



TAN ACADEMY

GRADE

12

Lesson Plan

St. Leo the Great, Pray for Us!



TWELFTH GRADE LESSON PLAN

St. Scholastica, Pray for Us!

TAN Books
Gastonia, NC

Twelfth Grade Religion Lesson Plan © 2022 TAN Books

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Why TAN Academy?

“There are those who seek knowledge for the sake of knowledge; that is Curiosity. There are those who seek knowledge to be known by others; that is Vanity. There are those who seek knowledge in order to serve; that is Love.”

—ST. BERNARD OF CLAIRVAUX

With a carefully selected and comprehensive curriculum, the TAN Academy High School program presents an essential blend of classical and traditional courses created or vetted in fidelity to the truths of our Catholic faith. We believe our unique blend of these two essentially Catholic educational philosophies best prepares ninth through twelfth grade students, with the assistance of their parents, to pursue their God-given vocation.

TAN Academy, covering K-12, encourages students to desire the highest things: the good, beautiful, and true. Our high school courses emphasize training in the liberal arts and the moral, natural, and theological sciences. Compelling content combined with rigorous training in writing, discussion, and practical application prepares them for the next stage in their education, whatever that may be.

Whether used in a schoolhouse model or individual instruction, our program provides flexibility and support at an affordable price for families of all sizes. Steeped in the rich tradition of Holy Mother Church, TAN Academy strives to support a joyful high school experience and foster a desire for lifelong learning.

May your *Ecclesia Domestica* (Domestic Church) be enriched this school year.

St. Scholastica, *ora pro nobis!*

Theology Introduction

Welcome to TAN Academy's one-year theology course for twelfth grade.

Students choose between two tracks: preconciliar or postconciliar. Our **preconciliar program** uses the Fr. John Laux texts, written prior to the Second Vatican Council, and is ideal for families following the traditional liturgy and calendar. This track emphasizes mastery through oral discussion and writing short-form and long-form papers. Our **postconciliar program** is a great option for those following the liturgical norms and ecclesiastical law implemented since the Second Vatican Council. This option uses TAN's full course, incorporating video and workbook exercises.

The content for these two tracks is as follows:

Preconciliar: the study of Church history from the Acts of the Apostles until World War II

Postconciliar: an introduction to Catholic social teaching and the theology of ecumenism and interreligious dialogue

Both plans contain a 32-week daily course schedule. Choose the option that best suits your family's preference and student needs.

If you would like assistance in discerning the best track for your student or how to incorporate a supplement, please consult your TAN Academy coach and we will be happy to discuss your choices.

Recommended Course Materials

*Denotes materials available through TAN Books.

Preconciliar

[Baltimore Catechism Four*](#)

[Church History by Fr. John Laux*](#)

Throughout the text, Fr. Laux recommends many works of great Catholic literature. We highly recommend choosing at least one per quarter to bring your study of Church history to life!

Quo Vadis? By Henry Sienkiewicz

Callista, by St. John Henry Newman

Fabiola, by Nicholas Wiseman

Helena, by Evelyn Waugh

The Church of the Fathers, by St. John Henry Newman (*alternative: *The Church Fathers*, by Pope Benedict XVI)

Citadel of God: A Novel about St. Benedict, by Louis de Wohl

The Life of Antony, by Pope St. Gregory the Great

[A Man Cleansed by God, by John E. Beahn*](#)

Kristin Lavransdatter I, II, and III, by Sigrid Undset

[Crusader King, by Susan Peek*](#)

Catherine of Siena, by Sigrid Undset

[A Rich Young Man, by John E. Beahn*](#)

A Man for All Seasons, by Robert Bolt

Edmund Campion, by Evelyn Waugh

[A Man Born Again, by John E. Beahn*](#)

[The Autobiography of St. Teresa of Avila*](#)

The Scarlet Pimpernel, by Baroness Orczy

Song at the Scaffold, by Gertrud Von Le Fort

[A Man of Good Zeal, by John E. Beahn*](#)

The Song of Bernadette, by Franz Werfel

[The Story of the Soul: An Autobiography of Saint Therese of Lisieux*](#)

Death Comes for the Archbishop, by Willa Cather

Postconciliar

[Baltimore Catechism Four*](#)

[Formed in Christ: To Do Justice and Love Mercy \(textbook and workbook\)*](#)

[Formed in Christ: A Light to the Nations \(textbook and workbook\)*](#)

Course Schedule: Preconciliar

This course includes a week-by-week assignment schedule for Fr. Laux's *Church History* and *Baltimore Catechism Four*. To make the most of this important course, we suggest the following approach:

1. Follow the schedule to complete the material in a timely fashion. Although there are no midterms or final tests, this course provides optional essays for grading. However, answer the "Suggestions for Study and Review" after every chapter. This may be an oral or written exercise. Doing so will help you understand the concepts of our Faith.
2. As this is a high school course, we recommend that you take notes as you read. Outlining the chapters or answering the *Hints for Study* questions at the end of each chapter in writing are two ways to fix the stories and figures of our Church history in your memory.
3. When you read unfamiliar or confusing words, write them down with the correct definition.
4. If you have a timeline from previous history classes, keep it with you while you read, open to the appropriate century. If you come across events or figures not on your timeline, add them as you read.
5. Writing assignments are optional. We recommend that you complete at least four essays or papers of your choosing per semester in order to secure your own mastery of the subject matter and exercise your writing skills.
6. For tips on customizing this course, be sure to talk to your parents about scheduling a consult with your TAN Academy coach.

Enhanced List of the Doctors of the Church

Fr. Laux published his text first in 1930 and, since that time, more men and women have been raised to the rank “Doctor of the Church.” Here is the most recent listing (2021) of these figures:

- | |
|---|
| • St. Albertus Magnus (1200-80) Added by Pope Pius XI in 1931 |
| • St. Alphonsus Liguori (1696-1787) Added by Blessed Pope Pius IX in 1871 |
| • Saint Ambrose (340-97) One of the original four Doctors of the Latin Church |
| • Saint Anselm of Canterbury (1033-1109) Added by Pope Clement XI in 1720 |
| • Saint Anthony of Padua (1195-1231) Added by Pope Pius XII in 1946 |
| • Saint Athanasius (297-373) One of the original four Doctors of the Eastern Church |
| • Saint Augustine of Hippo (354-430) One of the original four Doctors of the Latin Church |
| • Saint Basil the Great (329-379) One of the original four Doctors of the Eastern Church |
| • The Venerable Bede (673-735) Added by Pope Leo XIII in 1899 |
| • Saint Bernard of Clairvaux (1090-1153) Added by Pope Pius VIII in 1830 |
| • Saint Bonaventure (1217-74) Added by Pope Sixtus V in 1588 |
| • Saint Catherine of Siena (1347-80) Added by Pope Paul VI in 1970 |
| • Saint Cyril of Alexandria (376-444) Added by Pope Leo XIII in 1883 |
| • Saint Cyril of Jerusalem (315-87) Added by Pope Leo XIII in 1883 |
| • Saint Ephrem the Syrian (306-73) Added by Pope Benedict XV in 1920 |
| • St. Francis de Sales (1567-1622) Added by Blessed Pope Pius IX in 1877 |
| • Pope Saint Gregory the Great (540-604) One of the original four Doctors of the Latin Church |
| • St. Gregory Nazianzen (330-90) One of the original four Doctors of the Eastern Church |
| • Saint Hilary of Poitiers (315-68) Added by Blessed Pope Pius IX in 1851 |
| • Saint Hildegard of Bingen (1098-1179) Added by Pope Benedict XVI in 2012 |
| • Saint Isidore of Seville (560-636) Added by Pope Innocent XIII in 1722 |
| • Saint Jerome (343-420) One of the original four Doctors of the Latin Church |
| • St. John Chrysostom (347-407) One of the original four Doctors of the Eastern Church |
| • St. John Damascene (675-749) Added by Pope Leo XIII in 1883 |
| • Saint John of Avila (1500-69) Added by Pope Benedict XVI in 2012 |
| • Saint John of the Cross (1542-91) Added by Pope Pius XI in 1926 |
| • Saint Lawrence of Brindisi (1559-1619) Added by Saint Pope John XXIII in 1959 |
| • Pope Saint Leo the Great (400-61) Added by Pope Benedict XIV in 1754 |
| • St. Peter Canisius (1521-97) Added by Pope Pius XI in 1925 |
| • St. Peter Chrysologus (400-50) Added by Pope Benedict XIII in 1729 |
| • St. Peter Damian (1007-72) Added by Pope Leo XII in 1828 |

