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# Cottage Garden

*Equipping students for life.*

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2011 – 2012 Class Descriptions

High School

# **High School Classes**

**Name of Class:** High School Pre-Debate: Logic and Argumentation, Class Description

**Teacher:** Debbie Boynton, [boynton7@sbcglobal.net](mailto:boynton7@sbcglobal.net) 903-881-8665

**Suitable ages, abilities, or skill level needed for this class:** High School

**Maximum Number of Students in this class:** 12

**Minimum Number of Students in this class:** 6

**Class Fee:** \$15

**First Semester:**

Texts: The Art of Argument, an Introduction to the Informal Fallacies, by Aaron Larsen and Joelle Hodge

The Discovery of Deduction: An Introduction to Formal Logic, by Joelle Hodge, Aaron Larsen, and Shelly Johnson

The course intent is to teach informal fallacies in argumentation, as well as how to determine an argument. They will learn the 28 “logical fallacies” common to incorrect reasoning. They will be taught to evaluate arguments, determine whether they are relevant, presumptuous, or clear. During the first semester, we will only cover a *portion* of The Discovery of Deduction: An Introduction to Formal Logic, with extra credit given for complete coverage of the text. Formal logic studies will be taught, demonstrating how an argument is put together—by form and structure.

Our method of teaching will consist of drilling definitions, following text activities, classroom speech, testing, class discussion using a loose Socratic method, and online opportunities provided on [www.classicalacademicpress.com](http://www.classicalacademicpress.com). Homework will consist of drilling definitions, writing and practicing 2-3 minute weekly presentations, and review questions from the text. Our estimation is that weekly homework will take 2-3 hours outside of class. The expectation is that each child will come prepared and ready for growth in the area of argumentation.

**Second Semester:**

Text: The Argument Builder, by Shelley Johnson

*The Argument Builder* will be used to train our students to build sound arguments. The second semester is where the students delve into making logical arguments and begin arguing among peers. They will learn to use arguments including examples, analogy, comparison, testimony, and statistics, and layer them together into a strong whole. The text comes in a workbook format with “many everyday examples, funny illustrations, and plenty of exercises to ensure students learn to become skilled argument makers”! The students will have ample opportunity to practice building good arguments both by studying the masters and seeking to imitate them with their own arguments. They will even have a chance to engage in a debate with your fellow students by the end of the year!

Teacher Expectations: Completion of assignments given via syllabus at first of the year. The students will most likely have homework consisting of studying arguments of great orators, writing and practicing 2-3 minute weekly presentations, and review questions from the text. Our estimation is that weekly homework will take 2-3 hours outside of class, depending on writing and reading abilities. Each child will come prepared and ready for growth in the area of argumentation and introductory debate.

**Name of class:** Master the SAT

**Teacher:** Mimi Youngblood

**Suitable ages, abilities, or skill level needed for this class:** High School level

**Class Fee:**

Students will need to purchase College Prep Genius DVD set (2nd edition) \$99

<http://collegereprengenius.com/satprep/sat-prep-classes/products/>

Also required: College Board's Official SAT Study Guild (2nd edition) \$21.99

And a copy fee of \$5

Each student must obtain both materials so we aren't in violation of copy right laws.

Your student will benefit from the DVD set for study purposes throughout the HS years.

**Maximum number of students in the class:** 10

**Minimum number of students for the class to make:** 3

**Objectives of this class:** To prepare for the PSAT and SAT tests by:

- Learning the hidden secrets and little-known patterns found on the to score higher in the Math, Verbal/Critical and Writing sections
- Learning ACRONYMS that have been created to help students remember the reoccurring problems and steps to answering the questions correctly uncovering the #1 key to writing a good essay and get constructive criticism on practice essays written in class

**Description of the general class format:** We will receive instruction from the DVD *College Prep Genius* and then work the problems, identifying the patterns, & avoiding common mistakes and learning acronyms. We will also spend time learning how to express ideas effectively in a 5 paragraph essay.

**Description of enrichment or homework activities:** Practice at home will come from one of the college board prep books. Depending on the grade level, study times will range from 30 minutes to 2 hours a week.

**Textbook/workbook information:** We will be using the program College Prep Genius by Jean Burk and a College Board prep book such as *The Official Study Guide, 2nd Ed.*

**Grading Method:**

This will be considered a "Pass/Fail" credit based on class participation, completion of assigned practice problems and essays.

**Name of Class:** Economics / Finance

**Teacher:** Heather Murphy

**Suitable ages, abilities, or skill level needed for this class:** High School

**Maximum Number of Students in this class:** 12

**Minimum Number of Students in this class:** 5

**Class Fee:** \$30 (includes Dave Ramsey Workbook)

**Objective of this class:**

To educate the students in basic economics and personal finance from a Christian perspective by:

1. Reviewing what economics is
2. Reviewing our free enterprise system — dealing with moral foundations and practical economic functioning as set up by our founding fathers and based on Christian principles.
3. Reviewing tough issues such as poverty, privation and welfare from a scriptural standpoint.
4. Reviewing sound financial principles.

**Description of the general class format:**

Class time will be spent using Dave Ramsey's Foundations in Personal Finance. Students will watch a video featuring Dave Ramsey. Class discussion will also be used to aid in understanding of economic and financial principles being covered.

