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- Unit 1 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Transcontinental Railroad, Darwinism, Moody Revivals, and Fanny Crosby
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 2 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: An Era of Crusades, Immigration Laws, Inventions, and Industries
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 3 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Statue of Liberty, Dawes Act, Dakota Territory, and Chicago Slums
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 4 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Tariff and Currency Battles, the “White City,” Lynchings, and the Pullman Strike
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 5 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Spanish- American War, the Treaty of Paris, and McKinley’s Assassination
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 6 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Panama Canal, *The Jungle*, the Roosevelt Corollary, and the Wright Brothers
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 7 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Race to the Poles, Presidents Taft and Wilson, and Progressivism
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 8 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Great War Begins, the Sinking of the *Lusitania*, and American Neutrality
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 9 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Zimmermann's Telegram, America Declares War on Germany, Russia Revolts
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 10 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The End of World War I, the Treaty of Versailles, and the League of Nations
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 11 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Women’s Suffrage, the Roaring Twenties, Prohibition, the UNIA, and the NAACP
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 12 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Harding Scandals, “Silent Cal,” the Scopes Trial, and *Mein Kampf*
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 13 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The *Spirit of St. Louis*, “Man of Steel,” the Great Depression, and the Dust Bowl
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 14 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: British Imperialism, the Lindbergh Baby, Socialism in America, Hoover, and FDR
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 15 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The First and Second New Deal, the Olympics in Berlin, and Racial Segregation
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 16 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: FDR’s Court-Packing Scheme, the *Anschluss* of Austria, and Fascism Spreads
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 17 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Spanish Civil War, Albert Einstein, the *Blitzkrieg*, and the “Phony War”
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 18 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Battle of Dunkirk, the Battle of Britain, and FDR’s Third Term as President
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 19 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: *Bismarck*, Operation Barbarossa, Lend-Lease, and Pearl Harbor
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 20 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Bataan Death March, Japanese-American Internment, and the Battle of Midway
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 21 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: “The Big Three,” “D-Day,” the Liberation of Paris, and the Holocaust
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 22 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Battle of the Bulge, Yalta Conference, War in the Pacific, and FDR’s Death
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 23 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: WWII Ends, the Truman Doctrine, the State of Israel, and the Iron Curtain
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 24 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: NATO, the Marshall Plan, the Spread of Communism, and the Korean War
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 25 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: “I Like Ike,” the End of the Korean War, Billy Graham, and McCarthyism
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 26 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Montgomery Bus Boycott, Martin Luther King, Jr., *Sputnik*, and the Bay of Pigs
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 27 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Space Race, Cuban Missile Crisis, “I Have a Dream,” and JFK’s Assassination
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 28 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Civil Rights Act, Tonkin Gulf Resolution, Churchill’s Death, and Vietnam War
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 29 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Assassinations, *Apollo 11*, Woodstock, Asbury, “Vietnamization,” and Red China
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 30 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: ERA, *Roe v. Wade*, the Munich Massacre, the Vietnam War Ends, and Watergate
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science

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- Unit 31 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Nixon Resigns, Ford Pardons Nixon, Communism Spreads, and Carter Is Elected
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 32 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Three-Mile Island, Khomeini and the Iran Hostage Crisis, and Reagan Is Elected
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 33 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: Reagan and Gorbachev, *Challenger*, Iran-Contra, and the Fall of the Berlin Wall
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 34 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: The Persian Gulf War, the End of the Soviet Union, and Clinton Is Impeached
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Unit 35 **Learning Through History** (includes the following subjects):
U.S. History, History Activities, Living Library, Economics, and Foreign Language
U.S. History Focus: 9/11, Wars in Afghanistan and Iraq, Hurricane Katrina, Obama, and Trump
Learning the Basics (includes the following subjects):
Finance, Bible, Literature, Composition, Grammar, Speech, Math, and Science
- Appendix Bibliography: Living Library
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“Invictus”
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Written Narration Tips
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Enterprising Entrepreneur: Project Planning Form
Dictation Passages: Levels 7 and 8
List of Other Books by This Author

Overview

What makes the plans complete?