• St. Robert Bellarmine (1542-1621) Added by Pope Pius XI in 1931
• Saint Teresa of Avila (1515-82) Added by Blessed Pope Paul VI in 1970
• Saint Therese of Lisieux (1873-97) Added by Saint Pope John Paul II in 1997
• St. Thomas Aquinas (1225-74) Added by Saint Pope Pius V in 1568
Week 1: Church History
Day 1: Read Section I, First Period, Ch. I, Preparation of the World for Christianity (pp. 1-6).
Day 2: Review Ch. I and answer the review questions #1-5, page 6 in writing.
Day 3: Read Chapter II, The Founding of the Church (pp. 7-12).
Day 4: Review the chapter. Answer review questions #3, #6, and #7 in writing.
Day 5: Read Acts 1-9.
Week 2: Church History
Day 1: Read Ch. III, The Church Invades the Pagan World (pp. 13-16).
Day 2: Read Acts 11 - 13. Review the chapter. Answer review questions #1-4 and #6 in writing.
Day 3: Read Ch. IV, The March on Rome (pp. 17-28).
Day 4: Read Acts 14 - 28. Review Ch. IV and answer review questions #3-8 in writing.
Day 5: Optional: Write a 200-400 word summary on the Council of Jerusalem. What was its significance? What did it confirm about the role of the papacy? What was the issue at stake and what was the final decision of the council? Be sure to quote Scripture in your summary.
Week 3: Church History & Baltimore Catechism Four
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Enhancement: Begin reading <i>Quo Vadis?</i> By Henry Sienkiewicz
Day 2: Read Ch. V, The Roman Church (pp. 29-34).
Day 3: Read Ch. VI, St. James, St. John, and Other Apostles (pp. 35-39).
Day 4: Review Ch. VI using #3 in <i>Hints for Study</i> on page 39. Read from Baltimore Catechism Four, Lesson 18, On Contrition, (pp. 188-193).
Day 5: Read from Baltimore Catechism Four, Lesson 19, On Confession (pp. 194-208).
Week 4: Church History & Baltimore Catechism Four
Day 1: Read Ch. VII, The Rapid Spread of Christian Religion (pp. 40-47).
Day 2: Read the excerpt from St. John Henry Newman on pp. 46-47 and answer the <i>Hints for Study</i> question #2 in writing.
Day 3: Review Ch. VII and answer the review questions in writing. Read from Baltimore Catechism Four, Lesson 20, On the Manner of Making Confession, (pp. 209-211).
Day 4: Read from Baltimore Catechism Four, Lesson 21, On Indulgences (pp. 212-216).
Day 5: Optional: Write a short summary explaining the requirements and works necessary for gaining a plenary indulgence (Baltimore Catechism Four).
Week 5: Church History & Baltimore Catechism Four
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. VIII, The Age of Martyrs, Section 1 (pp. 48-66).
Day 2: Read the remaining pages of Ch. VIII, The Age of Martyrs (pp. 66-82).
Day 3: Review Ch. VIII and answer review questions #1-8.

Day 4: Read from Baltimore Catechism Four, Lesson 22, On The Holy Eucharist (pp. 217-227). Enhancement: Begin either <i>Fabiola</i> , by Nicholas Wiseman, or <i>Callista</i> , by St. John Henry Newman.
Day 5: Optional: Choose one martyr from this week's reading about whom you would like to know more. Look up their story in the Catholic Encyclopedia (available online at New Advent) and write a brief summary (300-500 words).
Week 6: Church History & Baltimore Catechism Four
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. IX, Early Christian Life and Worship (pp. 83-91).
Day 2: Review Ch. IX and answer review questions #1-3.
Day 3: Read from Baltimore Catechism Four, Lesson 23, On the End for Which the Holy Eucharist Was Instituted (pp. 228-231). Optional: Using #4 on p. 91, outline a long paper (300-750 words) on the life of a Roman Christian during the persecutions. If you like, use your research to plan a creative piece told in the first person.
Day 4: Read from Baltimore Catechism Four, Lesson 24, On the Sacrifice of the Mass (pp. 232-238). Optional: Write your paper or creative fiction piece.
Day 5: Review your paper or story for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. If you wrote a piece of creative historical fiction, check for historical accuracy.
Week 7: Church History
Day 1: Read from the Second Period, Ch. I, Roman Empire Becomes Christian (pp. 92-103). Review Ch. I and answer the review questions, #2-6. Enhancement: Begin reading <i>Helena</i> , by Evelyn Waugh.
Day 2: Read Ch. II, Section A, Arianism (pp. 104-125). Optional: Outline a short paper (300-500 words) using <i>Hints for Study</i> questions # 1-3 on page 158. *If you choose not to write the paper, answer the questions in writing.
Day 3: Write your paper. Read Ch. II, Section B, The Truce in the Wars of the Lord (pp. 125-151).
Day 4: Read Ch. II, Section C, The Christological Controversies (pp. 151-159). Review Ch. II and answer the review questions, #7, #8, #10.
Day 5: Read the Story of St. Leo the Great and Attila the Hun on p. 159.
Week 8: Church History (Review) & Baltimore Catechism Four
Day 1: Read Ch. III, Social, Religious, and Moral Life of the Church (pp. 160-172).
Day 2: Review Ch. III and answer the review questions, #1, #4, #5. Enhancement: read the stories of St. Antony of the Desert and St. Martin or Tours in St. John Henry Newman's <i>The Church of the Fathers</i> .
Day 3: Read Ch. IV, The Church and the Barbarian Invasion (pp. 173-188). Do #1 in the <i>Hints for Study</i> on p. 188 in writing.
Day 4: Review the Summary (pg 189). Read from Baltimore Catechism Four, Lesson 25, On Extreme Unction and the Holy Orders (pp. 239-250).

Day 5: Review all your study questions from the past quarter. Enhancement: Begin reading <i>Citadel of God: A Novel about St. Benedict</i> , by Louis de Wohl.
Week 9: Church History & Baltimore Catechism Four
Day 1: Read Section II, Introduction: The Church in the Middle Ages (pp. 190-191). Enhancement: Read <i>The Life of Antony</i> , by Pope St. Gregory the Great.
Day 2: Read First Period, Ch. I, Pontificate of St. Gregory the Great (pp. 192-199). Answer #2 and #5 from the <i>Hints for Study</i> .
Day 3: Read Ch. II, Work of the Irish Missionaries (pp. 200-216). Enhancement: Read <i>A Man Cleansed by God</i> , by John E. Beahn.*
Day 4: Review Ch. II using #5, #7, and #8 on p. 216. Read from Baltimore Catechism Four, Lesson 26, On Matrimony (pp. 251-260).
Day 5: Optional: Write a three paragraph essay on why St. Pope Gregory I deserves to be called "Great."
Week 10: Church History & Baltimore Catechism Four
Day 1: Read Ch. III, Anglo-Saxon Missionaries in German Lands (pp. 217-230). Do #3 and #5-7 in writing from the <i>Hints for Study</i> .
Day 2: Read Ch. IV, Mohammedanism and the Church (pp. 231-238).
Day 3: Review Ch. IV and answer questions #2-4 and #6.
Day 4: Read from Baltimore Catechism Four, Lesson 27, On Sacramentals (pp. 261-271).
Day 5: Optional: Outline and write a brief essay, or biographical sketch (300 - 500 words), of Mohammed. The Catholic Encyclopedia at New Advent is available for free online and is a good resource.
Week 11: Church History & Baltimore Catechism Four
Day 1: Review your brief biography for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Make a list of further questions you have about this figure. Read Ch. V, The Alliance Between the Papacy and the Franks (pp. 239-247).
Day 2: Review Ch. V and answer questions #3-5.
Day 3: Read Ch. VI, The Age of Charlemagne (pp. 248-260).
Day 4: Review Ch. VI and answer #3-10.
Day 5: Optional: Outline and write a brief essay, or biographical sketch (300 - 500 words), of Charlemagne. The Catholic Encyclopedia at New Advent is available for free online and is a good resource.
Week 12: Church History & Baltimore Catechism Four
Day 1: Review your brief biography for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Make a list of further questions you have about this figure. Read Ch. VII, Decline of the Carolingian Empire (pp. 261-274). Do questions #2-5 from <i>Hints for Study</i> in writing. Enhancement: Begin reading <i>Kristin Lavransdatter I</i> (*note: this is a trilogy and quite lengthy)
Day 2: Read Ch. VIII, New Nations Won for the Church (pp. 275-288). Do questions #1-3 from <i>Hints for Study</i> in writing.
Day 3: Read from Baltimore Catechism Four, Lesson 28, On Prayer (pp. 272-279).
Day 4: Read from Baltimore Catechism Four, Lesson 29, On the Commandments (pp. 280-283).

