8 Test Bank

Chapter 9: Do I Make Myself Clear?: The Explanatory Essay

Pages	Objectives	Resources & Materials	Assessments
Lesson 74 Introducing the Explanatory Essay			
212–20	74.1 Analyze the writing craft modeled in the mentor text. 74.2 Evaluate the effectiveness of the mentor text’s message. <u>BWS</u> Integrity (evaluate) 74.3 Infer techniques from the mentor text for crafting an explanatory essay.		
Lessons 75–76 Planning the Explanatory Essay			
220	75–76.1 List ideas for an explanatory essay. 75–76.2. Research a topic using credible sources. <u>BWS</u> Integrity (explain) 75–76.3. Organize ideas into a tentative outline for the explanatory essay.	BJU Press Trove* • Video: “Explanatory Essay”	
Lesson 77 Lessons in Logic—Ad Hominem Arguments			
221–22	77.1 Explain the consequences of using ad hominem arguments. <u>BWS</u> Integrity (explain) 77.2 Identify different types of ad hominem arguments. 77.3 Identify and evaluate ad hominem arguments in ads, speeches, and statements. <u>BWS</u> Integrity (evaluate)	BJU Press Trove • Video: “Ad Hominem Arguments”	Student Edition • Apply the Logic (p. 222) • Use the Logic (p. 222)
Lessons 78–79 Drafting the Explanatory Essay			
223	78–79.1 Compose a draft of the explanatory essay.		

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources & Materials	Assessments
Lesson 80 Revising the Explanatory Essay			
224	80.1 Compare the plan with the drafted explanatory essay. 80.2 Evaluate the drafted explanatory essay according to a rubric. <u>BWS</u> Integrity (evaluate) 80.3 Evaluate a peer’s drafted explanatory essay according to a rubric. <u>BWS</u> Integrity (evaluate) 80.4 Revise the drafted explanatory essay based on evaluations.		
Lesson 81 Proofreading the Explanatory Essay			
224	81.1 Proofread the explanatory essay by following a checklist. 81.2 Correct the explanatory essay as needed.		
Lesson 82 Publishing the Explanatory Essay			
225–26	82.1 Create an instructional video related to the explanatory essay. 82.2 Explain lessons learned from the instructional video assignment. <u>BWS</u> Integrity (apply)	Teacher Edition <ul style="list-style-type: none"> • IA 28: Script Template • IA 29: Explanatory Essay Rubric BJU Press Trove <ul style="list-style-type: none"> • IA 28: Script Template • IA 29: Explanatory Essay Rubric Materials <ul style="list-style-type: none"> • Video editing tools 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 226)
Lesson 83 Brush-Ups—Effective Paragraph Transitions			
227–29	83.1 Evaluate the use of paragraph transitions in previously written compositions. 83.2 Revise previously written compositions to incorporate more effective paragraph transitions.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Paragraph Transitions” Materials <ul style="list-style-type: none"> • Magazine articles 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 229)

Chapter 10: That Old Tale: The Narrative

Pages	Objectives	Resources & Materials	Assessments
Lesson 84 Introducing the Narrative Essay			
230–44	84.1 Explain the value of storytelling. <u>BWS</u> Judgment (explain) 84.2 Analyze the writing craft modeled in the mentor text. 84.3 Evaluate the effectiveness of the mentor text’s message. 84.4 Infer techniques from the mentor text for crafting a narrative essay.	Teacher Edition • IA 30: Techniques for Crafting a Narrative Essay BJU Press Trove* • IA 30: Techniques for Crafting a Narrative Essay Materials • A fool’s cap and costume to display or a picture of a court jester	
Lessons 85–86 Planning the Narrative Essay			
244–45	85–86.1 List ideas for a narrative essay. 85–86.2. Craft a tentative thesis for the essay. <u>BWS</u> Judgment (formulate)	Teacher Edition • IA 31: Planning a Narrative Essay BJU Press Trove • IA 31: Planning a Narrative Essay • Video: “Narrative Essay”	
Lessons 87–88 Drafting the Narrative Essay			
246–47	87–88.1 Draft a narrative essay, using the writing process.	Teacher Edition • IA 32: Narrative Essay Rubric BJU Press Trove • IA 32: Narrative Essay Rubric Materials • “How to Get Things Done” by Robert Benchley • “A Miserable Merry Christmas” by Lincoln Steffens (optional) • “An Old-Fashioned Iowa Christmas” by Paul Engle (optional) • “Why the Leaves Turn Color in the Fall” by Diane Ackerman (optional)	
Lesson 89 Revising the Narrative Essay			
248–49	89.1 Evaluate the drafted narrative essay according to a rubric. <u>BWS</u> Judgment (evaluate) 89.2 Evaluate a peer’s drafted narrative essay according to a rubric. <u>BWS</u> Judgment (evaluate) 89.3 Revise the drafted narrative essay based on evaluations.	Teacher Edition • IA 32: Narrative Essay Rubric BJU Press Trove • IA 32: Narrative Essay Rubric	