Hearts for Him Through High School: U.S. History II features 35 units with complete daily plans for ages 16-18. *Hearts for Him Through High School: U.S. History II* was written with the goal of equipping you to homeschool your student through high school. Each day of plans addresses both academic and spiritual needs, making sure not to neglect either area. Plans set forth clear guidance in what to expect of your high school student each day and are written with a balanced approach to learning. The guide uses narrative texts as the core of the student's education to cover needed academics in a living, engaging manner.

The *U.S. History II* guide provides a year's worth of daily plans in all needed subject areas. A 4-day plan allows time each week for your child to pursue his/her own passions and areas of interest. As the studies shift to deeper, weightier material, Christ and His Word are kept at the center, leading your student to a deeper, more mature relationship with the Lord. Following the plans as written will allow your student to earn up to 7 1/2 total credits for this year of study, including 1 full credit in U.S. History II, 1/2 credit in Economics, 1 full credit in Bible, 1 full credit in English, 1/2 credit in Speech, 1 full credit in Math, 1/2 credit in Finance, 1/2 - 1 full credit in Foreign Language (Spanish and/or Latin/Greek), and 1 full credit in Science, with or without lab.

What makes the plans easy to use?

Straightforward daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: "Learning Through History" and "Learning the Basics." Each segment of plans is further designated as "Teacher Directed = T," "Semi-Independent = S," or "Independent = I." In high school, a large portion of the plans are independent and are written mainly to the student. Students who desire to earn credit in all subject areas scheduled in our guide can expect to spend approximately 6 1/2 - 7 hours completing each day of plans 4 days each week.

What will students be doing in "Learning Through History?"

The "Learning Through History" part of the program provides a readable, chronological approach to U.S. history from 1877 to modern times. The study interweaves social, political, economic, military, cultural, and religious history with human-interest stories of the time. Narrative readings set the stage for the time period, relate events in detail, share insightful quotes from characters or literature, and shift into editorial mode on issues such as the fight for women's suffrage, the Civil Rights movement, censorship, and the spread of Communism. Main characters are humanized through memorable physical descriptions and anecdotes. In covering history in this manner, students gain a sound basis for understanding the last century's great wars, the rise of world Communism, the struggle for freedom at home and abroad, tensions in the Middle East, the War on Terror, and the triumph of liberty. As students study varying time periods, they answer period-specific questions to help them make key decisions about critical turning points in American history, read and reflect upon landmark primary source documents, complete corresponding entries in their *Book of Centuries*, view documentaries on memorable moments in history, narrate orally and in writing, share talking points, and work on history-related activities.

The history study integrates readings from *America: The Last Best Hope Volume I* (Chapters 12-13), *America: The Last Best Hope Volume II* (entire volume), *The Mystery*

of History: Volume IV (last half of the volume), *Faith of Our Fathers* (last two sections), and *Great Letters in American History* (mainly sections 7-9).

To delve more deeply into the study of U.S. History, students read along with the scheduled Charlotte Mason style “Living Library.” This set of books was selected for its narrative quality and its connections to the *U.S. History II* plans. This set is not meant to fulfill students’ high school literature credit, as students are scheduled in the “Literature” portion of the *U.S. History II* guide to read separate higher-level literature to fulfill that need. Instead, the books in this set were chosen to make U.S. history come to life as students experience various time periods and places through the pages of these books. The “Living Library” readings are followed by a daily “Triple-Entry Journal” assignment.

A balance of varied assessments is scheduled in the “Learning Through History” part of the plans. These include detailed, recorded/typed, summary, key word, highlighted, topic, opinion, and persuasive oral/written narrations; analysis of primary source documents with critical-thinking responses using *Great Documents in U.S. History: The Age of Reform to the Present Day (1880-2001)*; key decisions about the best course of action to take in *Key Decisions in U.S. History Volume 2: 1861-1994*; graphic organizer style notes from viewing sessions of *The American Testimony DVD Set 2: United States History from 1877 to 2006*; portrait gallery entries from the *U.S. History II: Timeline Figures on CD* and lined timeline entries placed in the *Book of Centuries*; detailed historical maps from the *United States History Atlas*; and written opinions, topical notes, talking points with visual aids, interpretation of maps, and multi-paragraph written narrations in the *U.S. History II Journal*.