Day 5: Optional: Write a brief summary (250 - 300 words) of the Church's teaching on prayer. Include at least two examples of each form of prayer.
Week 13: Church History & Baltimore Catechism Four
Day 1: Read Ch. IX, The Greek Schism (pp. 289-296). Do questions #2 and #5 from <i>Hints for Study</i> in writing.
Day 2: Read from the Second Period, Ch. I, The Christian Commonwealth of Europe (pp. 297-310).
Day 3: Review Ch. 1 and answer questions #1-2 in writing.
Day 4: Optional: Outline a short paper (300-500 words) on the Investiture controversy, its main characters, and its final outcome, and its significance. Read from Baltimore Catechism Four, Lesson 30, On the First Commandments (pp. 284-297).
Day 5: Write your paper.
Week 14: Church History & Baltimore Catechism Four
Day 1: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. II, Knights and Monks, Sections 1-3 (pp. 311-321).
Day 2: Read Ch. II, Sections 4-6 (pp. 321-331). Enhancement: Begin reading <i>Crusader King: A Novel of Baldwin IV and the Crusades</i> , by Susan Peck.
Day 3: Read Ch. III, The Hundred Years' War, (pp. 332-341).
Day 4: Read Ch. III, The Hundred Years' War, The Papacy, Section 4-5, (pp. 341-349). Do #2 - 4 from <i>Hints for Study</i> in writing.
Day 5: Optional: Outline and write a brief essay, or biographical sketch (300-500 words), of St. Thomas Beckett. The Catholic Encyclopedia at New Advent is available for free online and is a good resource.
Week 15: Church History & Baltimore Catechism Four
Day 1: Review your brief biography for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Make a list of further questions you have about this figure. Read Ch. IV, Medieval Heresies (pp. 350-359).
Day 2: Review Ch. IV and answer questions #2-4.
Day 3: Read Ch. V, The Rise in the Mendicant Orders, (pp. 360-371). Enhancement: Begin reading <i>Catherine of Siena</i> , by Sigrid Undset.
Day 4: Optional: Outline a long paper (500-750 words) comparing and contrasting the founders, apostolates, and charisms of the Dominicans and the Franciscans. Read from the Baltimore Catechism Four, Lesson 31, On the First Commandment (pp. 298-305).
Day 5: Write your paper.
Week 16: Church History & Baltimore Catechism Four
Day 1: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. VI, Scholasticism and Mysticism (pp. 372-381).
Day 2: Review Ch. VI. Do #5 and #6 from <i>Hints for Study</i> in writing.

Day 3: Read Ch. VII, The Arts in the Service of Religion (pp. 382-389). Enhancement: Look up the cathedrals of Chartres, Notre Dame, and Canterbury. Seek photographs of their architecture and details from the windows.
Day 4: Read from the Third Period, Ch. I, Destruction of Christian Commonwealth (pp. 390-395).
Day 5: Read Ch. II, Babylonian Captivity of the Popes (pp. 306-403). Read from the Baltimore Catechism Four, Lesson 32, On the Second-Fourth Commandments (pp. 306-313).
Week 17: Church History & Baltimore Catechism Four
Day 1: Read Ch. III, The Great Schism of the West (pp. 404-409).
Day 2: Read Ch. IV, The Church and the Renaissance (pp. 410-418)
Day 3: Review all your study questions from “The Medieval Church” unit.
Day 4: Read the Summary: Turning Points in the Medieval Church (pp. 418-419).
Day 5: Read from the Baltimore Catechism Four, Lesson 33, On the Fourth-Seventh Commandments (pp. 314-321).
Week 18: Church History
Day 1: Read from Section III, The Church in Modern Times, Ch. I, Luther (pp. 420-429).
Day 2: Finish reading Ch. I, Luther (pp. 429-436). Also, read carefully Fr. Laux’s note on Tetzel in #7 from <i>Hints for Study</i> on p. 436.
Day 3: Optional: Use questions #3-5 from <i>Hints for Study</i> to outline a long paper (500-750 words) on Lutheranism.
Day 4: Write your paper.
Day 5: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Week 19: Church History & Baltimore Catechism Four
Day 1: Read Ch. II, Calvinism (pp. 437-445). Answer questions #5-7. Enhancement: Begin reading <i>A Man for All Seasons</i> , by Robert Bolt, OR <i>A Man Born Again</i> , by John E. Beahn
Day 2: Read III, Disruption of the Church in England - Anglicanism (pp. 446-457). Answer question #5.
Day 3: Read from the Baltimore Catechism Four, Lesson 34, On the Seventh-Tenth Commandments (pp. 322-329). Enhancement: Begin reading <i>Edmund Campion</i> , by Evelyn Waugh.
Day 4: Read from the Baltimore Catechism Four, Lesson 35, On the First and Second Commandments of the Church (pp. 330-335).
Week 20: Church History & Baltimore Catechism Four
Day 1: Read Ch. IV, The Catholic Reaction and Revival, Sections 1-6 (pp. 458-469).
Day 2: Read the remaining sections of Ch. IV (469-481).
Day 3: Review Ch. IV. Answer questions #2-4, #6, and #7.

Day 4: Read from the Baltimore Catechism Four, Lesson 36, On the Third Through Sixth Commandments of the Church (pp. 336-343).
Day 5: Enhancement: Begin reading <i>The Autobiography of St. Teresa of Avila</i> , by Herself.
Week 21: Church History & Baltimore Catechism Four
Day 1: Read Ch. V, Some Leaders of the Catholic Reformation, Sections 1-3 (pp. 482-490).
Day 2: Read the remaining sections of Ch. V (490-501).
Day 3: Review Ch. V. Answer #1 - 4 from <i>Hints for Study</i> in writing. Also, read Fr. Laux's notes in #5 and #6 on witchcraft and the Galileo controversy.
Day 4: Read from the Baltimore Catechism Four, Lesson 37, On the Last Judgement (pp. 336-343).
Week 22: Church History & Baltimore Catechism Four
Day 1: Read Ch. VI, Jansenism (pp. 502-505). Answer question #1 in writing.
Day 2: Read Ch. VII, Royal Absolutism, Sections 1-3 (pp. 506-511).
Day 3: Read the remaining sections of Ch. VII, Royal Absolutism (pp. 511-516). Enhancement: Begin reading <i>A Man of Good Zeal</i> , by John E. Beahn.
Day 4: Review the chapter and answer questions #5 in writing.
Day 5: Optional: Write a brief paper (300-500 words) explaining Royal Absolutism and how the Church, through historical heroes of the era, combatted it.
Week 23: Church History
Day 1: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. VIII, Rationalism and "Enlightenment" (pp. 517-521).
Day 2: Review Ch. VIII. Answer question #3. Enhancement: Begin reading <i>The Scarlet Pimpernel</i> , by Baroness Orczy OR <i>Song at the Scaffold</i> , by Gertrud Von Le Fort
Day 3: Read from the Second Period, Ch. I, From the French Revolution (pp. 522-526).
Day 4: Review the chapter. Answer question #4.
Day 5: Make the chronological table described in #3 on p. 526.
Week 24: Church History
Day 1: Read Ch. II, From Pius VII to Pius IX (pp. 527-537).
Day 2: Review Ch. II and answer question #4. Enhancement: Begin reading <i>The Song of Bernadette</i> , by Franz Werfel.
Day 3: Read Ch. III, Pius IX and the Vatican Council (pp. 538-544).
Day 4: Review the chapter and write definitions for the terms listed in #3.
Week 25: Church History
Day 1: Read Ch. IV, Progress of the Church in the United States, Section 1 (pp. 545-552). Enhancement: Begin reading <i>Death Comes for the Archbishop</i> , by Willa Cather.
Day 2: Read Ch. IV, Section 2, After the War of Independence (pp. 553-563).
Day 3: Read the remainder of Ch. IV, Section 2 (pp. 563-577).
Day 4: Review Ch. IV and (optional) outline a brief paper using question #11.