**Description of enrichment or homework activities:**

Students will be challenged to live by these principles by living a virtual life where:

- They will have a regular "paycheck"
- They will have a "checking account"
- They will have regular monthly payments (i.e. car, insurance, utilities, etc.)
- They will have to budget for food, savings, emergency fund, tithing, and fun.
- They will have to keep records of all their earning, expenses, interest income, etc.
- They will learn how Wall Street functions by playing the stock market
- They will learn to file a basic tax return

**Textbook/Workbook Information:**

Students will need to purchase the following:

*How We Live—Economic Wisdom Simplified*

*Free Enterprise Economics in America*

*In the Shadow of Plenty*

*Workbook for Dave Ramsey's Foundations in Personal Finance (homeschool edition)*

**Other important information:**

Please note class time will be primarily used for viewing the video of Dave Ramsey and class discussion. The virtual life activities and stock market activities will need to be completed outside of class with work being due each week.

**Name of Class:** World History

**Teacher:** Carolyn Woodring 903-825-2101

**Suitable ages, abilities or skill level needed for this class:** This is a high school level class.

**Class Limit:** 15

**Class Fee:** There is a \$10 fee per student. A one inch binder is required. The fee will cover the cost of an in-class time line and any xeroxed copies needed.

**Objectives of this class:**

1. To have FUN learning the basics of World History.
2. To learn how to discuss and debate what the basics of World History are...or should be, and pin them on a time line.
3. To see all of history through a Christian world view.

**General class format:** Students will come to class each week with their “Top 5 Things” list from their reading assignment and be prepared to defend their choices. Class participation is required. We will frequently work on a time line in class as well.

**Description of homework assignments:** Homework should take about an hour a day. Textbook reading is required every week with various activities assigned. The activities are included at the back of the textbook. Most tests will be taken at home and will be emailed to both the parents and students.

**Textbook/workbook information:** The textbook is World History with Student Activities, third edition, from Bob Jones University Press. We will NOT be using the BJU test booklet.

**Name of class:** High School Math Tutoring

**Teacher:** Lisa Smith

**Suitable ages, abilities, or skill level needed for this class:**

Students need to be at a post-Algebra I educational level.

**Class fee:**

No fee, except for the option seen below under "textbook information."

**Maximum number of students in the class:** 5

**Minimum number of students in the class:** 1

**Objectives of the class:**

To provide assistance to students who are completing an upper level high school math class at home.

**Description of the general class format:**

Students will bring their math textbook and work with them to class each week. The teacher will work with students individually to help them with problems they have had difficulty with in the previous week. The tutor may provide somewhat of a preview of the coming week's work, depending on the amount of time available on any given class day.

**Description of homework assignments:**

Each student is responsible for completing their homework each week. The math tutor does not have the responsibility of assigning homework or administering tests, but is simply a support to the work that is going on at home. Students must continue to make progress towards the completion of their course work at home in order to stay in the class. Please note that this class is for classes beyond the Algebra I level.

**Textbook/workbook information:**

Students may use the textbook of their choice. However, textbooks may be available and provided by the tutor that the tutor has used in past classroom experience. If so, a reasonable copying fee (\$20 or less) may apply. This option may prove advantageous as the tutor would already be familiar with the text.

**Other important information:**

PLEASE NOTE: This is not a "drop in" class. If students register for this class, they will be expected to attend each week.

**Name of class:** His Reflections Art class

**Teacher:** Betty Knight

**Suitable ages, abilities, or skill level needed for this class:** 9 to 18

**Class Fee:** \$72.00 per semester, plus an additional supply fee of approximately \$25. Returning students will have a smaller supply fee.

**Maximum number of students in the class:** 8

**Minimum number of students for the class to make:** 4

**Description of the general class format:** Teaching the principles and skills of draw realistically by the method of "Drawing from the Rightside of the Brain"; using theory and example. Application of demonstrations taught in class are required by students.. Each student has a project to complete in each class applying principles taught in class.

**Description of enrichment or homework activities:** To draw objects that are taught in class.

**Textbook/workbook information:** Only handouts given in class

**Grading Method:** Grading is evaluated by the effort the student puts into their art.

**Name of Class:** Physical Science

**Teacher:** Melanie Leath

**Suitable Ages, Abilities or Skill Level Needed for this Class:** The Physical Science is for High School credit. This class is for an 8th grade and older student or a younger student who has completed the General Science class. An older student who has not had the General Science will be fine. A young student should take the General Science first. *Students should display a maturity level that is appropriate for High School level work.*

**Objectives of this Class:** from Dr. Jay L. Wile, *“This course will take you on an amazing journey! It will begin with a detailed discussion of the world around you and what makes it work. It will then take you out into the Universe so that you may learn the majesty of God’s creation.”*

**Description of the General Class Format:** Class time will be devoted to discussing, performing and recording experiments and maintaining a lab notebook.

**Maximum Number of Students in the Class:** 10

**Description of Enrichment or Homework Activities:** The student will be given a schedule of daily reading assignments and questions to answer at home. Occasionally, parents will lead experiments at home that were not completed in class because of time. Every other week the student will complete a study guide. Parents will then administer, grade and record each chapter test. Homework will require about **one hour of work per day at home**. Lab reports are also required assignments.