A course in Economics is another part of the “Learning Through History” side of the plans. This course is built around a combination of resources including video sessions from Chad Hovind’s *Money-Wise DVD: Biblical Principles of Work & Finance* combined with lessons from *Intro to Economics: Money, History & Fiscal Faith* (first half only); articles from noted economists with corresponding study questions in *Economics: A Free Market Reader*; vignettes from Larry Burkett in *Money Matters for Teens*; stories and methods of entrepreneurs who fueled economic growth in the U.S. from 1850-1919 in *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*; and letter-style readings that explain the effects of velocity/money demand in modern history in *The Money Mystery* combined with vocabulary, questions, discussion, and essay topics from *Solving the Money Mystery*.

As part of the course students explore God’s principles, teachings, and directions for the economic decisions of individuals, families, and nations. Students also gain understanding of free market economics, learn the difference between market entrepreneurs and political entrepreneurs, explore textbook bias, learn potential economic pitfalls in business and investments, and gain solid money management skills. This course is designed to be student-directed with a minimum of teacher preparation and involvement.

A foreign language option is also provided through the *Spanish II Homeschool Curriculum Kit*, which is designed to teach Spanish II systematically. Since this Spanish program moves quickly and is quite vocabulary and grammar intensive, it is best if students have completed either a very rigorous Spanish I program (including exposure to typical introductory Spanish II topics) or the first half of a typical Spanish II course prior to beginning the units of the *Spanish II Homeschool Curriculum Kit* scheduled in this guide. This course builds skills in reading, writing, and speaking the Spanish language. Students who have completed the Spanish as scheduled in *Hearts for Him Through High*

School: U.S. History I will be well-prepared for this study. In *Hearts for Him Through High School: U.S. History II*, the first 4 units of the *Spanish II Homeschool Curriculum Kit* are scheduled, which allows students to earn ½ credit in Spanish II.

Within *Hearts for Him Through High School: U.S. History II*, students also have the option of pursuing a ½ credit of Latin/Greek through *Getting Started with Latin* and *It's Not Greek to Me* DVD. Students who desire to study a different foreign language may substitute a different language course in place of this option to fulfill the foreign language requirement.

What will students be doing in “Learning the Basics?”

The "Learning the Basics" part of *U.S. History II* teaches essential skills that meet academic and spiritual needs. Credit in Bible is earned using the book *I Don't Have Enough Faith to Be an Atheist* paired with coordinating student workbook lessons and projects. This apologetics course guides students through tried and true arguments for the existence of a Creator God and prepares students to effectively defend their Christian faith. During this study students tackle questions of absolute truth, demolish follies of postmodernism, debunk moral relativism, and move logically toward the inescapable truths of the Christian faith. Keeping a daily prayer journal based on the biblical model of prayer is also part of the Bible credit. A weekly study using either *Girl Talk* (for girls) or *Created for Work* (for boys) completes the Bible credit.

For *Foundations in Personal Finance*, financial expert Dave Ramsey uses instructional videos with a coordinating Student Text to teach students about saving, investing, credit, debt, money management, and more from a biblical perspective. An accompanying Teacher's Edition on CD-ROM contains printable activities, case studies, assessments, and answer keys. The course features over 12 hours of engaging video instruction by Dave Ramsey, Rachel Cruze, and Chris Hogan. Credit in *Foundations in Personal Finance* is earned through reading accompanying lessons, watching video presentations, completing video viewing guides, defining key terms, working on activities, applying new learning to case studies, and completing graphic organizers, summaries, challenges, and reviews.

High School credit in English is earned through a combination of literature, composition, and grammar. In the *U.S. History II* guide, the daily literature portion includes a set of full-length novels/plays. British Literature is the focus of this year of literature study. Classic novel introductions, readings, annotations, oral narrations, written narrations, *Common Place Book* entries, daily guided *Literature Journal* reflections, Biblical worldview questions, and novel discussions all provide higher level assessments without taking away the joy of reading.

For the composition portion, *U.S. History II* schedules daily, guided *Literature Journal* reflections. For the grammar and English portion, the *U.S. History II* guide schedules Rod and Staff English lessons twice weekly. These lessons provide a firm foundation in grammar, writing, and English skills. Scheduled studied dictation passages in the Appendix of *U.S. History II* target proofreading and spelling skills.