Day 5: Write your paper.
Week 26: Church History & Baltimore Catechism Four
Day 1: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. V, From Leo XIII to Benedict XV, Sections 1 & 2 (pp. 578-583).
Day 2: Read the remainder of Ch. V, Sections 3 (pp. 583-587).
Day 3: Review the chapter and answer questions #3-6 in writing.
Day 4: Optional: Outline and write a brief reflective essay (300-500 words) explaining Leo XIII's Encyclical Letter on the Condition of Labor (pg. 586) and what it means to you.
Week 27: Church History
Day 1: Review your essay for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts. Read Ch. VI, Pontificate of Pius XI (pp. 588-595).
Day 2: Read Ch. VI (pp. 595-601).
Day 3: Read Ch. VI (pp. 601-607).
Day 4: Read Ch. VI (pp. 607-616).
Day 5: Do #5 on p. 617. Be sure to include General Councils held since the publication of this book.
Week 28: Church History
Day 1: Review Ch. VI (pp. 588-616). Answer questions #3-4.
Day 2: Read Ch. VII, Pope Pius XII (pp. 618: a-h).
Day 3: Read the Conclusion (pp. 619-621).
Day 4: Optional: Outline and research a long, final paper (750-1000 words). Choose one of the following periods of Church history or a major figure in Church history. Summarize the time period/person's life and make an argument for the importance of studying that period/that figure. What is the importance of studying Church history in general?
<ul style="list-style-type: none"> • Ancient Christianity (0 A.D. to 313 A.D.) • Ancient Christianity (314 A.D. to 590 A.D.) • The Middle Ages (590 A.D. to 1517) • The Revolt to the Revolution (1517 - 1789) • Modernity (1789 - 1945) • Post-Modernity (1945 - present day)*
*For this option, you will need to research outside of the texts used in this course.
Day 5: Work on your paper.
Week 29: Church History
Day 1: Finish writing your paper.
Day 2: Review your essay for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.

Course Schedule: Postconciliar

This course includes a week-by-week assignment schedule for the recommended *Formed in Christ* books: *To Do Justice and Love Mercy* (textbook and workbook)* and *A Light to the Nations* (textbook and workbook).* This course also incorporates the *Baltimore Catechism Four*. To make the most of this important course, we suggest the following approach:

1. The following schedule for the postconciliar option is 30 weeks, which incorporate the recommended textbooks and workbooks and tests.
2. To understand the concepts in each chapter, students should answer the review questions and take the chapter quiz. Also, be familiar with the key terms for each chapter to better understand the concepts presented. A final quiz is included at the end of the *Formed in Christ* books.

Week 1: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Part I, Introduction from God's Plan for His People from <i>To Do Justice and Love Mercy</i> . Read Chapter 1, The Call of God. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 18, On Contrition (pp. 188-193).
Week 2: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 2, Happiness in This Life. Study key terms and memory verse.
Day 2: Review Chapter 2. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 19, On Confession (pp. 194-208).
Week 3: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Part II, Chapter 1, The Church Has Always Stood for Charity and Justice. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 20, On The Manner of Making a Good Confession (pp. 209-211).
Week 4: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 2, The Catholic Understanding of Justice. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 21, On Indulgences (pp. 212-216).
Week 5: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 3, Charity and Justice in the Modern Era. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 22, On The Holy Eucharist (pp. 217-227).
Week 6: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Part III, Chapter 1, The Cornerstone. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.

Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 23, On The End for Which Holy Eucharist was Instituted (pp. 228-231).
Week 7: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 2, Building Blocks. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 24, On The Sacrifice of the Mass (pp. 232-238).
Week 8: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 3, Essential Elements. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 25, On Extreme Unction and Holy Orders (pp. 239-250).
Week 9: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Part IV, Chapter 1, What is Social Sin? Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 26, On Matrimony (pp. 252-260).
Week 10: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 2, The Social Dimension of the Ten Commandments. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 27, On the Sacramentals (pp. 261-271).
Week 11: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 3, The Social Dimension of the Ten Commandments. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 28, On the Prayer (pp. 272-279).
Week 12: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 4, The Social Dimension of the Ten Commandments. Study key terms and memory verse.
Day 2: Review Chapter 4 and answer review questions.
Day 3-4: Complete the exercises for Chapter 4.

Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 29, On the Commandments of God (pp. 280-283).
Week 13: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Part V, Chapter 1, The Social Dimension of the Ten Commandments. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 30, On the First Commandment (pp. 284-297).
Week 14: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 2, The Social Dimension of the Beatitudes. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 31, On the First Commandment (pp. 298-305).
Week 15: To Do Justice and Love Mercy & Baltimore Catechism Four
Day 1: Read Chapter 3, The Two Great Commandments. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 32, From the Second to the Fourth Commandments (pp. 306-313). Read the Appendix: Challenges (pg. 199) and discuss with your parents.
Week 16: To Do Justice and Love Mercy (Final Exam)
Day 1-4 Study for the final exam: <i>To Do Justice and Love Mercy</i> from <i>Formed in Christ</i> .
Day 5: Take the final exam. Check your answers; make necessary corrections.
Week 17: Formed in Christ: A Light to the Nations & Baltimore Catechism Four
Day 1: Read Part I Introduction and Chapter 1, Divine Revelation and the Salvation History. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 33, From the Fourth to the Seventh Commandments (pp. 314-321).
Week 18: A Light to the Nations & Baltimore Catechism Four
Day 1: Read Chapter 2, Divine Foundation of the Catholic Church. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 34, From the Seventh to the End of the Tenth Commandments (pp. 322-329).

Week 19: A Light to the Nations & Baltimore Catechism Four
Day 1: Read Chapter 3, The Catholic Church and Divine Revelation. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 35, On the First and Second Commandments of the Church (pp. 330-335).
Week 20: A Light to the Nations & Baltimore Catechism Four
Day 1: Read Part II, Chapter 1 - An Ecclesiology of Communion. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 36, On the Third, Fourth, Fifth, and Sixth Commandments of the Church (pp. 336-343).
Week 21: A Light to the Nations & Baltimore Catechism Four
Day 1: Read Chapter 2, Historical Survey of Schisms and Dissensions. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read from the Baltimore Catechism Four, Lesson 37, On the Last Judgement (pp. 344-353).
Week 22: A Light to the Nations
Day 1: Read Chapter 3, Ecumenical Efforts. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers.
Week 23: A Light to the Nations
Day 1: Read Part III, Chapter 1, The Jewish People as "Our Elder Brothers." Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 24: A Light to the Nations
Day 1: Read Chapter 2, Fundamental Differences with the Catholic Church. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 25: A Light to the Nations
Day 1: Read Chapter 3, Dialogue with the Jewish People. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers.
Week 26: A Light to the Nations

Day 1: Read Part IV, Chapter 1, Dialogue with the Muslim People. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 27: A Light to the Nations
Day 1: Read Chapter 2, Dialogue with Other World Religions. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 28: A Light to the Nations
Day 1: Read Part V, Chapter 1, The Catholic Church and the Fullness of the Means of Salvation. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 29: A Light to the Nations
Day 1: Read Chapter 2, Ecumenical and Interreligious Dialogue in Our Daily Lives. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read the Appendix: Challenges (pg. 149). Discuss with your parents.
Week 30: Christ Alive in Us
Day 1-4: Study for the final exam for <i>A Light to the Nations</i> from <i>Formed in Christ</i> .
Day 5. Take the final exam. Check your answers; make necessary corrections.

Literature Introduction

Welcome to TAN Academy's British Literature course. Students study five classic works from some of the greatest English authors. As you read, the course encourages you to take notice of each author's background, historical time frame, and the particular emphasis on thematic and moral elements, character development, narrative style, and literary devices. The novels are recommended in order of publication to demonstrate the development of English and British Literature over two centuries. Ideal for twelfth grade students.

Literature Materials

Recommended

Romeo and Juliet by William Shakespeare

Hamlet by William Shakespeare

Pride and Prejudice by Jane Austin

Frankenstein by Mary Shelley

A Tale of Two Cities by Charles Dickens

Alternative

The Merchant of Venice by William Shakespeare

Macbeth by William Shakespeare

King Lear by William Shakespeare

Sir Gawain and the Green Knight, translated by J. R. R. Tolkien

The Hound of Baskervilles by Arthur Conan Doyle

Jane Eyre by Charlotte Bronte

Great Expectations by Charles Dickens

The Picture of Dorian Gray by Oscar Wilde

Animal Farm by George Orwell

Wuthering Heights by Emily Bronte

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Gulliver's Travels by Jonathan Swift

The Once and Future King by T. H. White

Dracula by Bram Stoker

Oliver Twist by Charles Dickens

The Lord of the Flies by William Gold

Literature Schedule

This course includes a week-by-week assignment schedule for the five recommended books. To make the most of this important course, we suggest the following approach:

1. Read daily from the recommended book. Summarize each chapter. When you read unfamiliar or confusing words, write them down with the correct definition.
2. Following a 29-week schedule, the lesson plan dictates a select number of weeks to complete recommended books.
3. After completing each book, the student will write an essay of at least 750 words based on the essay prompt. There will be a total of 5 essays for the course. You should plan to complete these essays within one week. Make time to preview the grading rubric, outline your essay, write a rough draft, and edit your draft into its final form before submission. Students should verify examples with citations and practice using a standard citation method (MLA is the preferred format for humanities papers and essays).
4. Instructions for writing and rubrics for grading essays are included in this guide in the Essay Guide and Essay Grading sections.
5. TAN Academy recommends a total of eleven classic books, plays, and/or collections of short stories for the year (five from this course and additional works of your choice). For advanced readers, we encourage you to read more if your schedule allows. We have provided a list of alternative classic books appropriate for this literature track. We have not provided essay prompts for these; however, you may consider using our rubric to write an essay analyzing one literary aspect (novel's theme, motif, symbolism, plot, character, or other important aspect).
6. The following schedule may be altered for flexibility to encourage additional reading of supplemental books from this literature track.