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Pages	Objectives	Resources & Materials	Assessments
Lesson 90 Proofreading the Narrative Essay			
250	90.1 Proofread the narrative essay by following a checklist. 90.2 Correct the narrative essay as needed.	Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 33: from “The Author to Her Book” • IA 32: Narrative Essay Rubric BJU Press Trove <ul style="list-style-type: none"> • Instructional Aid 33: from “The Author to Her Book” • IA 32: Narrative Essay Rubric 	
Lesson 91 Publishing the Narrative Essay			
250	91.1 Publish the narrative essay. 91.2 Evaluate the entertainment value of the narrative.	Teacher Edition <ul style="list-style-type: none"> • IA 32: Narrative Essay Rubric BJU Press Trove <ul style="list-style-type: none"> • IA 32: Narrative Essay Rubric 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 250)
Lesson 92 Brush-Ups: Metaphors in Writing			
251–55	92.1 Analyze mentor texts for the effective use of metaphors. 92.2 Revise previously written compositions to include effective metaphors. <u>BWS</u> Identity (apply)	BJU Press Trove <ul style="list-style-type: none"> • Video: “Metaphors” Materials <ul style="list-style-type: none"> • Photographs of an hourglass containing sand and of a dead fish floating on the water’s surface 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 252–54) • Practice the Skill (p. 254) • Use the Skill (p. 254)

Chapter 11: Spicing Up Sentences: Clauses

Pages	Objectives	Resources & Materials	Assessments
Lesson 93 Independent and Dependent Clauses			
256–59	93.1 Propose ways that writing is interesting. BWS Identity (explain) 93.2 Distinguish between independent and dependent clauses. 93.3 Write sentences containing independent and dependent clauses.		Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 259) • Use the Skill (p. 259) • SE: Independent and Dependent Clauses (p. 481) Assessments <ul style="list-style-type: none"> • Chapter 11 Preassessment BJU Press Trove <ul style="list-style-type: none"> • Chapter 11 Preassessment
Lesson 94 Adjective Clauses			
260–63	94.1 Identify adjective clauses and the words they modify. 94.2 Write sentences containing adjective clauses.		Student Edition <ul style="list-style-type: none"> • Practice the Skill (pp. 262–63) • Use the Skill (p. 263) • SE: Adjective Clauses (p. 482)
Lesson 95 Adverb Clauses			
264–65	95.1 Identify adverb clauses and the words they modify. 95.2 Identify subordinating conjunctions in sentences. 95.3 Write sentences containing adverb clauses.	Teacher Edition <ul style="list-style-type: none"> • IA 34: Subordinating Conjunctions BJU Press Trove* <ul style="list-style-type: none"> • IA 34: Subordinating Conjunctions • Link: <i>Hindenburg</i> footage AfterSchoolHelp.com <ul style="list-style-type: none"> • Adjective and Adverb Clauses 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 265) • Use the Skill (p. 265) • SE: Adverb Clauses (p. 483) Assessments <ul style="list-style-type: none"> • CR 11 BJU Press Trove <ul style="list-style-type: none"> • CR 11
Lesson 96 Noun Clauses			
266–69	96.1 Identify noun clauses and their functions within sentences. 96.2 Write sentences containing noun clauses.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Types of Clauses” AfterSchoolHelp.com <ul style="list-style-type: none"> • Noun Clauses Materials <ul style="list-style-type: none"> • Precut slips of paper 	Student Edition <ul style="list-style-type: none"> • Practice the Skill (p. 268) • Use the Skill (pp. 268–69) • SE: Noun Clauses (p. 484) Assessments <ul style="list-style-type: none"> • CR 12 BJU Press Trove <ul style="list-style-type: none"> • CR 12

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Pages	Objectives	Resources & Materials	Assessments
Lesson 97 Using Independent and Dependent Clauses			
270–71	97.1 Identify simple, compound, complex, and compound-complex sentences. 97.2 Write an anecdote using a variety of simple, compound, complex, and compound-complex sentences.	Teacher Edition • IA 35: Sentence Variety BJU Press Trove • IA 35: Sentence Variety AfterSchoolHelp.com • Using Independent and Dependent Clauses	Student Edition • Practice the Skill (p. 271) • Use the Skill (p. 271) • SE: Using Independent and Dependent Clauses (p. 485) Assessments • CR 13 BJU Press Trove • CR 13
Lessons 98–99 Writing Studio—Using Sound Devices			
272–74	98–99.1 Identify alliteration and onomatopoeia in writing. 98–99.2. Craft a composition, using sound devices effectively. BWS Identity (formulate)	BJU Press Trove • Video: “Sound Devices”	Student Edition • Create (p. 274) • Formulate (p. 274)
Lesson 100 Chapter 11 Review			
275–77	100.1 Recall concepts and terms from Chapter 11.		Student Edition • Chapter 11 Review (pp. 275–77)
Lesson 101 Chapter 11 Test			
	101.1 Demonstrate knowledge of concepts from Chapter 11 by taking the test.		Assessments • Chapter 11 Test BJU Press Trove • EV: Chapter 11 Test Bank