**Textbook Information:** The textbook is Exploring Creation with Physical Science, by Dr. Jay L. Wile. The textbook, as well as the “Solutions and Tests” manual must be purchased by each participating family. It is available from the Scroll or at [www.highschoolscience.com](http://www.highschoolscience.com).

**Other Important Information:** \$10 will be required to cover experimental supplies.

***High School Teachers Please Include the Following Additional Information:***

**Grading Method:**

Module study notes = 15% of grade

Lab reports = 15% of grade

OYO questions = 10% of grade

Study guide = 10% of grade

Tests = 50% of grade

It's my desire to have good communication with parents throughout the year regarding grades. I will have a grade book page for each student available for periodic review.

**Name of class:** High School Biology

**Teacher:** Kitty Groth

**Suitable ages, abilities, or skill level needed for this class:** This is a second year high school Biology credit. Most students will have completed Physical Science the previous year.

**Class Fee:** \$20 per semester

**Maximum number of students in the class:** 12

**Minimum number of students for the class to make:** 3

**Objectives of this class:** This Biology class includes study of life from a Christian the perspective. This includes bacteria, chemistry of life, the cell, genetics, evolution, ecosystems and animal and plant kingdoms.

**Description of the general class format:** The majority of class time will be spent performing lab experiments and post experiment reading. We will use the microscope often, conduct experiments weekly, and participate in four dissections during year.

**Description of enrichment or homework activities.**

50% of students grade will include this required work:

- Daily reading at home while taking notes
- Memorizing of terms from the book
- Writing lab reports as assigned
- Maintaining an organized notebook
- Completing study guides
- Occasional pop quiz and projects

50% of students grade: will come from chapter tests.

These tests will be taken at home and returned to the teacher to be graded.

**Textbook/workbook information:** “Exploring Creation With Biology” by Jay L. Wile, 2<sup>nd</sup> Edition, published by Apologia Educational Ministries. Also purchase the tests and solutions booklet usually sold with the text.

**Other important information:** Teacher will grade chapter tests and keep records of all grades, including homework listed above. Parents will be notified of student’s progress each grading period. If students get far behind they will be asked to transfer to a study hall.

**Name of class:** Biology II / High School Marine Biology

**Teacher:** Terri Vardeman

**Suitable ages, abilities, or skill level needed for this class:** This is a second or third year high school science credit. Most students will have completed Biology the previous year.

**Class Fee:** \$20 per semester

**Maximum number of students in the class:** 12

**Minimum number of students for the class to make:** 3

**Objectives of this class:** This class includes the study of marine life from a Christian perspective. This class covers marine vertebrates and invertebrates, intertidal zones, estuary communities, coral reefs, continental shelf communities, and deep ocean habitats.

**Description of the general class format:** The majority of class time will be spent performing lab experiments and post experiment reading. We will use the microscope often, conduct experiments weekly, and participate in three dissections during year.

**Description of enrichment or homework activities.**

50% of students grade will include this required work:

- Daily reading at home while taking notes
- Memorization of terms from the book
- Writing lab reports as assigned
- Maintaining an organized notebook
- Completing study guides
- Occasional pop quizzes and projects

50% of students grade: will come from chapter tests.

These tests will be taken at home and returned to the teacher to be graded.

**Textbook/workbook information:** “Exploring Creation With Marine Biology” by Jay L. Wile published by Apologia Educational Ministries. Also purchase the tests and solutions booklet usually sold with the text.

**Other important information:** Teacher will grade chapter tests and keep records of all grades, including homework listed above. Parents will be notified of student’s progress each grading period. If students get far behind they will be asked to transfer to a study hall.

**Name of class:** Exploring Creation with Chemistry (Apologia)

**Teacher:** Tammy Rhyne and Lisa Tharp

**Suitable ages, abilities, or skill level needed for this class:** High school students who have completed Algebra I & have a firm understanding of Algebra

**Class Fee:** \$10

**Maximum number of students in the class:** 8

**Minimum number of students for the class to make:** 5

**Objectives of this class:** To provide a basic understanding of chemistry for the high school student. To perform chemistry experiments to enhance the students' understanding of chemistry principles.

**Description of the general class format:** Notebooks will be collected each week to check for completion of work. Chemistry experiments will be performed each week & students will have time to ask questions about problems they have attempted to perform or about other chemistry concepts.

**Description of enrichment or homework activities:** Students will be given a syllabus at the beginning of the year which will outline their reading assignments & problems they are expected to complete. Each student should expect to spend 1 - 1 1/2 hours each day completing their chemistry work.

**Textbook/workbook information:** Apologia Exploring Creation with Chemistry Second Edition by Dr. Jay Wile

**Other important information:** It is HIGHLY RECOMMENDED that the parents make the commitment to read the material assigned in this class. This is based on input from parents whose kids have taken this course over the past two years. Even though we will have 1 1/2 hour classes next year, that is NOT enough time to learn chemistry. The students will have to keep up with their reading & assignments, but it would also be VERY helpful for the parents to read the text so that they can help their children as needed. If you cannot do this, you may need to take into consideration that at some point in the year, you may need to hire a chemistry tutor to help your child. Remember that Cottage Garden is enrichment - each parent is still ultimately responsible for the education of their own child.