Romeo and Juliet: Background

William Shakespeare wrote his well-known tragic drama early in his career. The British playwright introduces the reader to forbidden love and miscommunication between two feuding rival Italian families in the Renaissance era: the Montagues and the Capulets. The stage is set when Romeo and Juliet meet at a party. As their love story unfolds, their attempts to be together are thwarted time and time again. Shakespeare's play ends with an ironic reconciliation made possible only by the catastrophic demise of the two main protagonists. Shakespeare's works were written and performed in modern English using the dialect of the Elizabethan era in which he lived.

Week 1: Romeo and Juliet
Day 1: Read the Prologue and Act 1, Scene 1. Summarize in your notebook.
Day 2: Read Act 1, Scene 2. Summarize in your notebook.
Day 3: Read Act 1, Scene 3. Summarize in your notebook.
Day 4: Read Act 1, Scene 4. Summarize in your notebook.
Day 5: Read Act 1, Scene 5. Summarize in your notebook.
Week 2: Romeo and Juliet
Day 1: Read Act 2, Scene 1. Summarize in your notebook.
Day 2: Read Act 2, Scene 2. Summarize in your notebook.
Day 3: Read Act 2, Scene 3. Summarize in your notebook.
Day 4: Read Act 2, Scene 4. Summarize in your notebook.
Day 5: Read Act 2, Scene 5. Summarize in your notebook.
Week 3: Romeo and Juliet
Day 1: Read Act 2, Scene 6. Summarize in your notebook.
Day 2: Read Act 3, Scene 1. Summarize in your notebook.
Day 3: Read Act 3, Scene 2. Summarize in your notebook.
Day 4: Read Act 3, Scene 3. Summarize in your notebook.
Day 5: Read Act 3, Scene 4. Summarize in your notebook.
Week 4: Romeo and Juliet
Day 1: Read Act 3, Scene 5. Summarize in your notebook.
Day 2: Read Act 4, Scene 1. Summarize in your notebook.
Day 3: Read Act 4, Scene 2. Summarize in your notebook.
Day 4: Read Act 4, Scene 3. Summarize in your notebook.
Day 5: Read Act 4, Scene 4. Summarize in your notebook.
Week 5: Romeo and Juliet
Day 1: Read Act 4, Scene 5. Summarize in your notebook.
Day 2: Read Act 5, Scene 1. Summarize in your notebook.
Day 3: Read Act 5, Scene 2. Summarize in your notebook.
Day 4: Read Act 5, Scene 3. Summarize in your notebook.
Week 6: Romeo and Juliet
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to Institute for Excellence in Writing (IEW) materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Romeo and Juliet: Essay Prompt

Romeo and Juliet is perceived the world over as possibly the greatest love story ever written. Notably, the plot and themes are unmistakable regarding human love. However, there is some debate among scholars as to whether that love is portrayed as good or bad. Analyze the play and determine whether *Romeo and Juliet* is a tale championing the protagonists' love or a tale warning of the folly of love.

Hamlet: Background

William Shakespeare's *Hamlet* is arguably his most influential literary work and represents his own development as a writer following the success of early tragedies such as *Romeo and Juliet*. Dramatic scenes with word play unfold as characters wrestle with morality, ambition, justice, greed, and madness. Prince Hamlet finds himself facing internal conflict over whether to kill Claudius or himself. The ghost of his father, King Hamlet, warns him that his murderer was none other than Claudius; therefore, Prince Hamlet feels he must avenge his father's death. Considered the playwright's best-known play, this tragedy-mystery was first performed in a London Elizabethan playhouse in the early seventeenth century.

Week 7: Hamlet
Day 1: Study the play's characters and setting. Read Act I, Scene I. Summarize in your notebook.
Day 2: Read Act I, Scene II. Summarize in your notebook.
Day 3: Read Act I, Scene III. Summarize in your notebook.
Day 4: Read Act I, Scene IV. Summarize in your notebook.
Day 5: Read Act I, Scene V. Summarize in your notebook.
Week 8: Hamlet
Day 1: Read Act II, Scene I. Summarize in your notebook.
Day 2: Read Act II, Scene II. Summarize in your notebook.
Day 3: Read Act III, Scene I. Summarize in your notebook.
Day 4: Read Act III, Scene II. Summarize in your notebook.
Day 5: Read Act III, Scene III. Summarize in your notebook.
Week 9: Hamlet
Day 1: Read Act III, Scene IV. Summarize in your notebook.
Day 2: Read Act IV, Scene I. Summarize in your notebook.

Day 3: Read Act IV, Scene II. Summarize in your notebook.
Day 4: Read Act IV, Scene III. Summarize in your notebook.
Day 5: Read Act IV, Scene IV. Summarize in your notebook.
Week 10: Hamlet
Day 1: Read Act IV, Scene V. Summarize in your notebook.
Day 2: Read Act IV, Scene VI. Summarize in your notebook.
Day 3: Read Act IV, Scene VII. Summarize in your notebook.
Day 4: Read Act V, Scene I. Summarize in your notebook.
Day 5: Read Act V, Scene II. Summarize in your notebook.
Week 11: Hamlet
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Hamlet: Essay Prompt

Hamlet is one of the most well-known and oft-quoted plays by the Bard. What makes it remarkable is the complexity of its characters. They are human and as such, filled with multiple conflicted emotions, thoughts, and motives, which often are paradoxical in their composition. One of the great questions, which will be the subject of your essay, is the true nature of the title character: Is Hamlet a coward in his caution or does he simply want to be certain before he acts?

Pride and Prejudice: Background

Published in 1813, *Pride and Prejudice* is one of the finest romantic novels in British Literature. Author Jane Austen penned this celebrated novel when she was just twenty-three, weaving witty narratives and exploring the tensions of the middle-class Ben-

nett family. Their engagements with upper-class society would spur potential wealthy matches for their five daughters to ensure their financial livelihood. Yet Elizabeth's own initial misunderstandings and later deeper insight regarding her sister Jane and with her own romantic interest, the haughty Darcy of Pemberley, unveils her own pride and prejudices. Austen's masterpiece, set in the backdrop of genteel society and its social manners of the day, is a classic literary work of irony and realism written in the early Regency period of British history.

Week 12: Pride and Prejudice
Day 1: Read Vol 1, Chapters 1-2. Summarize in your notebook.
Day 2: Read Chapters 3-4. Summarize in your notebook.
Day 3: Read Chapters 5-6. Summarize in your notebook.
Day 4: Read Chapters 7-8. Summarize in your notebook.
Day 5: Read Chapters 9-10. Summarize in your notebook.
Week 13: Pride and Prejudice
Day 1: Read Chapters 11-12. Summarize in your notebook.
Day 2: Read Chapters 13-14. Summarize in your notebook.
Day 3: Read Chapters 15-16. Summarize in your notebook.
Day 4: Read Chapters 17-18. Summarize in your notebook.
Day 5: Read Chapters 19-20. Summarize in your notebook.
Week 14: Pride and Prejudice
Day 1: Read Chapters 20-21. Summarize in your notebook.
Day 2: Read Chapters 22-23. Summarize in your notebook.
Day 3: Read Chapters 24-25 (Vol 2). Summarize in your notebook.
Day 4: Read Chapters 26-27. Summarize in your notebook.
Day 5: Read Chapters 28-29. Summarize in your notebook.
Week 15: Pride and Prejudice
Day 1: Read Chapters 30-32. Summarize in your notebook.
Day 2: Read Chapters 33-35. Summarize in your notebook.
Day 3: Read Chapters 36-39. Summarize in your notebook.
Day 4: Read Chapters 40-42. Summarize in your notebook.
Day 5: Read Chapters 43-45 (Vol 3). Summarize in your notebook.
Week 16: Pride and Prejudice
Day 1: Read Chapters 46-48. Summarize in your notebook.

Day 2: Read Chapters 49-52. Summarize in your notebook.
Day 3: Read Chapters 53-55. Summarize in your notebook.
Day 4: Read Chapters 56-58. Summarize in your notebook.
Day 5: Read Chapters 59-61. Summarize in your notebook.