Chapter 12: Avoiding Discord: Agreement

Pages	Objectives	Resources & Materials	Assessments
Lesson 102 Introducing Subject-Verb Agreement			
278–81	102.1 Choose verb forms that agree in number with their subjects.	Teacher Edition <ul style="list-style-type: none"> IA 36: Conventional Crisscross BJU Press Trove* <ul style="list-style-type: none"> IA 36: Conventional Crisscross AfterSchoolHelp.com <ul style="list-style-type: none"> Subject-Verb Agreement Materials <ul style="list-style-type: none"> Online example of a violinist’s hitting discordant notes 	Student Edition <ul style="list-style-type: none"> Practice the Skill (p. 281) SE: Introducing Subject-Verb Agreement (p. 486) Assessments <ul style="list-style-type: none"> Chapter 12 Preassessment BJU Press Trove <ul style="list-style-type: none"> Chapter 12 Preassessment
Lesson 103 Ensuring Subject-Verb Agreement			
282–91	103.1 Choose the correct verb in sentences containing compound subjects, intervening phrases, or predicate nouns. 103.2 Choose the correct verb in sentences with inverted order. 103.3 Choose the correct verb form for subjects that appear in a plural form; as a collective noun; or as a title, a quotation, or an amount. 103.4 Choose the correct verb to agree with the antecedent of a relative pronoun functioning as a subject.	Teacher Edition <ul style="list-style-type: none"> IA 37: Agreement with Relative Pronouns BJU Press Trove <ul style="list-style-type: none"> IA 37: Agreement with Relative Pronouns AfterSchoolHelp.com <ul style="list-style-type: none"> Problems with Subject Identification 	Student Edition <ul style="list-style-type: none"> Practice the Skill (pp. 287–90) Use the Skill (pp. 290–91) SE: Ensuring Subject-Verb Agreement (pp. 487–88) Assessments <ul style="list-style-type: none"> CR 14 BJU Press Trove <ul style="list-style-type: none"> CR 14
Lesson 104 Ensuring Subject-Verb Agreement with Indefinite Pronouns			
292–93	104.1 Select verbs that agree with indefinite pronouns in sentences.	BJU Press Trove <ul style="list-style-type: none"> G/E: Spreadsheet of Indefinite Pronoun Game questions AfterSchoolHelp.com <ul style="list-style-type: none"> Pronoun-Antecedent Agreement 	Student Edition <ul style="list-style-type: none"> Practice the Skill (p. 293) SE: Ensuring Subject-Verb Agreement with Indefinite Pronouns (p. 489)
Lesson 105 Lessons in Logic—The Straw-Man Fallacy			
294–96	105.1 Explain the problems that result from using straw-man arguments. <u>BWS</u> Integrity (explain) 105.2 Identify the straw-man fallacy in arguments. 105.3 Change straw-man arguments into steel-man arguments. <u>BWS</u> Integrity (formulate)	BJU Press Trove <ul style="list-style-type: none"> Video: “Straw-Man Fallacy” 	Student Edition <ul style="list-style-type: none"> Apply the Logic (p. 296) Use the Logic (p. 296)

Pages	Objectives	Resources & Materials	Assessments
Lesson 106 Ensuring Pronoun-Antecedent Agreement, Part 1			
297–99	106.1 Select a pronoun that agrees with the antecedent in a sentence. 106.2 Supply pronouns that agree with their antecedents.	AfterSchoolHelp.com • Pronoun-Antecedent Agreement Materials • Several photographs of people, places, or things (e.g., a firefighter, the Australian Outback, two computers)	Student Edition • Practice the Skill (p. 299) • Use the Skill (p. 299) • SE: Ensuring Pronoun-Antecedent Agreement, Part 1 (p. 490)
Lesson 107 Ensuring Pronoun-Antecedent Agreement, Part 2			
300–301	107.1 Select pronouns that agree with their indefinite pronoun antecedents.	BJU Press Trove • G/E: Spreadsheet of Indefinite Pronoun Game questions AfterSchoolHelp.com • Pronoun-Antecedent Agreement	Student Edition • Practice the Skill (p. 301) • SE: Ensuring Pronoun-Antecedent Agreement, Part 2 (p. 491) Assessments • CR 15 BJU Press Trove • CR 15
Lesson 108 Brush-Ups—Using Dialogue in Writing			
302–4	108.1 Analyze mentor texts for the effective use of dialogue, noting conventional punctuation. 108.2 Analyze dialogue in previously written compositions and strengthen as necessary.	BJU Press Trove • Video: “Dialogue”	Student Edition • Use the Skill (p. 304)
Lesson 109 Chapter 12 Review			
305–7	109.1 Recall concepts and terms from Chapter 12.		Student Edition • Chapter 12 Review (pp. 305–7)
Lesson 110 Chapter 12 Test			
	110.1 Demonstrate knowledge of concepts from Chapter 12 by taking the test.		Assessments • Chapter 12 Test BJU Press Trove • EV: Chapter 12 Test Bank