**High School Teachers Please Include the Following Additional Information:**

**Grading Method:**

Each child's grade will consist of the following:

- Notebooks (check that the child took notes): 10 points
- On Your Own Questions (check for completion): 10 points (parents/students should check for accuracy)
- Lab Report: 10 points
- Practice problems (check for completion - parents/students check accuracy): 10 points
- Review Questions (check for completion - parents/ students check accuracy): 10 points
- Test (given at home (closed book) - turned in to be graded by teacher): 50 points
- Total possible score of 100 points

If work is turned in 1 week late, 2 points will be taken off of # 1-5, 10 points taken off the test (total possible score of 85)  
If work is turned in later than 1 week but before 2 weeks late, 4 points will be taken off of # 1-5, 20 points taken off the test (total possible score of 70) If work is 2 weeks late, it will be a ZERO

Keep in mind, the parent is the one actually preparing the transcript; however, this grading system is intended to keep students accountable to complete their work in a timely manner & to do the hard work of memorizing and studying for the tests.

**Name of class:** Exploring Creation with Physics (Apologia)

**Teacher:** Gina Beggs

**Suitable ages, abilities, or skill level needed for this class:** High school students who have completed Algebra I & have a firm understanding of Algebra

**Class Fee:** \$20

**Maximum number of students in the class:** 8

**Minimum number of students for the class to make:** 4

**Objectives of this class:** To provide a basic understanding of Physics for the high school student. To perform Physics experiments to enhance the students' understanding of Physics principles.

**Description of the general class format:** Notebooks will be collected each week to check for completion of work.

Physics experiments will be performed each week & students will have time to ask questions about problems they have attempted to perform or about other concepts being learned.

**Description of enrichment or homework activities:** Students will be given a syllabus at the beginning of the year which will outline their reading assignments & problems they are expected to complete. Each student should expect to spend 1 - 1 1/2 hours each day completing their Physics work.

**Textbook/workbook information:** Apologia Exploring Creation with Physics Second Edition by Dr. Jay Wile

**Other important information:**

This upper-level class will be taught in a way to help prepare students for college. The teacher will assist in the learning process, but it is the student who will be primarily responsible for learning the curriculum. The class time will not consist of lecturing on subject matter the students are to be learning outside of class.

**High School Teachers Please Include the Following Additional Information:**

**Grading Method:**

Each child's grade will consist of the following:

- Notebooks (check that the child took notes): 10 points
- On Your Own Questions (check for completion, showing work): 10 points (parents/students should check for accuracy)
- Lab Report: 10 points
- Practice problems (check for completion - parents/students check accuracy): 10 points
- Review Questions (check for completion - parents/ students check accuracy): 10 points
- Test (given at home (closed book) - turned in to be graded by teacher): 40 points
- 

Quiz (given at the beginning of each class to see that students are prepared): 10 pts

- Total possible score of 100 points

**Late Work:** In general, late work is not accepted. If a test is not turned in on class day, for each DAY it is late, 10 pts will be deducted. The test should be mailed, emailed or faxed to the teacher. If mailed, the postmarked date will determine the amount of points to be deducted.

**Extra Credit:** Some extra credit will be available, but it will always accompany extra work.

**Dropping grades:** I do not drop any grades.

**Name of class:** English I

**Teacher:** Sharon Kistler

**Suitable ages, abilities, or skill level needed for this class:** Students who have completed 8<sup>th</sup> grade English and who are at least 14 years old.

**Class fee:** A \$15 supply fee will be used to provide xeroxed copies of Progeny Press study guides.

**Maximum number of students in the class:** 10

**Minimum number of students in the class:** 4

**Objectives of this class:**

1. to improve vocabulary, grammar usage, critical reading, spelling, and punctuation skills
2. to be exposed to classical literature
3. to become a more effective communicator through the acquisition of improved writing skills

**Description of the general class format:**

1. Students will participate in discussions of the previous week's reading assignment.
2. Instruction will be given each week in grammar and writing. Students are expected to take notes.
3. Quizzes will be given each week.

**Description of homework assignments:**

1. Each week, students will have the following assignments to complete:
  - A. reading assignment with comprehension questions
  - B. vocabulary lesson
  - C. grammar assignments
  - D. writing assignment- Ninth grade writing assignments emphasize the development of skill in writing different types of paragraphs and five paragraph essays.
2. A three week poetry project will be assigned during the extended Christmas break.

**Textbook/workbook information:**

**literature-** No Fear Shakespeare: Romeo and Juliet,  
Sense and Sensibility,  
Adventures of Tom Sawyer,  
The Hobbit

All Progeny Press study guides will be provided for you from the supply fee.

**vocabulary-** Vocabu-lit, book J

**grammar-**180 Daily Teaching Lessons - Grade 9 Easy Grammar Ultimate Series

If you already own the red book, Easy Grammar Plus, it may be helpful as a reference; however, it is not a required text for this class.

**Other important information:**

All assignments will be graded according to the high school policy guidelines in the Cottage Garden policy form. There will be weekly exams and homework assignments, major tests, and perhaps other special projects, such as turning in notebooks for grading.