Week 17: Pride and Prejudice

Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).

Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.

Day 3: Write the rough draft based on your outline.

Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.

Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Pride and Prejudice: Essay Prompt

Pride and Prejudice is, quite predictably, about pride and prejudices. However, it is slightly ambiguous as to who, Mr. Darcy or Elizabeth Bennet, demonstrates these vices in the story and who must overcome them. Does Mr. Darcy change in the story or is it only the perception of Elizabeth Bennet that changes? If Mr. Darcy changes, what changes occur? Also, has Elizabeth changed, and if so, in what ways and why?

Frankenstein: Background

Frankenstein debuted in 1818 and gained alarming literary success for Mary Shelley, who at first published the novel anonymously. Her Gothic tale explores the struggle between creator and monster through the ambitious protagonist Victor Frankenstein. His quest to find the secret of life, which he believes is moral and good, backfires as his created creature has flaws he cannot tolerate. Though Mary Shelley endured many hardships in her life, her epic novel stands today as popular as it was when published in nineteenth-century England.

Week 18: Frankenstein
Day 1: Read the Preface and Letters 1-4. Summarize in your notebook.
Day 2: Read Chapter 1. Summarize in your notebook.
Day 3: Read Chapter 2. Summarize in your notebook.
Day 4: Read Chapter 3. Summarize in your notebook.
Day 5: Read Chapter 4. Summarize in your notebook.
Week 19: Frankenstein
Day 1: Read Chapter 5. Summarize in your notebook.
Day 2: Read Chapter 6. Summarize in your notebook.
Day 3: Read Chapter 7. Summarize in your notebook.
Day 4: Read Chapter 8. Summarize in your notebook.
Day 5: Read Chapter 9. Summarize in your notebook.
Week 20: Frankenstein
Day 1: Read Chapter 10. Summarize in your notebook.
Day 2: Read Chapter 11. Summarize in your notebook.
Day 3: Read Chapter 12. Summarize in your notebook.
Day 4: Read Chapter 13. Summarize in your notebook.
Day 5: Read Chapter 14. Summarize in your notebook.
Week 21: Frankenstein
Day 1: Read Chapter 15. Summarize in your notebook.
Day 2: Read Chapter 16. Summarize in your notebook.
Day 3: Read Chapter 17. Summarize in your notebook.
Day 4: Read Chapter 18. Summarize in your notebook.
Day 5: Read Chapter 19. Summarize in your notebook.
Week 22: Frankenstein
Day 1: Read Chapter 20. Summarize in your notebook.
Day 2: Read Chapter 21. Summarize in your notebook.
Day 3: Read Chapter 22. Summarize in your notebook.
Day 4: Read Chapter 23. Summarize in your notebook.
Day 5: Read Chapter 24 & Walton (In Continuation). Summarize in your notebook.
Week 23: Frankenstein

Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Frankenstein: Essay Prompt

The novel *Frankenstein* is a cautionary tale with many rich themes. One of the most explored concepts is the idea that vices and evil exist on a slippery slope. Once a person is engaged in an unholy enterprise, like Dr. Frankenstein, or steeped in violence, like the monster, it is often easier to wade further into evil than to turn back to the good. Please explain how this downward spiral into increasingly evil acts is illustrated by the events and characters of the novel.

A Tale of Two Cities: Background

Charles Dickens wrote fourteen novels, but *A Tale of Two Cities* is one with timeless thematic elements as a historical read. The characters seem to live ordinary lives, but the plot explores revenge, justice, and honesty. In particular, Dickens emphasizes character transformation, especially through its protagonist, Doctor Manette, who returns to London with his long-lost daughter after an eighteen-year imprisonment in Paris. The tale unfolds around the events of the French Revolution.

Week 24: A Tale of Two Cities
Day 1: Study the characters and setting. Read from Book I, Recalled to Life: Chapters 1 & 2. Summarize in your notebook.
Day 2: Read from Book I, Chapters 3 & 4. Summarize in your notebook.
Day 3: Read from Book I, Chapter 5. Summarize in your notebook.
Day 4: Read from Book I, Chapter 6. Summarize in your notebook.
Day 5: Review Book I summaries.

Week 25: A Tale of Two Cities
Day 1: Read from Book 2, The Golden Thread: Chapters 1 & 2. Summarize in your notebook.
Day 2: Read from Book 2, Chapters 3-4. Summarize in your notebook.
Day 3: Read from Book 2, Chapters 5-7. Summarize in your notebook.
Day 4: Read from Book 2, Chapter 8-10. Summarize in your notebook.
Day 5: Read from Book 2, Chapter 11-13. Summarize in your notebook.
Week 26: A Tale of Two Cities
Day 1: Read from Book 2, Chapters 14-15. Summarize in your notebook.
Day 2: Read from Book 2, Chapters 16-17. Summarize in your notebook.
Day 3: Read from Book 2, Chapters 18-20. Summarize in your notebook.
Day 4: Read from Book 2, Chapter 21-22. Summarize in your notebook.
Day 5: Read from Book 2, Chapter 23-24. Summarize in your notebook. Review Book 2 summaries.
Week 27: A Tale of Two Cities
Day 1: Read from Book 3, The Track of the Storm: Chapters 1-2. Summarize in your notebook.
Day 2: Read from Book 3, Chapters 3-4. Summarize in your notebook.
Day 3: Read from Book 3, Chapters 5-6. Summarize in your notebook.
Day 4: Read from Book 3, Chapters 7-8. Summarize in your notebook.
Day 5: Read from Book 3, Chapters 9-10. Summarize in your notebook.
Week 28: A Tale of Two Cities
Day 1: Read from Book 3, Chapters 11-12. Summarize in your notebook.
Day 2: Read from Book 3, Chapters 13-14. Summarize in your notebook.
Day 3: Read from Book 3, Chapter 15. Summarize in your notebook.
Day 4: Review Book 3 summaries.
Week 29: A Tale of Two Cities
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

A Tale of Two Cities: Essay Prompt

“It was the best of times, it was the worst of times,” is the famous opening line in *A Tale of Two Cities*. This historical novel is one of dichotomies and contrasts, from the opening chapter with its rhetorical back and forths, to the characters of Sydney Carton and Charles Darnay who look alike but are very different personalities. The novel repeatedly centers around a person, place, or idea and its antithesis. In the spirit of the novel’s dichotomies, compare and contrast the two cities alluded to in the title.

Essay Guide

Essays

The student will write five essays for our British Literature course. These essays will be approximately 750 words long. We provide essay prompts for the recommended books the student will read. The student should write an essay in response to the specific prompt found in the lesson plan; however, the student may also choose to write from one of four generic prompts found below. If a student selects a book from the alternative book list, please refer to our generic essay prompts for consideration.

Generic Essay Prompts for Alternative Reading Options

The following generic essay prompts may be used for our list of alternative reading options or for the recommended literature if preferred.

Essay Prompt 1: A good story shows character development. It will highlight full character arcs of the primary characters or at least the protagonist. How has the book's protagonist, or even one of the primary cast, changed throughout the course of the book's narrative?

Essay Prompt 2: Almost every story has themes. They run beneath the surface giving meaning to the text and to our lives with their subtext. What is one of the primary themes of the story, how has the author demonstrated it, and what conclusion does it offer?

Essay Prompt 3: Many stories have subtle style elements which contribute to the story. These style elements include specific types of prose, tone, illusion, metaphor, imagery, or allegory. Please explain how the author's use of one of these elements has heightened the story. Explain which part of the book highlights literary elements citing specific instances in the book and tell how it elevates the story.

Essay Prompt 4: Many stories are written to demonstrate or contain a moral lesson or warning to the reader. Authors can subtly show such lessons through illustrations of virtues or vices that characters experience. Sometimes authors use symbolism, metaphor, allegory, satire, or overt dialogue and events to express intended moral lessons. Write how moral themes or lessons were expressed in the book and what you think the author's purpose was in enveloping lessons or warning in the narrative.

Content Guide for Recommended Essay Prompts

Romeo and Juliet

Analyze the play and determine whether *Romeo and Juliet* is a tale championing great love or a tale warning of the folly of love.

Textual evidence:

1. Romeo and Juliet speak beautifully to one another of their love.
2. Romeo and Juliet go to extreme measures to be with one another, faking death and fighting duels.
3. Romeo and Juliet love one another despite their families being sworn enemies.
4. Romeo and Juliet both commit suicide because each one cannot bear life without the other.
5. *Romeo and Juliet* is ultimately a tragedy.