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Chapter 13: Going on a Quest: The Research Essay

Pages	Objectives	Resources & Materials	Assessments
Lesson 111 Introducing the Research Essay			
308–18	111.1 Identify the elements of a research essay. 111.2 Analyze a mentor text that models techniques for crafting a research essay. 111.3 Assess the quality of research in a research essay. <u>BWS</u> Logic, Integrity (evaluate)		
Lesson 112 Lessons in Logic—Begging the Question			
319–20	112.1 Explain how the fallacy of begging the question is used in various scenarios. 112.2 Suggest ways to restate an argument to avoid the fallacy of begging the question. <u>BWS</u> Logic (apply)	BJU Press Trove* • Video: “Begging the Question”	Student Edition • Apply the Logic (p. 320) • Use the Logic (p. 320)
Lessons 113–15 Planning the Research Essay			
321–22	113–15.1. List personal skills and interests. 113–15.2. Determine a potential ministry opportunity. 113–15.3. Research sources to locate support for a research essay. 113–15.4. Assess the credibility and accuracy of sources. <u>BWS</u> Integrity (evaluate) 113–15.5. Organize ideas into a tentative outline for a research essay. <u>BWS</u> Logic (formulate)	BJU Press Trove • Video: “Research Essay”	
Lessons 116–18 Drafting the Research Essay			
323–24	116–18.1. Compose a draft of the research essay, using organizational strategies and research support. 116–18.2. Create bibliographic entries using MLA format. 116–18.3. Quote the data or conclusions of others in a research essay. 116–18.4. Paraphrase the data or conclusions of others in a research essay.		

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Pages	Objectives	Resources & Materials	Assessments
Lessons 119–20 Revising the Research Essay			
325	119–20.1. Compare the plan with the drafted essay. 119–20.2. Evaluate the drafted essay according to a rubric. BWS Logic, Integrity (evaluate) 119–20.3. Evaluate a peer’s drafted essay according to a rubric. BWS Logic, Integrity (evaluate) 119–20.4. Revise the drafted essay based on evaluations.		
Lesson 121 Proofreading the Research Essay			
326	121.1 Proofread the research essay by following a checklist. 121.2 Correct the research essay as needed.		
Lesson 122–23 Publishing the Research Essay			
326–27	122–23.1. Publish the research essay. 122–23.2. Explain lessons learned concerning ministry from the assignment.	Teacher Edition • IA 38: Research Essay Rubric BJU Press Trove • IA 38: Research Essay Rubric	Student Edition • Reflection (p. 326)

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Chapter 14: Giving a Good Impression: Mechanics

Pages	Objectives	Resources & Materials	Assessments
Lesson 124 Commas, Part 1			
328–34	<p>124.1 Describe ways in which incorrect punctuation could lead to confusion. BWS Logic (explain)</p> <p>124.2 Insert commas into a series of three or more items, between coordinate adjectives in a series, and between two or more independent clauses.</p> <p>124.3 Use commas after introductory elements.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 39: Cumulative and Coordinate Adjectives IA 40: Exercise in Cumulative and Coordinate Adjectives <p>BJU Press Trove*</p> <ul style="list-style-type: none"> IA 39: Cumulative and Coordinate Adjectives IA 40: Exercise in Cumulative and Coordinate Adjectives <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Commas to Separate 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 334) SE: Commas, Part 1 (p. 492) <p>Assessments</p> <ul style="list-style-type: none"> Chapter 14 Preassessment <p>BJU Press Trove</p> <ul style="list-style-type: none"> Chapter 14 Preassessment
Lesson 125 Commas, Part 2			
335–41	<p>125.1 Use commas to separate nouns of direct address, parenthetical expressions, interjections, phrases that show contrast, adjectives after a noun, tag questions, conjunctive adverbs, nonrestrictive appositives, and other nonrestrictive elements.</p> <p>125.2 Use commas in letters and with quotations, dates, and addresses.</p> <p>125.3 Identify comma errors in sentences.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 41: Where-and-Why Comma Game <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 41: Where-and-Why Comma Game G/E: PowerPoint presentation: Where-and-Why Comma Game <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Commas Restrictive vs. Nonrestrictive Incorrect Commas 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 340–41) SE: Commas, Part 2 (pp. 493–94)
Lesson 126 Colons and Semicolons			
342–45	<p>126.1 Insert semicolons between two independent clauses, before a conjunction in a compound sentence containing commas, and between word groups containing commas.</p> <p>126.2 Insert colons in Bible references, expressions of time, and letters; before a series at the end of a sentence; before a long or formal direct quotation; and between a book's title and subtitle.</p> <p>126.3 Write sentences using semicolons and colons correctly.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 42: Emoticons <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 42: Emoticons G/E: PowerPoint presentation: Commas, Semicolons, and Colons <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Semicolon and Colon 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 345) Use the Skill (p. 345) SE: Colons and Semicolons (p. 495) <p>Assessments</p> <ul style="list-style-type: none"> CR 16 CR 17 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 16 CR 17