High School credit in Speech is earned through a combination of resources. *How to Become a Dynamic Speaker* exposes students to memorable historical and biblical speakers and speeches giving students an opportunity to analyze the mission of the speaker that made the oratory memorable. Jeff Myer's *Secret of Great Communicators* DVD course contains video lectures filmed before a live audience presenting the essential elements of good public speaking. A companion workbook elaborates and expands on the video lecture content focusing on famous speech-givers such as Winston Churchill,

Abraham Lincoln, Teddy Roosevelt, Ronald Reagan, Patrick Henry, and Billy Graham. These speakers' examples show students how to become better communicators. Workbook exercises help students put into practice what they have learned. A teacher's guide CD-ROM is included with the DVD course.

This year of science in *U.S. History II* uses a combination of visually appealing resources that includes books, DVDs, texts, workbooks, and a lab manual with corresponding lab kit to earn ½ credit in Astronomy and ½ credit in Geology/Paleontology. For the Astronomy portion of this independent study high school course, students learn about the design of the universe; models for the cosmology of the universe; evidences that point to a young universe; current issues in space exploration; planets, moons, and comets within our solar system; the moon's purpose, history, and record in Scripture; the scientific evidence that refutes the Big Bang; and the dynamics of planets, stars, nebulae, and galaxies and more. For the Geology/Paleontology portion, students study two contrasting views of origin, the Biblical classification of living things, the mechanisms for the Genesis global flood and its resulting fossil evidence, the Geologic Time Table, dinosaurs and how they fit into Biblical geologic time, transitional fossils as the key to evolution, two contrasting views of man, fossil evidence and the evolution of man, censored geological evidence, the Biblical history of man, and fossil anomalies and more.

This year of science also contains 29 separate labs (with an accompanying lab kit) that illustrate various concepts and topics being explored. The lab kit includes fossils, rocks, and minerals to sort and classify and has lab topics ranging from viewing the night sky to calculating orbital speeds to plotting earthquake locations to estimating the speed and weight of a dinosaur. Throughout the science course, the students are shown how the heavens and the earth reveal the amazing design of the Creator and declare the glory of God. Plans in the *U.S. History II* guide schedule all components of the science course including labs.

For this year of math, ideally students entering the *U.S. History II* guide would be studying either Precalculus or College Algebra. Students at a differing math level may still utilize this guide. For Precalculus, the *U.S. History II* guide recommends a choice of *Foerster's Precalculus with Trigonometry* or continuing with VideoText Geometry to complete Precalculus (for those who were previously working through Geometry and Trigonometry with VideoText). Our recommendation for College Algebra includes *Math Help College Algebra* (formerly yourteacher.com). For Algebra II or Geometry recommendations, please see our website www.heartofdakota.com and view the descriptions for math under *Hearts for Him Through High School: World History* (for Geometry) or *Hearts for Him Through High School: U.S. History I* (for Algebra II and Trigonometry).

What makes the plans flexible, and what credits are earned?

Lesson plans are written so you can customize the program to suit your family's needs. Resources contained in the Economy Package are considered necessary for all students. The Economy Package includes the *Hearts for Him Through High School: U.S. History II* guide and other required resources to help your student earn 1 full-year credit in U.S. History II and 1 full-year credit in Bible.

The Living Library Package provides carefully selected living books that coordinate well with the history plans. These books are not intended to fulfill your student's high school literature credit, as students read separate higher-level literature in the "Literature" portion of the plans to fulfill that need. Instead, the books in this package were chosen to make history come to life as students experience various time periods and places through the pages of these books. The Living Library Package is highly recommended, unless you

need to economize; however, it is not required to earn credit in U.S. History II.

Adding the Economics Package to the Economy Package adds ½ credit of Economics to your student's program.

Adding the Spanish Package to the Economy Package adds ½ credit of Spanish to your student's program. Students following the *U.S. History II* plans will complete Units 1-4 of the *Spanish II Homeschool Curriculum Kit* to earn ½ credit in Spanish II.

Adding the Latin/Greek Package to the Economy Package adds ½ credit of Latin/Greek to your student's program. Students may choose this option in addition to the Spanish option in the *U.S. History II* guide, or if they have already earned two consecutive credits in one foreign language, the Latin/Greek option may be chosen in place of further language study.

Adding the Finance Package to the Economy Package adds ½ credit of Finance to your student's program. For students in states that require a full credit in Economics, this course combined with the Economics course scheduled in *U.S. History II* earns a full credit in Economics.