\*All Jr. High and High School English classes will be two hours long. At the request of the teachers, students must register for the entire two-hour block. Students are not allowed to register for partial instruction.

**Name of class:** English II

**Teacher:** Carolyn Rothrock

**Suitable ages, abilities, or skill level needed for this class:** Students who have completed 9<sup>th</sup> grade English. A placement test will be required of students who did not take Cottage Garden English I.

**Class fee:** \$15- The supply fee will go towards xeroxing costs for Progeny Press guides, which will be provided.

**Maximum number of students in the class:** 10

**Minimum number of students in the class:** 4

**Objectives of this class:**

1. To improve vocabulary, grammar usage, critical reading, spelling, and punctuation skills
2. To be exposed to classical literature
3. To become a more effective communicator through the acquisition of improved writing skills

**Description of the general class format:**

1. Students will participate in discussions of the previous week's reading assignment.
2. Instruction will be given each week in grammar and writing. Students are expected to take notes.
3. Quizzes and tests will be given each week.

**Description of homework assignments:**

1. Each week, students will have the following assignments to complete:
  - A. Reading assignment with comprehension questions
  - B. Vocabulary lesson
  - C. Grammar assignments
  - D. Writing assignment- Tenth grade writing assignments emphasize improved skill in writing five paragraph essays and book reports.
2. A three week poetry project will be assigned during the extended Christmas break.

**Textbook/workbook information:**

NOTE REGARDING PURCHASE OF LITERATURE AND GRAMMAR WORKBOOKS:

The literature and grammar workbooks are available for purchase as "student editions," or with the answer keys in a more expensive workbook. Please carefully select which copy you prefer. Having the answer key available may help you answer questions at home.

**Vocabulary-** Vocabulit- Book K

**Grammar-** 180 Daily Teaching Lessons- Grade 10 Easy Grammar Ultimate Series

Easy Grammar Plus- This may be helpful as a reference; however, it is not a required text for this class.

**Writing-** Jensen's Format Writing (This book will be used in all high school classes.)

**Literature-** No Fear Shakespeare: Julius Caesar, To Kill a Mockingbird, Fahrenheit 451,  
Jane Eyre

**Other important information:** All assignments will be graded according to the high school policy guidelines in the Cottage Garden policy form.

\*All Jr. High and High School English classes will be two hours long. At the request of the teachers, students must register for the entire two-hour block. Students are not allowed to register for partial instruction.

**Name of class:** English III

**Teacher:** Pam Quezada

**Suitable ages, abilities, or skill level needed for this class:** students who have completed 10<sup>th</sup> grade English. A placement test will be required of students who did not take Cottage Garden English II.

**Class fee:** \$15- The supply fee will go towards xeroxing costs for Progeny Press guides which will be provided.

**Maximum number of students in the class:** 10

**Minimum number of students in the class:** 4

**Objectives of this class:**

1. to improve vocabulary, grammar usage, critical reading, spelling, and punctuation skills
2. to be exposed to classical literature
3. to become a more effective communicator through the acquisition of improved writing skills

**Description of the general class format:**

1. Students will participate in discussions of the previous week's reading assignment.
2. Instruction will be given each week in grammar and writing. Students are expected to take notes.
3. Quizzes and tests will be given each week.

**Description of homework assignments:**

1. Each week, students will have the following assignments to complete:
  - A. Reading assignment with comprehension questions
  - B. Vocabulary lesson
  - C. Grammar assignments
  - D. Writing assignment- Eleventh grade writing assignments emphasize improved essay writing skills and the completion of a research paper.
2. A three week poetry project will be assigned during the extended Christmas break.

**Textbook/workbook information:**

**NOTE REGARDING PURCHASE OF LITERATURE AND GRAMMAR WORKBOOKS:**

The literature and grammar workbooks are available for purchase as "student editions," or with the answer keys in a more expensive workbook. Please carefully select which copy you prefer.

Having the answer key available may help you answer questions that arise at home.

**Vocabulary-** Vocabulit- Book L

**Grammar-** 180 Daily Teaching Lessons- Grade 11 Easy Grammar Ultimate Series  
Easy Grammar Plus- This may be helpful as a reference; however, it is not a required text for this class.

**Writing-** Jensen's Format Writing (This book will be used in all high school classes.)

**Literature-** No Fear Shakespeare: Hamlet, Tale of Two Cities, Lord of the Flies,  
Pride and Prejudice

\*All Jr. High and High School English classes will be two hours long. At the request of the teachers, students must register for the entire two-hour block. Students are not allowed to register for partial instruction.

## High School English

Cottage Garden offers well-rounded and challenging English classes for 9-12 grade students. In addition to the regular course work, some parents may feel that their child needs additional challenge. An honors English program has been established to help meet the needs of these families.

Cottage Garden in no way promises that completion of the honors program will assure an advantage to your child regarding college preparation. Cottage Garden Honors English should not be equated with Advanced Placement courses in the public school system.

If you decide that you are interested in the English honors program, you as the parent will assign classical books for your child to read from the reading list of 150 Great Books, by Bonnie A Helms. Each family will purchase their own copy of this book, which includes tests, answer keys, and essay questions. Parents will oversee the honor assignment reading, grade assignments, and report the grades to the Cottage Garden teacher. For each honors point received, the student will receive an additional point on his Cottage Garden semester average. More information about the honors program and the grading system follow the class descriptions of the regular courses.