Possible conclusions or insights:

1. Romeo and Juliet show that love is the ultimate driving force that can overcome selfishness to such a degree that love means more than life itself.
2. Romeo and Juliet's display for passions, even potentially good or noble ones, can lead to tragedy if unchecked. Their love leads to the deaths of multiple characters.
3. The only solution to the issue of human strife in the story, or the feud between the Montague and the Capulets, is love. It is Romeo and Juliet's love which ends the feud.

Hamlet

Please answer the following question, is Hamlet a coward or does he simply want to be certain before he acts?

Textual evidence:

1. Hamlet is constantly putting off action, delaying a decision by acting insane in order to buy time.
2. Hamlet won't act to obey his father's ghost until he has used the play to prove the

king is guilty.

3. Hamlet's "to be or not to be" speech is about death and concludes people refrain from suicide out of fear of the great unknown that is death. This fear may be shared by Hamlet himself.
4. After the play shows that Hamlet's uncle is guilty, Hamlet does not kill his uncle while the uncle is praying.
5. In the very end of the play, Hamlet finally takes action, killing the king but only after he himself is doomed by the poisoned wine and blade.

Possible conclusion or insights:

1. Hamlet is afraid of taking action to avenge his father because it is hard but finds strength at the very end to act.
2. Hamlet only kills the king after the king has tried to kill him. This shows Hamlet is a coward and would not have done anything unless his hand was forced by the attempt on his life and his mother's death.
3. Hamlet is very careful. He is not sure to believe the ghost is his father and distrusts what the ghost says. To be sure, he sets up the play to test his uncle because he does not want to act rashly.
4. He does not kill his uncle until he has discovered evidence and he is sure his uncle is a murderer. He knows this with certainty because Laertes's last words accuse Hamlet's uncle beyond the shadow of a doubt.

Pride and Prejudice

Does Mr. Darcy change in the story or is it only the perception of Elizabeth Bennet which changes? If Mr. Darcy changes, what changes occur? Also, has Elizabeth changed, and if so, how and why?

Textual evidence:

1. Elizabeth and many others see Mr. Darcy as cold and distant in the beginning of the novel.
2. Mr. Darcy has been a kind man the whole time since he shows love to his sister, the people at his estate, and the Bennets. He warns them about Mr. Wickham and also helps find Wickham in the end.

1. Mr. Darcy appears to change his mind about Elizabeth because he first does not care for her at the start then later asks to marry her after having interacted with her when Jane is ill.
2. Elizabeth refuses to marry Darcy but later accepts him when he proposes the second time.
3. She believes that he is too proud but later realizes that she has misunderstood him and many of his intentions.

Possible conclusions or insights:

1. Mr. Darcy is a good man the whole time, just not an outwardly warm person. Elizabeth mistakenly believes it is his pride, and only later on after seeing his actions can she disregard her prejudice to love him.
2. Mr. Darcy has good qualities but is too proud at the start of the novel. His pride makes him unattractive to Elizabeth, but as he falls more in love he can let go of his pride and help Elizabeth's family. Once he is transformed into a better man, Elizabeth can find love for him.
3. Pride, either in the person of Darcy or Elizabeth, often deters us from making healthy and good relationships.

Frankenstein

Please explain how this downward spiral of increasingly evil acts is illustrated by the events and characters of the novel.

Textual evidence:

1. It is Frankenstein's ambition and fascination with things in which he should not meddle that leads to the Monster's creation.
2. The Monster is driven to threaten Frankenstein because of the way people treat him even when he helps others, like the family in the woods or the child he saves.
3. Frankenstein refused to make another Monster because it would allow the evil to continue.
4. The Monster kills person after person, steeping itself further in blood.
5. Frankenstein chases the monster to his own death.

6. Frankenstein's last words are "seek happiness in tranquility and avoid ambition."
7. The Monster tells the captain of a ship that all the death has not brought him peace so he goes to destroy himself.
8. The Monster is sometimes compared to Adam, whose sin leads to all sin.

Possible conclusions or insights:

1. Every action in the story creates a chain reaction. Frankenstein's ambition leads to the Monster, which leads to all the other evil.
2. Evil actions, like the fear and misunderstanding of normal people, drive the Monster to murder, which causes further death and pain. So a small evil eventually leads to greater evils.
3. Frankenstein's one great action is to try to keep the cycle of violence from going forever by refusing to make another Monster. This shows his understanding of the progress of evil and how the cycle continues unless someone stops it.
4. The evil actions cannot give peace. An act of evil just makes more evil action necessary, killing one person does not help the Monster, so he kills more. At the end, the murders give the Monster no peace. The only solution to the Monster at the end is for him to destroy himself to end the cycle of violence.

A Tale of Two Cities

Compare and contrast the two cities alluded to by the title of the novel.

Textual evidence:

1. The two cities are London and Paris.
2. Paris is in revolution while London is stable.
3. Paris is lawless, with the revolutionaries performing mock trials. London has law and there are court cases where the law is being upheld.
4. Paris is a place of death, with constant executions, murders, and assassinations. In one chapter, spilled wine is described as flowing in the street like blood. London is a place of life; it is where the characters who survive go to live.
5. Paris constantly has imprisonment and fear, whereas London is free.

Possible conclusions and insights:

1. The two cities show what anarchy or social unrest can do to what might otherwise have been two similar cities.
2. The two cities might be representative of the state of law and the state of lawlessness, and therefore act as a calling for order to preserve social justice as well as liberty.
3. The best of times are formed by order and the worst of times by the lack thereof, and our own lives are changed by the presence of social order.

Example Essay

Example essay prompt: Please explain how *The Little Prince* by Antoine de Saint Exupery illustrates the modern world's need for innocence and simplicity.

The Little Prince by Antoine de Saint Exupery is a beautiful children's story which is filled with the simple wisdom of innocence in a world mired in modern machines and thinking. The story often resembles a satire in its criticisms of the modern world. However, it lacks the bitterness and anger of a true satire. Instead, there is a powerful sadness pervading the novel. Through the narrator of the story and his interactions with the Little Prince, and the stories the Little Prince tells, the reader is informed about the blindness of the modern world, the power of finding happiness in simple things, and a reflection on what is most essential. These reflections by the author and the title character share one theme: there is a great need for innocence and simplicity.

According to the narrator, there is a profound lack of depth in the modern world and a true understanding that only comes with childlike innocence. Early in the book, the author explains that if a child made a new friend and mentioned it to adults, the adults would become preoccupied with questions about figures. The narrator states, "Grown-ups love figures. When you tell them that you have a new friend, they never ask you questions about essential matters" (16). Adults are blind to important things. Only a child would know to be interested in things that matter: "What does his voice sound like, what games does he love best, does he collect butterflies?" (16). These questions would illuminate the personality of the person. Children could make a flourishing friendship with their questions, whereas adults are blinded by the modern world and its utilitarian fascination with figures and facts. Only children can see what is truly valuable on account of their innocence and because they have not yet lost themselves in the world.

Because children have not lost their innocence to the world, they can enjoy the simple pleasures therein. The Little Prince relates to the narrator one time he encountered a salesman who sold pills that would remove the need to drink water. The salesman explained that one could save approximately fifty-three minutes every week. The Little Prince responds that “if I had fifty-three minutes to spend as I liked, I should walk at my leisure towards a spring of fresh water” (90). The Little Prince understands the value of enjoying simple pleasures like getting a drink of water. The salesman, on the other hand, has lost touch with the simple pleasures of life as he is concerned with figures as illustrated by his exact number. He is not alone in his fascination with numbers and precise calculations either. Similar fascination appears from characters found throughout the narrative, such as the business man on the fourth planet (52). In all the bustle of hectic adult life, most would seize an opportunity to make things more efficient and save time at the expense of a little simple pleasure like taking a walk. Only children know that is not what is essential; they understand in their simplicity the beauty of getting a glass of water.

Children understand what is essential and cannot be seen or calculated. The Little Prince informs the narrator of a great piece of wisdom he was once told. A secret to the modern world he says is this: “It is only with the heart that one can see rightly; what is essential is invisible to the eye . . . men have forgotten this truth” (87). The most important things in our lives are those we cannot see: love, virtue, values, and innocence. A child is not blinded by all the figures, facts, and concerns which make men forget this truth. Children, because of their innocence, can still see what is essential, still make true friends, ask the right questions, and enjoy a drink of water.

The Little Prince is about an innocent child who can enjoy the beauties of life, and through the child’s words, and the commentary of the narrator. There also is a cautionary message told about the modern world. One of the great tragedies of the modern world is that as people age, they are drawn away from innocence and the wisdom of simplicity. They are seduced by efficiency, productivity, and other quantitative things. As children, or grown-ups, we must seek out our inner wonder and hopefully upon discovering it, we can also find the wisdom of simplicity. We must recall what is essential and balance business with living life to its fullest, and sometimes that means taking a step back to enjoy a moment away from noise and numbers.