Since high school credit in English is earned through a combination of literature, composition, and grammar, all of these areas are scheduled in the *U.S. History II* plans. A variety of English Packages are available to customize the study of language arts to suit your needs and budget. Adding an English package to the Economy Package allows your student to earn 1 full-year credit in English.

Adding the Speech Package to the Economy Package adds ½ credit of Speech to your student's program.

Adding the Science Package to the Economy Package adds 1 full-year credit of science (with or without lab) to your program. The focus of this year of science includes ½ credit of Astronomy with lab and ½ credit of Geology/Paleontology with lab. This package is required unless you have your own science.

Adding a Math Package to the Economy Package adds 1 full-year credit of math to your program. Ideally, students entering this guide would be studying Precalculus or College Algebra, however, students at a differing math level may still utilize this guide.

Where can the resources needed to complete the guide be found?

All of the resources noted in *Hearts for Him Through High School: U.S. History II* are available from Heart of Dakota Publishing. Resources may be ordered online at www.heartofdakota.com, by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

What is included in each package?

Economy Package (Required for 1 full-year credit in U.S. History II and 1 full-year credit in Bible)

**Hearts for Him Through High School: U.S. History II* by Carrie Austin (Heart of Dakota Publishing, Inc., 2017)

**America: The Last Best Hope Volume I* by William J. Bennett (Thomas Nelson, 2006)
Note: If you did *U.S. History I*, you have *America: The Last Best Hope Volume I*. If not, add it to your Economy package, as it is required for *U.S. History II*.

* *America: The Last Best Hope Volume II* by William J. Bennett (Thomas Nelson, 2007)

- **The Mystery of History Volume IV: Wars of Independence to Modern Times* Student Reader by Linda Lacour Hobar (Bright Ideas Press, 2014)
- **Faith of Our Fathers: Scenes from American Church History* edited by Mark Sidwell (Bob Jones University Press, 1991) Note: If you did *U.S. History I*, you have *Faith of Our Fathers: Scenes from American Church History*. If not, add it to your Economy package, as it is required for *U.S. History II*.
- **Great Letters in American History* by Rebecca Price Janney (Heart of Dakota Publishing, 2015) Note: If you did *U.S. History I*, you have *Great Letters in American History*. If not, add it to your Economy package, as it is required for *U.S. History II*.
- **Hearts for Him Through High School: U.S. History II Journal* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2016) Note: These pages are in full-color and are not reproducible. A *U.S. History II Journal* is required for each student.
- **History Through the Ages: U.S. History II Timeline Figures* by Amy Pak (Homeschool in the Woods, 2016) Note: This printable CD of *U.S. History II Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: U.S. History II*.
- **Book of Centuries* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A *Book of Centuries* is required for each student. This is a one-time purchase for the high school years. If you have done any of our previous high school guides, you already own this item. If not, add it to your Economy Package, as it is required for *U.S. History II*.
- **The American Testimony DVD Set 2: United States History from 1877 to 2006* by EduMedia (History2u.com, 2006)
- **Key Decisions in U.S. History Volume 2: 1861-1994* by Patrick Henry Smith and John Croes (J. Weston Walch, Publisher, 1997) Note: Either reproduce needed pages or purchase one per student.
- **Great Documents in U.S. History Volume II: Age of Reform to Present Day (1880-2001)* by Richard Kollen (J. Weston Walch, Publisher, 2006) Note: Either reproduce needed pages or purchase one per student.
- **United States History Atlas* by Maps.com (Maps.com, 2012) Note: If you did *Revival to Revolution, Missions to Modern Marvels*, or *U.S. History I*, you have the *United States History Atlas*. If not, add it to your Economy package, as it is required for *U.S. History II*.
- **I Don't Have Enough Faith to Be an Atheist* by Norman L. Geisler and Frank Turek (Crossway, 2004)
- **I Don't Have Enough Faith to Be an Atheist Curriculum* by Frank Turek and Chuck Winter (Apologia Press, 2012) Note: Purchase one per student.
- **Girl Option: Girl Talk* by Carolyn Mahaney and Nicole Whitacre (Crossway, 2016)
- **Boy Option: Created for Work* by Bob Schultz (Great Expectations Book Co., 2006)

Living Library Package (Highly Recommended – Listed in Appendix)