The Cottage Garden English department has attempted to delete titles from the reading list of the 150 Great Books that we think would be objectionable to most families. Some titles seemed questionable in our opinion, but we have left them for your discretion. Other titles are totally unknown to us so please make your selections carefully.

Please be sure to work from the list on the following pages instead of simply using the list in the book. We have omitted books that the students will be reading in their regular Cottage Garden course work. By selecting from our list, your child will not be assigned the same book twice during his or her high school English career.

## Honors English Grading System

All honors assignments are assigned and graded by the parent. After the assignment has been graded, the parent contacts the English teacher to inform them of the book that was read and the grade that was made.

Grading is accomplished according to the following system, for each book read:

50 base points- for reading the book

20 potential points- True and False/ Matching Questions

10 potential points- Short Answer Questions

20 potential points- Essay (See enclosed "Five Paragraph Essay Check List.")

This gives the student a potential grade of 100 for any book. You may turn in any grade of 90 or better to the English teacher for honors credit.

Honors points are awarded for each book read according to the reading difficulty level assigned to it. (See reading list on the following pages.)

"E" books are worth one point.

"M" books are worth three points.

"D" books are worth five points.

Parents have the freedom to choose the books that will be read for honors credit.

Each honors point received adds one point to the student's semester average.

A student must make at least ten honor points by the end of the school year in order to be recognized as a part of the honors English program.

Honors points may be accumulated in a variety of ways; by reading ten "E" books, by reading three "M" books and one "E" book, by reading two "D" books, or any other possible combination the parent chooses in order to accumulate ten honors points.

150 Great Books, Bonnie A. Helms, Walch Publishing \$30.79

The following is excerpted from the book's forward, "To The Teacher:"

Each test in this volume contains three types of questions:

(1) A set of objective questions will measure the student's understanding of the reading content. Has the reader grasped the basics of plot, characterization, and setting which the author has presented?

(2) Five short-answer questions require more inferential responses. What are the larger ideas that the author wishes the reader to grasp? Answering these questions will also help to develop the student's writing skills, as the directions required the responses to be written in complete sentences.

(3) The challenge essay requires a more mature level of thinking. The reader is asked to relate the material in a specific book to wider areas of thought. How is this book related to other books on the same subject? The first two sets of questions are basically factual. The challenge essay asks the student to express observations on the work that has been read, to support those observations with information gained from reading, and to link those observations with wider human experience.

The titles of the books are graded with three different designations:

(E) indicates easy-reading for students who may really be reluctant to read anything at all;

(M) indicates medium or average-level titles which will present no problem for the student who is reading on grade level;

(D) indicates longer or more difficult titles. These books provide the real challenge for the mature reader. Even though the reading may take more time and the student may consequently complete fewer titles, these (D) titles will be well worth the capable student's effort.

Each unit section of tests is followed by answer keys for the titles that appear in that section. Brief suggested answers are provided for the short-answer questions and the challenge essay. Teachers should allow the students some latitude in their short-answer and essay responses, since several possible answers may be equally correct. If the teacher questions a student's response, the teacher may require the student to prove the statement by reference to the book.

The most obvious use for 150 Great Books will be in the English classroom, but the test materials could be used for evaluation of outside readings in social studies classes. Information which may seem rather dull on the textbook page comes to life in the hands of a skilled craftsman.

Since students and parents place such great importance on grades, methods of point evaluation must be developed for the use of these tests. More difficult books should have greater point value. Challenge-essay answers should also have more point value. At the end of the grading period, the number of reading and writing points received would be included as a portion of the student's total grade average.

## 150 Great Books Reading List

### **Unit 1- Tales of Adventure and Survival**

- E Born Free
- E The Call of the Wild
- E A Night to Remember
- E Never Cry Wolf
- E Treasure Island
- M The Red Badge of Courage
- M The African Queen
- M Day of Infamy
- M All Quiet on the Western Front
- M Ivanhoe
- M The Virginian
- D Green Dolphin Street
- D Moby Dick
- D Rabble in Arms
- D The Once and Future King

### **Unit 2- Coming of Age**

- E Tex
- E A Separate Peace
- E Shane
- E The Odd Couple
- M When the Legends Die
- M Great Expectations
- M Christy
- M The Heart is a Lonely Hunter
- M The Chosen
- M Macho
- D The Metamorphosis
- D Rabbit, Run

### **Unit 3- History in Fiction**

- E April Morning
- E Johnny Tremain
- E The Friendly Persuasion
- M Elizabeth the Queen
- M Becket
- M Cimarron
- M The Great Gatsby
- M The Lion in Winter
- M The Country of the Pointed Firs
- M The Caine Mutiny Court-Martial
- D The House of the Seven Gables
- D The Scarlet Letter
- D Doctor Zhivago
- D The Winthrop Woman
- D Exodus

### **Unit 4- Tales of Fantasy and Science Fiction**

- E The Fantastic Voyage
- E Harvey
- E Blithe Spirit
- E Lost Horizon
- E The Lion, the Witch, and the Wardrobe (Will be read in Jr. High)
- M 2001: A Space Odyssey