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Pages	Objectives	Resources & Materials	Assessments
Lesson 127 Quotation Marks and Ellipses			
346–51	<p>127.1 Use quotation marks with direct quotations, dialogue, titles of short works, quotation marks within quotation marks, and with other punctuation.</p> <p>127.2 Distinguish between correct and incorrect uses of ellipses.</p> <p>127.3 Write sentences using quotation marks and ellipses correctly.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Books and magazines containing the correct use of quotation marks and ellipses • Sticky notes (one pad per team) 	<p>Student Edition</p> <ul style="list-style-type: none"> • Practice the Skill (pp. 350–51) • Use the Skill (p. 351) • SE: Quotation Marks and Ellipses (pp. 496–97)
Lesson 128 Italics			
352–53	<p>128.1 Use italics for long works; works of art; large vehicles; words, letters, and numerals being discussed; and foreign words and phrases.</p> <p>128.2 Write sentences using italics correctly.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 43: Twenty Questions Game <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 43: Twenty Questions Game • G/E: PowerPoint presentation: Twenty Questions Game 	<p>Student Edition</p> <ul style="list-style-type: none"> • Practice the Skill (p. 353) • Use the Skill (p. 353) • SE: Italics (p. 498) <p>Assessments</p> <ul style="list-style-type: none"> • CR 18 <p>BJU Press Trove</p> <ul style="list-style-type: none"> • CR 18
Lesson 129 Apostrophes and Hyphens			
354–57	<p>129.1 Insert apostrophes for omissions, possessives, and special plurals.</p> <p>129.2 Insert hyphens in word divisions, numbers and fractions, compounds, multiword modifiers, and in phrases where connecting words are omitted.</p> <p>129.3 Write sentences using apostrophes and hyphens correctly.</p>	<p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> • Apostrophe • Hyphen 	<p>Student Edition</p> <ul style="list-style-type: none"> • Practice the Skill (p. 357) • Use the Skill (p. 357) • SE: Apostrophes and Hyphens (p. 499) <p>Assessments</p> <ul style="list-style-type: none"> • CR 19 <p>BJU Press Trove</p> <ul style="list-style-type: none"> • CR 19
Lesson 130 Dashes, Parentheses, and Brackets			
358–61	<p>130.1 Insert dashes to interrupt phrases or clauses or to set off a summarizing statement after an introductory list.</p> <p>130.2 Insert parentheses to enclose supplementary elements or numbers and letters that identify divisions within a sentence.</p> <p>130.3 Use brackets to indicate an editorial insertion.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 44: Comparing and Contrasting Marks of Punctuation <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 44: Comparing and Contrasting Marks of Punctuation • G/E: PowerPoint presentation: Punctuation Marks: Comparing and Contrasting <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> • Parentheses • Dashes 	<p>Student Edition</p> <ul style="list-style-type: none"> • Practice the Skill (p. 361) • Practice the Skill (p. 361) • SE: Dashes, Parentheses, and Brackets (pp. 500–501) <p>Assessments</p> <ul style="list-style-type: none"> • CR 20 <p>BJU Press Trove</p> <ul style="list-style-type: none"> • CR 20

Pages	Objectives	Resources & Materials	Assessments
Lessons 131–32 Writing Studio—Writing with a Variety of Punctuation			
362–65	131–32.1 Analyze mentor texts for the effective use of colons, semicolons, parentheses, and dashes. 131–32.2. Write effective sentences using colons, semicolons, parentheses, and dashes. <u>BWS</u> Logic (formulate)	BJU Press Trove • Video: “Punctuation Variety”	Student Edition • Create (p. 365) • Formulate (p. 365)
Lesson 133 Chapter 14 Review			
366–69	133.1 Recall concepts and terms from Chapter 14.	AfterSchoolHelp.com • Punctuation Review	Student Edition • Chapter 14 Review (pp. 366–69)
Lesson 134 Chapter 14 Test			
	134.1 Demonstrate knowledge of concepts from Chapter 14 by taking the test.		Assessments • Chapter 14 Test BJU Press Trove • EV: Chapter 14 Test Bank