Economics Package (Required for ½ credit in Economics)

- **Money Wise* DVD Video Lessons by Chad Hovind (Master Books, 2014)
- **Intro to Economics: Money, History & Fiscal Faith* by Master Books (Master Books, 2014) Note: Purchase one per student.
- **Money Matters for Teens* adapted from Larry Burkett with Marnie Wooding (Moody Publishers, 2000)
- **Economics: A Free Market Reader* edited by Jane A. Williams and Kathryn Daniels (Bluestocking Press, 2004)
- **The Myth of the Robber Barons (Seventh Edition)* by Burton W. Folsom, Jr. (Young America's Foundation, 2013)
- **The Money Mystery (Third Edition)* by Richard J. Maybury (Bluestocking Press, 2004)

**A Bluestocking Guide: Solving the Money Mystery* by Kathryn Daniels (Bluestocking Press, 2004)

Spanish Foreign Language Option (Required for ½ credit in Spanish II)

**Spanish II Student Books* Units 1-4 by Katherine Engle (Alpha Omega Publications, 2001)

Note: A separate set of Student Books is required for each student.

**Spanish II Pronunciation CDs* by Alpha Omega (Alpha Omega Publications, 2005)

**Spanish II Teacher's Guide* by Alpha Omega (Alpha Omega Publications, 2001)

Latin/Greek Foreign Language Option (Required for ½ credit in Latin/Greek)

**Getting Started with Latin* by William E. Linney (Armfield Academic Press, 2007)

Note: Purchase one per student.

**It's Not Greek to Me* DVD by Todd Friel (Master Books, 2014)

Finance Package (Required for ½ credit in Finance)

**Foundations in Personal Finance Homeschool Kit: High School Edition* (includes Student Text, DVD set, and printable Teacher Resource CD) by Dave Ramsey (Lampo Licensing, 2014) Note: Purchase a Student Text for each student.

English Packages (A "Complete English Package" is required for 1 full-year credit in English, unless you have some of your own language arts)

Complete English Packages:

*Literature Set (with *Jane Eyre* and *Pride and Prejudice* DVDs) + *Preparing for Usefulness* Set

*Literature Set (without DVDs) + *Preparing for Usefulness* Set

Literature Only Packages:

*Literature Set (with DVDs)

*Literature Set (without DVDs)

Individual English Resource Listings:

**Preparing for Usefulness* by Rod and Staff Publishers, Inc. (Rod and Staff Publishers, Inc., 1997)

Literature Set:

Note: Specific versions of the books that follow are required for use with our plans. Out of necessity, there are numerous references to book page numbers as part of our daily assignments. Heart of Dakota carries the versions that match our plans.

**The War for Mansoul* a John Bunyan classic told by Ethel Barrett (Christian Light Publications, 2015)

**Shakespeare Made Easy: Hamlet* by Shakespeare (Barron's Educational Series, 1986)

**Christian Guides to the Classics: Shakespeare's Hamlet* by Leland Ryken (Crossway, 2014)

**William Shakespeare's Hamlet: Fully Dramatized* CDs by Arkangel Audio (BBC Audiobooks America, 2003)

**The Hawk and the Dove* by Penelope Wilcock (Lion Hudson, 2015)

**Murder in the Cathedral* by T.S. Eliot (Harcourt Publishing Company, 1963)

**The Devotional Poetry of Donne, Herbert & Milton* by Leland Ryken (Crossway, 2014)

**Moonfleet* by John Meade Falkner (Vintage, 2011)

**Jane Eyre* by Charlotte Bronte (Simon & Schuster, 2009)

**Jane Eyre* DVD by BBC Video (BBC Video, 1983, 2005)

**The Elusive Pimpernel* by Baroness Orczy (House of Stratus, 2002)

**Pride and Prejudice* by Jane Austen (Simon and Schuster, Inc., 2009)

- * *Pride and Prejudice* DVDs by BBC and A&E (British Broadcasting Corporation, 1995)
- * *A Christmas Carol* by Charles Dickens (Bantam Books Classics, 2009)
- * *The Hound of the Baskervilles* by Sir Arthur Conan Doyle (Signet Classics, 2001)
- * *The Prisoner of Zenda* by Anthony Hope (Oxford University Press, 2009)
- * *The Secret Adversary* by Agatha Christie (William Morrow: Harper Collins, 2012)