Essay Grading

For this course, we provide two rubrics to help assign a grade to a written essay. Choose from the simple rubric or the expanded version. While both offer the same criteria and points, the expanded rubric provides more details for extra grading guidance.

If you read a book from the recommended book list for this course, we provide a specific reading prompt in the course schedule of the lesson plan. We have included content guides to help grade the essay properly. For each specific essay prompt, we offer textual evidence and possible conclusions or insights for the essays. It must be noted, however, on account of the nature of literary analysis, the student may or may not draw these same conclusions or use these specific points of evidence. The important element is not so much their conclusion, but the quality of the evidence they bring to bear defending their chosen position.

Simple Rubric

How to use: This rubric is simple and straightforward and ideal for those familiar with grading essays. This guide offers the three elements of a good essay: organization, content, and clarity. The main components and point values are located in the middle column. We recommend reading the essay and then assigning point values from the middle column. Tally up the totals of each category for the right column. Add the points in the right column to score the essay based on 100 points.

Expanded Rubric

How to use: This expanded rubric is essentially the same as the simple rubric, only with more detail. It is ideal for those who prefer to grade essays with components broken down even more. The left column lists each component of the essay, while the next column offers the description of each component with allotted points. Additional columns detail which elements of the essay are done well or poorly. The far right column provides the placement of points the student earned for each component of their essay. Add all the points to determine the student's score based on a total of hundred points.

Category	Description and point allotment	Good	Poor	Points earned
Thesis	There is a thesis statement providing the main argument of the essay. (5 points)	The thesis is clear, fully explains the argument, and takes a position.	The thesis is unclear, fails to relay the whole argument, and does not take a stance.	-- /5
Body	There are at least three paragraphs outlining the primary points of the argument. (15 points)	Each paragraph, three body paragraphs in total, takes an idea, illustrates it in a topic sentence, expands upon it with evidence and explanation, then concludes with how it supports the thesis.	The paragraphs do not explore the main topic well. The writer goes on tangents or provides unrelated information, and they do not support the thesis statement. Fundamentally, they do not articulate their arguments clearly.	-- /15
Textual evidence	There are quotes from the text being examined, or descriptions of evidence. (30 points)	The quotes are correctly taken from the text and are in their proper context. The events, character descriptions, or other details are accurately depicted. Ideally, there is at least one piece of evidence supporting each part of the argument made in the essay: one per paragraph.	The quotes are out of context. Details from the story are poorly articulated, or key information ignored to make the information suggest something that it does not support.	-- /30
Analysis	The quotes, or other details, are explained and an argument as to why they support the thesis is made. (30 points)	The quote, or detail, is restated. Then the important and relevant characteristic is noted. Afterwards, that piece of information is analyzed. Finally, an argument as to why this information supports the thesis is made.	The quote, or detail, is left without an interpretation. Or a conclusion is drawn from the evidence without showing the rationale behind the conclusion.	-- /30

Category	Description and point allotment	Good	Poor	Points earned
Paragraph Unity	Every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph. (5 points)	Every paragraph is at least five sentences long. The paragraph has a topic sentence. Every other sentence in the paragraph relates to the topic sentence. The ideas progress from sentence to sentence, expanding as it goes until the paragraph is concluded.	There is no clear point to the paragraph. It has unrelated sentences. It lacks a topic sentence. The main idea does not progress.	__ /5
Topical Unity	The entire paper stays on topic and addressed the thesis. (5 points)	Every paragraph in the essay relates to the thesis and supports the argument it makes. With the progression of the essay, the position is made clear, then it is supported with evidence and analysis, and finally it is concluded and inferences and insights are drawn.	There are multiple ideas which are not related back to the thesis. There could be a tangent of an idea which adds nothing to the overall scheme of the essay. Ideas or details from the text are explored which are not relevant.	__ /5
Transitions	The transitions between sentences is smooth as well as between paragraphs. (2 points)	Between sentences, the ideas are easy to follow and the flow makes sense. Between paragraphs, the move from one main idea to another is logical. This is often performed by having the last sentence of one paragraph and the start of the next share terms and a similar or related idea and why those two ideas are related.	Sentences are disjointed. The point of one sentence does not appear relevant to the next. Paragraphs are jarring in how much they shift from one idea to the next idea, usually with no explanation why the two are linked.	__ /2
Spelling and Grammar	Every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. (8 points)	Each sentence starts with a capital letter and the proper nouns are also capitalized. Every sentence has subject-verb agreement as well as tense agreement across the whole essay. There are no run-on or fragment sentences. Every punctuation is correctly used, and there are no comma splices. All words are correctly spelled.	Lack of capitalization. Lack of subject verb agreement. Changing tenses. Run on sentences and fragment sentences. Incorrect punctuation. Misspelled words and typos.	__ /8
Total Points Earned: ___ /100				

A note on letter grades:

Each essay is graded on a 100-point scale. Corresponding letter grades will be at the discretion of each individual parent. Traditionally, the scores and their associated letter grades are as follows:

Score:	Letter Grade:
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

History Introduction

TAN Academy's Introduction to Economics course is an invaluable introduction to economic literacy, encouraging high school students to appreciate the economic principles that will affect them for their entire lives. Students learn how markets work, what influences consumer behaviors, and why personal finance is key to their future successes.

Course Materials

Common Sense Economics

[Introduction to Economics Workbook*](#)

[Streaming lectures by Dr. Hannah King*](#)

Course Schedule

Course Content

This course includes a week-by-week assignment schedule. To make the most of this important course, we suggest the following approach:

1. **Course Guide:** Do all the exercises in the course guide. The vocabulary matching exercises in particular are essential. This is an open book exercise, so use the glossary at the back of the book, a dictionary, or internet search to identify the correct answers. Some vocabulary terms are important enough to be reviewed and are included or duplicated in several chapters. The short answer questions are important. Use your notes, book, and lectures. Check answers in the workbook to ensure the material is understood.
2. **Readings & Lectures:** Read the assigned sections of the textbook and watch associated lectures. It cannot be emphasized enough to take notes: outline your reading as well as the lectures as they unfold. Write down any confusing terms and look up their definitions.
3. **Quizzes:** Tests and quizzes are a tool for you to assess your mastery of the subject. They should be treated just as if you were in a traditional school setting. When taking a quiz, do not refer to your notes or the book. Check your answers; if fewer than eight are correct, review the book, lecture, and note and take the quiz again.

Assignments

This course covers four modules. Each week, students cover specified material in the textbook, complete the exercises in the guide book, and watch the lectures. Quizzes are an important assessment tool and should be completed after the material is covered thoroughly. Please note that for this course, 80 percent or better is considered “passing.” If a student tests below 80 percent, review the notes and try again.

Week 1: Module 1
Day 1: Read the Introduction in the textbook and watch the lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 1.1 in the textbook. Watch Lecture 2. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review the Introduction and Section 1.1 notes and quizzes.
Week 2
Day 1: Read Section 1.2 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 1.3 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 3
Day 1: Read Section 1.4 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 1.5 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 4
Day 1: Read Section 1.6 (Demand and Supply) in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Continue Section 1.6 (Prices and Equilibrium) in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 5
Day 1: Read Section 1.7 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 1.8 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 6
Day 1: Read Section 1.11 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 1.12 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 7: Module 2
Day 1: Read Section 1.9 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.

Day 3: Read Section 1.10 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 8
Day 1: Read Section 2.1 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 2.2 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 9
Day 1: Read Section 2.3 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 2.4 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 10
Day 1: Read Section 2.5 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 2.6 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 11
Day 1: Read Section 2.7 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 3 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 11: Module 3
Day 1: Read Section 3.1 to 3.3 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 3.4 to 3.8 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 13
Day 1: Read Section 3.9 & 3.10 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 4 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.

Week 14: Module 4
Day 1: Read Section 4.1 & 4.2 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 4.3 to 4.6 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 15
Day 1: Read Section 4.7 in the textbook. Watch the associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Read Section 4.8 to 4.10 in the textbook. Watch the associated lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.
Day 5: Review this week's notes and quizzes.
Week 16
Day 1: Read Section 4.11 & 4.12 in the textbook. Watch associated lecture. Take notes.
Day 2: Complete vocabulary exercises in the guide. Take the quiz.
Day 3: Watch the Conclusion lecture. Take notes.
Day 4: Complete vocabulary exercises in the guide. Take the quiz.



CERTIFICATE of COMPLETION

is presented to

NAME _____

on the completion of

GRADE _____

Conor Gallagher

CEO OF TAN ACADEMY

DATE _____