Chapter 15: Explaining the Results: The Cause-and-Effect Essay

Pages	Objectives	Resources & Materials	Assessments
Lesson 135 Introducing the Cause-and-Effect Essay			
370–78	<p>135.1 Analyze the writing craft modeled in the mentor text.</p> <p>135.2 Infer the writing craft of a cause-and-effect essay from the chapter mentor text.</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Link: Video discussing correlation and causation <p>Materials</p> <ul style="list-style-type: none"> • Posterboards 	
Lesson 136 Lessons in Logic—Slippery Slope			
379–80	<p>136.1 Contrast the slippery slope fallacy with warning others of potential consequences. BWS Judgment (evaluate)</p> <p>136.2 Identify the slippery slope fallacy in various scenarios.</p> <p>136.3 Suggest ways to restate an argument to avoid the slippery slope fallacy. BWS Logic (apply)</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Slippery Slope” 	<p>Student Edition</p> <ul style="list-style-type: none"> • Apply the Logic (p. 380) • Use the Logic (p. 380)
Lessons 137–38 Planning the Cause-and-Effect Essay			
381	<p>137–38.1 List ideas for a cause-and-effect essay.</p> <p>137–38.2. Research sources to locate support for a cause-and-effect essay.</p> <p>137–38.3. Organize ideas into a tentative outline. BWS Logic (formulate)</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 45: Planning Sheet <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 45: Planning Sheet • Video: “Cause-and-Effect Essay” 	
Lessons 139–41 Drafting the Cause-and-Effect Essay			
382–83	<p>139–41.1. Compose a draft of the cause-and-effect essay, using organizational strategies and research support.</p> <p>139–41.2. Create a bibliographic entry, using MLA format.</p> <p>139–41.3. Quote the data or conclusions of others in an essay.</p> <p>139–41.4. Paraphrase the data or conclusions of others in an essay.</p>		

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources & Materials	Assessments
Lessons 142–43 Revising the Cause-and-Effect Essay			
384	142–43.1. Compare the plan with the drafted essay. 142–43.2. Evaluate the drafted essay according to a rubric. 142–43.3. Evaluate a peer’s drafted essay according to a rubric. 142–43.4. Revise the drafted essay based on evaluations.		
Lesson 144 Proofreading the Cause-and-Effect Essay			
384	144.1 Proofread the cause-and-effect essay by following a checklist. 144.2 Correct the cause-and-effect essay as needed.	Materials <ul style="list-style-type: none"> • Photos of punctuation mistakes 	
Lesson 145 Publishing the Cause-and-Effect Essay			
385	145.1 Publish the cause-and-effect essay. 145.2 Propose answers to the Essential Question.	Teacher Edition <ul style="list-style-type: none"> • IA 46: Cause-and-Effect Essay Rubric BJU Press Trove <ul style="list-style-type: none"> • IA 46: Cause-and-Effect Essay Rubric 	Student Edition <ul style="list-style-type: none"> • Reflection (p. 385)
Lesson 146 Brush-Ups—Parallelism			
386–87	146.1 Identify parallelism in writing. 146.2 Revise previously written compositions to create effective parallelism.	Teacher Edition <ul style="list-style-type: none"> • IA 47: Parallelism BJU Press Trove <ul style="list-style-type: none"> • IA 47: Parallelism • Video: “Parallelism” 	Student Edition <ul style="list-style-type: none"> • Use the Skill (p. 387)

Chapter 16: Speaking UP: The Persuasive Speech

Pages	Objectives	Resources & Materials	Assessments
Lesson 147 The Importance of Public Speaking			
388–98	<p>147.1 Analyze the writing craft modeled in the mentor text.</p> <p>147.2 Infer the writing craft of a persuasive speech from the chapter mentor text. BWS Identity, Integrity (evaluate)</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Link: Wikipedia article on Fred Rogers • Link: Mr. Rogers speaking before the US Senate Subcommittee on Communications <p>Materials</p> <ul style="list-style-type: none"> • Any video segment of <i>Mister Rogers' Neighborhood</i> with Mr. Rogers singing "It's a Beautiful Day in the Neighborhood" 	
Lesson 148 Lessons in Logic—False Appeals			
399–400	<p>148.1 Identify the following fallacies: appeal to ignorance, appeal to authority, appeal to popular opinion, and appeal to emotion. BWS Logic (explain)</p> <p>148.2 Suggest ways to correct arguments that contain the following fallacies: appeal to ignorance, appeal to authority, appeal to popular opinion, and appeal to emotion.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: "False Appeals" <p>Materials</p> <ul style="list-style-type: none"> • Examples of arguments containing false appeals 	<p>Student Edition</p> <ul style="list-style-type: none"> • Apply the Logic (p. 400) • Use the Logic (p. 400)
Lesson 149 Planning the Persuasive Speech			
401	<p>149.1 List workable persuasive speech topics.</p> <p>149.2 Draft a tentative thesis and outline.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 20: Tentative Outline <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 20: Tentative Outline • Video: "Persuasive Speech" 	

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources & Materials	Assessments
Lessons 150–51 Researching the Persuasive Speech			
402–4	<p>150–51.1 Locate potential sources to support the thesis, assessing their credibility and accuracy.</p> <p>150–51.2. Research the topic, documenting support for the thesis.</p> <p>150–51.3. Outline the body of the persuasive speech, using argumentation backed by research and incorporating legitimate persuasive elements. <u>BWS</u> Identity, Integrity (formulate)</p> <p>150–51.4. Draft an effective introduction and conclusion.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 48: Persuasive Speech Rubric <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 48: Persuasive Speech Rubric 	
Lesson 152 Practicing the Persuasive Speech			
404	152.1 Practice delivering the speech, using effective speaking skills.	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Link: A video on overcoming the fear of public speaking 	
Lessons 153–54 Delivering the Persuasive Speech			
405	<p>153–54.1. Deliver the speech, using effective speaking skills.</p> <p>153–54.2. Analyze the benefits and challenges of motivating others to help their community.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> • IA 48: Persuasive Speech Rubric <p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 48: Persuasive Speech Rubric 	<p>Student Edition</p> <ul style="list-style-type: none"> • Reflection (p. 405)