Speech Package (Required for ½ credit in Speech)

- * *Secrets of Great Communicators Learning Kit* (includes Student Text, DVD Video Course, and printable Teacher’s Guide CD) by Jeff Myers (Broadman & Holman Publishers, 2006)
Note: Purchase a Student Text for each student.
- * *How to Become a Dynamic Speaker* by Rose Weiner (Maranatha Books, 2012)

Science Package (Required for ½ credit in Astronomy with lab and ½ credit in Geology/Paleontology with lab, unless you have your own science)

- * *Evolution’s Achilles’ Heels* DVD (Creation Ministries International, 2014)
- * *Survey of Astronomy: Teacher Guide Edition* (includes Student Worksheets and Answer Key) (Master Books, 2016) Note: Purchase one per student.
- * *Our Created Moon* (updated and expanded edition) by Don DeYoung and John Whitcomb (Master Books, 2010)
- * *The New Astronomy Book* by Danny R. Faulkner (Master Books, 2014)
- * *What You Aren’t Being Told About Astronomy Volume I: Our Created Solar System* DVD by Spike Psarris (Creation Astronomy Media, 2009-2013)
- * *Taking Back Astronomy* by Jason Lisle (Master Books, 2011)
- * *What You Aren’t Being Told About Astronomy Volume II: Our Created Stars and Galaxies* DVD by Spike Psarris (Creation Astronomy Media, 2012)
- * *What You Aren’t Being Told About Astronomy Volume III: Our Created Universe* by Spike Psarris (Creation Astronomy Media, 2016)
- * *Fossils, Dinosaurs, and Cave Men* by Patrick Nurre (Northwest Treasures, 2015)
- * *Censored Science* (expanded and revised fourth printing) by Bruce Malone (Search for the Truth Publications, 2014)
- * *Astronomy and Geology Lab Manual and Lab Kit* by Quality Science Labs (Note: Purchase one lab manual per student. The lab kit can be shared if desired.)

Recommended Math Options (Required for 1 full-year credit in Precalculus or College Algebra, unless you have your own math)

- * *Precalculus with Trigonometry: Third Edition* by Paul A. Foerster (Note: We recommend using this text along with the *Home Study Companion: Precalculus* flash drive by David Chandler from Math Without Borders). The drive contains a recommended syllabus of assigned problems for each day of work, companion video lessons for the text, and fully worked video solutions for assigned problems. We also carry a Solutions Manual for *Precalculus with Trigonometry: Third Edition* by Paul A. Foerster.
- * *Math Help College Algebra* (www.mathhelp.com/formerly>YourTeacher.com) courses designed by Mike Maggart
- * *VideoText Geometry and Trigonometry* by Tom Clark (VideoText Interactive) Note: Students who were previously working through Geometry and Trigonometry with VideoText should continue with the VideoText course to complete Precalculus.

Note: Since resources sometimes go out of print or undergo changes, you may check the “Updates” portion of our website at www.heartofdakota.com for any needed replacement texts and schedules pertaining to our products. As the Internet is always changing, website addresses noted in the curriculum may change or become unavailable. Whenever possible, multiple options of

Internet addresses have been included. If an address is no longer valid, and another option is not provided, check the "Updates" portion of our website for a replacement.

Earning Credits and Possible Grading Scale

Suggested Credits for Completion of All Assigned Coursework in *Hearts for Him Through High School – U.S. History II:*

U.S. History II (1 full-year credit)

Economics (1/2 credit)

Bible: Worldview and Apologetics (1 full-year credit)

Finance (1/2 credit)

Foreign Language: Spanish II (1/2 credit) **and/or** Latin/Greek (1/2 credit)

Speech (1/2 credit)

English IV: British Literature (includes English, Literature, and Composition) (1 full-year credit)

Science: Astronomy with Lab (1/2 credit) **and** Geology/Paleontology with Lab (1/2 credit) **or**

Astronomy, Geology, and Paleontology with Lab (1 full-year credit)

Math: Precalculus or College Algebra (1 full-year credit)

Total Credits Earned: 7 or 7 1/2 credits (depending on whether your student completes both Foreign Language options or only one Foreign Language option.)

Note: It is important to consult your state laws for specific requirements for credit and to be aware of the entrance requirements for any college or university your student plans to attend.