M Alas, Babylon  
M Brave New World  
D Stranger in a Strange Land  
D A Canticle for Leibowitz

**Unit 5- The Literature of Social Issues**

E To Sir With Love  
E The Chocolate War  
E The Autobiography of Miss Jane Pittman  
E Inherit the Wind  
E Animal Farm  
E The Hiding Place (will be read in Jr. High)  
M The Good Earth  
M I Am the Cheese  
M Black Like Me  
M A Raisin in the Sun  
M The Little Foxes  
M Main Street  
M The Crucible  
M Cry, the Beloved Country  
M Twelve Angry Men  
M A Majority of One  
D Native Son

**Unit 6- Overcoming Handicaps**

E Strong at the Broken Places  
E I Heard the Owl Call My Name  
E Ice Castles  
E The Old Man and the Sea  
E Requiem for a Heavyweight  
E One Day in the Life of Ivan Denisovich  
E The Pearl  
E On Golden Pond  
E The Bridge of San Luis Rey  
M The Miracle Worker  
M I Never Promised You a Rose Garden  
M Death Be Not Proud  
M Susan's Story  
M Flowers for Algernon  
M Eric  
M Cannery Row  
M The Other Side of the Mountain  
M The Skin of Our Teeth

**Unit 7- Stories of Success and Achievement**

E I Always Wanted to Be Somebody  
E. The Contender  
E The Teahouse of the August Moon  
E Go Up for Glory  
E Anchorwoman  
E Babe Didrikson: The World's Greatest Woman Athlete  
E The Prime of Miss Jean Brodie  
M Life and Death in a Coral Sea  
M Babe: the Legend Comes to Life  
M Citizen Tom Paine  
M All Creatures Great and Small  
M Teacher: Anne Sullivan Macy

M Joseph  
M Aunti Mame  
M Death of a Salesman  
M The Greatest Story Ever Told  
M The Paper Lion  
M The Camera Never Blinks  
M Pygmalion  
M The Playboy of the Western World  
D My Life  
D My Name is Asher Lev  
D The House of Mirth

**Unit 8- Tales of the Dark and Mysterious**

E Where Are The Children?  
E And Then There Were None  
E Jamaica Inn  
E Nine Coaches Waiting  
M The Innocents  
M The Chalk Garden  
M The Mousetrap  
M Rebecca  
M Angel Street (Gas Light)  
M Arsenic and Old Lace  
M Cloud of Witness

**Unit 9- Childhood Remembered**

E I Know Why the Caged Bird Sings  
E Cheaper by the Dozen  
E Life With Father  
M Little Women  
M My Antonia  
M The Learning Tree  
M Our Town  
M The Glass Menagerie  
M The Effect of Gamma Rays on Man-in-the-Moon Marigolds  
D A Death in the Family  
D How Green Was My Valley

**Unit 10- Tales of Love and Romance**

E Mistress of Mellyn  
E The Beloved Invader  
M Madame Bovary  
M The Peacock Spring  
M Ethan Frome  
D Wuthering Heights  
D The Return of the Native

## **FIVE PARAGRAPH ESSAY CHECK LIST**

**Award a point for each item completed to your satisfaction. The final item is worth three points.**

\_\_\_ **opening statement**

(Does the student have an opening statement that is appropriate, ties in with the subject, and gets your attention?)

\_\_\_ **general to specific**

(Does the introductory paragraph move from a general to specific pattern in organization?)

\_\_\_ **clearly stated purpose in the thesis**

(Is the purpose of the writer clearly stated in the thesis statement?)

\_\_\_ **outline- 3 topics stated in thesis**

(Are the three topics of the essay given in the thesis statement?)

\_\_\_ **topic sentence #1**

(Does the topic sentence of the first body paragraph come at the beginning of the paragraph and introduce the first item that was stated in the thesis?)

\_\_\_ **topic sentence #2**

(Does the topic sentence of the second body paragraph come at the beginning of the paragraph and introduce the second item that was stated in the thesis?)

\_\_\_ **topic sentence #3**

(Does the topic sentence of the third body paragraph come at the beginning of the paragraph and introduce the third item that was stated in the thesis?)

\_\_\_ **restatement of thesis**

(Does the student restate the thesis statement in the final paragraph?)

\_\_\_ **final statement**

(Does the final statement restate the purpose of the essay in an appealing way?)

\_\_\_ **spelling**

(There is no more than two spelling errors in the essay.)

\_\_\_ **grammar**

(There is no more than two grammatical errors in the essay.)

\_\_\_ **punctuation**

(There is no more than one error in punctuation in the essay.)

\_\_\_ **critical thinking**

(The student insightfully develops a point of view, demonstrating outstanding critical thinking.)

\_\_\_ **smooth progression**

(The student demonstrates a smooth progression of ideas.)

\_\_\_ **vocabulary**

(The student skillfully uses varied, accurate, and apt vocabulary.)

\_\_\_ **sentence structure**

(The student demonstrates meaningful variety in sentence structure.)

\_\_\_ **general content and construction**

(Overall, does this essay live up to my expectations of this student's abilities?)