Chapter 17: Applying Grammar: Usage

Pages	Objectives	Resources & Materials	Assessments
Lesson 155 Ambiguous and Remote Reference			
406–10	<p>155.1 Explain how writers can use their knowledge of grammar to become better writers. BWS Identity (explain)</p> <p>155.2 Rewrite sentences to correct ambiguous and remote pronoun references.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 49: Pronoun Reference 1 <p>BJU Press Trove*</p> <ul style="list-style-type: none"> IA 49: Pronoun Reference 1 <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Ambiguous and Remote Reference 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 409–10) SE: Ambiguous and Remote Reference (pp. 502–3)
Lesson 156 Reference to an Implied Noun/Reference to a Noun That Is a Modifier			
411–13	<p>156.1 Rewrite sentences to correct references to implied nouns or nouns that are modifiers.</p>	<p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Reference to an Implied Noun or Noun Modifier 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (pp. 412–13) SE: Reference to an Implied Noun/Reference to a Noun That Is a Modifier (p. 504) <p>Assessments</p> <ul style="list-style-type: none"> CR 21 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 21
Lesson 157 Indefinite Reference of Personal Pronouns/Reference to a Broad Idea			
414–15	<p>157.1 Rewrite sentences to correct indefinite references of personal pronouns and references to broad ideas.</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 50: Pronoun Reference 2 <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 50: Pronoun Reference 2 <p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Indefinite Reference of Personal Pronouns Reference to a Broad Idea 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 415) SE: Indefinite Reference of Personal Pronouns/Reference to a Broad Idea (p. 505) <p>Assessments</p> <ul style="list-style-type: none"> CR 22 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 22
Lesson 158 Correct Use of Pronoun Case			
416–17	<p>158.1 Identify subjective-, objective-, and possessive-case pronouns correctly.</p> <p>158.2 Differentiate between a possessive pronoun and an independent possessive.</p>	<p>AfterSchoolHelp.com</p> <ul style="list-style-type: none"> Correct Use of Pronoun Case 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 417) SE: Correct Use of Pronoun Case (p. 506) <p>Assessments</p> <ul style="list-style-type: none"> CR 23 <p>BJU Press Trove</p> <ul style="list-style-type: none"> CR 23

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Pages	Objectives	Resources & Materials	Assessments
Lesson 159 Compound Constructions, Appositives, and Comparisons Using Than or As			
418–19	159.1 Use pronouns in compound constructions. 159.2 Choose the correct case for appositives. 159.3 Identify the correct pronoun in a construction using <i>than</i> or <i>as</i> .	Teacher Edition • IA 51: Compound Constructions BJU Press Trove • IA 51: Compound Constructions	Student Edition • Practice the Skill (p. 419) • SE: Compound Constructions, Appositives, and Comparisons Using <i>Than</i> or <i>As</i> (p. 507) Assessments • CR 24 BJU Press Trove • CR 24
Lesson 160 Using Who and Whom			
420	160.1 Correctly choose between <i>who</i> and <i>whom</i> in sentences.	AfterSchoolHelp.com • Using <i>Who</i> and <i>Whom</i>	Student Edition • Practice the Skill (p. 420) • SE: Using <i>Who</i> and <i>Whom</i> (p. 508)
Lesson 161 Courtesy Order/Correct Use of Reflexive and Intensive			
421–23	161.1 Identify the correct reflexive or intensive pronoun. 161.2 Correct sentences with reflexive or intensive pronoun errors. 161.3 Use courtesy order in sentences.	AfterSchoolHelp.com • Courtesy Order • Correct Use of Reflexive and Intensive Pronouns	Student Edition • Practice the Skill (pp. 422–23) • SE: Courtesy Order/Correct Use of Reflexive and Intensive (p. 509) Assessments • CR 25 BJU Press Trove • CR 25
Lesson 162 Showing Comparison with Modifiers			
424–25	162.1 Choose correct comparative and superlative adjectives to express absolute comparisons.	AfterSchoolHelp.com • Showing Comparison with Modifiers	Student Edition • Practice the Skill (p. 425) • SE: Showing Comparison with Modifiers (p. 510) Assessments • CR 26 BJU Press Trove • CR 26
Lesson 163 Regular Comparison of Adverbs/Irregular Comparison of Adjectives and Adverbs			
426–27	163.1 Identify the correct use of comparative and superlative adjectives and adverbs.		Student Edition • Practice the Skill (p. 427) • SE: Regular Comparison of Adverbs/Irregular Comparison of Adjectives and Adverbs (p. 511)

Pages	Objectives	Resources & Materials	Assessments
Lesson 164 Problems with Modifiers			
428–29	164.1 Choose between words to avoid making double comparisons. 164.2 Choose between words to avoid using double negatives. 164.3 Distinguish between adverbs and predicate adjectives.	AfterSchoolHelp.com • Problems with Modifiers	Student Edition • Practice the Skill (p. 429) • SE: Problems with Modifiers (p. 512) Assessments • CR 27 BJU Press Trove • CR 27
Lesson 165 Placement of Modifiers			
430–33	165.1 Revise sentences to correct modifier problems.	AfterSchoolHelp.com • Placement of Modifiers	Student Edition • Practice the Skill (pp. 432–33) • SE: Placement of Modifiers (p. 513) Assessments • CR 28 BJU Press Trove • CR 28
Lessons 166–67 Writing Studio—Achieving Emphasis with Periodic Sentences			
434–37	166–67.1. Analyze mentor texts for the effective use of emphasis. 166–67.2. Create sentences illustrating effective emphasis. <u>BWS</u> Integrity (apply)	Teacher Edition • IA 52: Optical Illusion BJU Press Trove • Video: “Periodic Sentences” • IA 52: Optical Illusion Materials • Picture of a solid black dress with vertical lines	Student Edition • Create (p. 437) • Create (p. 437)
Lesson 168 Chapter 17 Review			
438–43	168.1 Recall concepts and terms from Chapter 17.		Student Edition • Chapter 17 Review
Lesson 169 Chapter 17 Test			
	169.1 Demonstrate knowledge of concepts from Chapter 17 by taking the test.		Assessments • Chapter 17 Test BJU Press Trove • EV: Chapter 17 Test Bank

Chapter 18: With Your Own Two Eyes: The Eyewitness Report

Pages	Objectives	Resources & Materials	Assessments
Lesson 170 Introducing the Eyewitness Report			
444–52	170.1 Identify the elements of an eyewitness report. <u>BWS</u> Integrity, Judgment (explain) 170.2 Analyze the writing craft modeled in the mentor text.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Eyewitness report of the first Thanksgiving • Link: Eyewitness accounts of the Gospels 	
Lesson 171 Planning the Eyewitness Report			
453	171.1 List ideas for an eyewitness report. 171.2 Organize ideas into a tentative outline.	Teacher Edition <ul style="list-style-type: none"> • IA 53: Eyewitness Report Planning Sheet BJU Press Trove <ul style="list-style-type: none"> • IA 53: Eyewitness Report Planning Sheet • Video: “Eyewitness Report” 	
Lesson 172–73 Drafting the Eyewitness Report			
454–55	172–73.1. Draft the eyewitness report.		
Lesson 174 Revising the Eyewitness Report			
456	174.1 Compare the plan with the drafted essay. 174.2 Evaluate the drafted essay according to a rubric. <u>BWS</u> Integrity, Judgment (evaluate) 174.3 Evaluate a peer’s drafted essay according to a rubric. <u>BWS</u> Integrity, Judgment (evaluate) 174.4 Revise the drafted essay based on evaluations.		
Lesson 175 Proofreading the Eyewitness Report			
456	175.1 Proofread the eyewitness report by following a checklist. 175.2 Correct the eyewitness report as needed.	Materials <ul style="list-style-type: none"> • Memes about punctuation 	

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Pages	Objectives	Resources & Materials	Assessments
Lesson 176–77 Publishing the Eyewitness Report			
457	<p>176–77.1. Create visual aids to accompany the eyewitness report.</p> <p>176–77.2. Present the report as a speech.</p> <p>176–77.3. Connect principles learned as an eyewitness to other areas of life. <u>BWS</u> Integrity, Judgment (apply)</p>	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 54: Eyewitness Report Rubric <p>BJU Press Trove</p> <ul style="list-style-type: none"> IA 54: Eyewitness Report Rubric Link: Tips for overcoming fear of public speaking 	<p>Student Edition</p> <ul style="list-style-type: none"> Reflection (p. 457)
Lesson 178 Brush-Ups—Blending It All Together			
458–61	<p>178.1 Analyze mentor texts that combine writing techniques taught in previous lessons.</p> <p>178.2 Revise previously written compositions to incorporate combined writing techniques.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Blending” 	<p>Student Edition</p> <ul style="list-style-type: none"> Practice the Skill (p. 459) Practice the Skill (p. 460) Practice the Skill (p. 460–61) Use the Skill (p. 461)
Lesson 179 Review for Final Exam			
	179.1 Recall concepts and terms from all grammar chapters.	<p>Teacher Edition</p> <ul style="list-style-type: none"> IA 55: Review for Final Exam 	
Lesson 180 Final Exam			
	180.1 Demonstrate knowledge of concepts and terms by taking the final exam.		<p>Assessments</p> <ul style="list-style-type: none"> Final Exam