\_\_\_ **FIVE SENTENCE MINIMUM** (This item is worth three points.)

(The student has a minimum of five sentences in each paragraph.)

**Name of class:** Algebra I

**Teacher:** Lisa Smith

**Suitable ages, abilities, or skill level needed for this class:**

The student needs to have a solid background in mathematics. The student should solidly have multiplication, division, addition, and subtraction facts in place.

The student needs to have a good understanding of fractions and other basic concepts of math.

**Class fee:** A fee of \$15 will be charged for copies. Money that is not needed will be refunded to the parent at the end of the semester.

**Maximum number of students in this class:** 12

**Minimum number of students:** 1

**Objectives of this class:**

To equip the student with the ability to solve algebraic equations and to establish a self image of being capable and prepared for higher math.

**Description of the general class format:**

Concepts for the week will be introduced to the students. Students will be allowed to practice related problems and demonstrate to the teacher that they have understanding.

**Description of homework activities:**

Students will have daily homework assignments that must be completed. Expect about 1 - 1/1/2 hours of homework each day.

**Textbook/workbook information:**

Selection has not been made, but the students will likely be working from a public school textbook that the teacher has used in the past and thinks will equip the students well. Textbooks will likely be provided at no cost, but the teacher will be in touch with the parents as soon as possible, if this is not the case.

**Other important information:**

Students will be expected to complete all homework and study for exams.

**Grading for high school students:**

Grading will likely be based on a combination of daily homework and exams.

**Name of class:** Study Hall

**Teacher:** TBA

**Suitable ages, abilities, or skill level needed for this class:** Available for students in 6th grade and older, though some younger students may do well. Student must bring work to do and must work quietly throughout the class period. No napping, games, or texting allowed.

**Class Fee:** none

**Maximum number of students in the class:** 10 per class period

**Minimum number of students for the class to make:** 1

**Objectives of this class:** To use time wisely

**Description of the general class format:** quiet, supervised study time. The study hall monitor will not be assisting the student, or available to answer questions on their class work

**Description of enrichment or homework activities:** none

**Textbook/workbook information:** Student must bring work from home each week.

**Other important information:** **High school students who are not able to pass the classes they may register for will be reassigned to study hall. Students who do not cooperate in study hall may be asked to leave the co-op, as they may have no other option for classes that period.**

**Name of Class:** Fit to Serve

**Teacher:** Angela Greenwell will be the coordinator of this class and will work with the teachers.

**Suitable ages, abilities, or skill level needed for this class:**

1. This class is open to students in grades 1-12.
2. Students need to be willing to work towards program goals throughout the school year at home. These goals include scripture memory, physical fitness, and community service.
3. Students must be responsible for turning in weekly time sheets regarding their work at home.
3. Students need to be attentive to instruction and guest speakers in class.

**Class Fee:** A \$15 class fee will be applied towards the purchase of a "Fit to Serve" t shirt award for the student, a folder and time sheets, and a few supplies that may be needed by guest speakers.

**Maximum number of students in the class:** 12

**Minimum number of students in the class:** 3

**Objectives of this class:**

1. To develop an attitude within students to present themselves for service to God in their bodies, souls, and spirits.
2. To increase levels of physical fitness.
3. To memorize a chapter from the Bible by the end of the school year.
4. To develop a sense of satisfaction in serving others.

**Description of the general class format:**

Each day will include a period of time for students to recite their scripture memory verses. The class coordinator will keep records of progress in this area, as well as the fitness and service portions of the class, recording progress from the home time sheets. Students will also spend time in games and activities that develop sportsmanship and physical skills. There will be no rough play (tackling/wrestling). Occasional guest speakers will teach students skills that help them in their progress towards fitness and service goals, such as how to prepare a simple meal, nutrition tips, or simple first aid. As part of their service, older students will be expected to help younger students in class. This service can count towards their service goals.

**Description of homework assignments:**

1. Each student will be work towards the following goals and will be awarded the "Fit to Serve" t-shirt at the successful completion of these goals. The goals are set at a level to be achievable by the end of the first semester.

a) *the memorization of the first ten verses of a selected chapter of the Bible*- The selected chapter will be given the first day of class. The student will memorize in the version of the Bible that the parent chooses.

b) *25 hours of physical fitness training*- In one semester, this equates to approximately 30 minutes of exercise three times per week. The exercise can be anything the parent deems acceptable, with the understanding that the child should be exercising the entire time. For example, sitting on the bench for 20 minutes of a basketball game does not count as 30 minutes of exercise.

c) *15 hours of public service*. This is any time the student is doing something to help someone else, outside of their normal chores at home. It could include special projects at home that serve the immediate family or projects that help others outside of the family. Again, this is time that the student is actively participating.

**Textbook/workbook information:**

No textbook or workbook is required, though students will need to bring their folder to class each day. The folder will keep the student's records and time sheets.

**Other important information:**

The supply fee will be collected each semester so that the student has the opportunity to win two t-shirts of different colors in the school year. Special recognition will be given at the end of the year to students who achieve this goal. Any unused fees will be returned to parents. Students may volunteer for communityservice time at Cottage Garden, helping with various aspects of building clean up. Please contact Mrs.Coody at the beginning of the school year if you are interested in seeing your child serve in this way.