Possible Grading Scale (Including One Way to Convert Your GPA to a 4.0 Scale)

According to the College Board at www.collegeboard.com

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>4.0 Scale</u>
A+	97% - 100%	4.0
A	93% - 96%	4.0
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 86%	3.0
B-	80% - 82%	2.7
C+	77% - 79%	2.3
C	73% - 76%	2.0
C-	70% - 72%	1.7
D+	67% - 69%	1.3
D	65% - 66%	1.0
F	Below 65%	0.0

Course Descriptions, Required Resources, Course Materials, and Grading

U.S. History II (includes boxes in plans labeled “U.S. History,” “History Activities,” and “Living Library”)

Course Description:

This U.S. History II course covers United States history from 1877 to modern times. This course is designed to familiarize students with America’s past in order to better understand the present and future of this nation. This course examines the development of the United States from the Industrial Revolution to the present, in which a very different nation is shown to emerge from the one that existed before the Civil War. As the explosive growth of the nation is traced, the uniquely democratic flavor of America’s development will be explored. Students answer period-specific questions, make key decisions about turning points in American history, read and reflect upon primary source documents, prepare graphic organizer notes from documentaries, narrate orally and in writing, share talking points with visual aids, and work on history-related activities. In covering history in this manner, students gain a sound basis for understanding the last century’s great wars, the rise of world Communism, the struggle for freedom at home and abroad, the tensions in the Middle East, the War on Terror, and the triumph of liberty. Upon completion of this course, students will demonstrate the ability to make rational and informed decisions about questions confronting the individual, the nation, and the interdependent world. Students earn one full credit in U.S. History II upon completion of this course.

Required Resources:

Hearts for Him Through High School: U.S. History II by Carrie Austin

America: The Last Best Hope Volume I by William J. Bennett

America: The Last Best Hope Volume II by William J. Bennett

The Mystery of History Volume IV: Wars of Independence to Modern Times Student Reader by Linda Lacour Hobar

Faith of Our Fathers: Scenes from American Church History edited by Mark Sidwell

Great Letters in American History by Rebecca Price Janney

The American Testimony DVD Set 2: United States History from 1877 to 2006 by EduMedia

Hearts for Him Through High School: U.S. History II Journal by Heart of Dakota

History Through the Ages: U.S. History II Timeline Figures by Amy Pak (printable CD)

Book of Centuries by Heart of Dakota

Key Decisions in U.S. History Volume 2: 1861-1994 by Patrick Henry Smith and John Croes

Great Documents in U.S. History Volume II: Age of Reform to Present Day (1880-2001) by Richard Kollen

United States History Atlas by Maps.com

Optional: “Living Library” Book Set (See Appendix)

U.S. History II Course Materials:

U.S. History II Journal (one per student)

1 ½” three-ring binder with a place to insert a cover page for the *U.S. History II Journal*

Set of 3” x 5” index cards (on which to list “Talking Points” to insert in the *U.S. History II Journal*)

Yellow highlighter **and** a pink or green highlighter (or small yellow **and** pink or green

sticky notes) (Note: All students need a yellow highlighter for key word narrations.

Students may choose whether to use sticky notes or highlighters for highlighted oral and written narrations.)

Book of Centuries (one per student)

1" three-ring binder with a place to insert a cover page for the *Book of Centuries*
Note: You may already own the *Book of Centuries* if you previously did the *World Geography, World History, or U.S. History I* guide. If so, continue using that *Book of Centuries*.

Insert in your *Book of Centuries* the extra pages needed for "Nineteenth Century A.D." and "Twentieth Century A.D." (which you received as part of your Economy Package purchase).

Print the *History Through the Ages: U.S. History II Timeline Figures* (one set per student).

Plan to watch the DVD segments from the *American Testimony DVD Set 2* as scheduled throughout the year in the *U.S. History II* guide's daily plans.

Plan to photocopy pages from *Key Decisions in U.S. History: Volume 2* as scheduled throughout the year in the *U.S. History II* guide's plans. Note: An Answer Key is provided in the back of the book.

Plan to photocopy pages from *Great Documents in U.S. History: Volume II* as scheduled throughout the year in the *U.S. History II* guide's plans. Note: An Answer Key is provided in the back of the book.

Living Library Course Materials:

Photocopy the "Triple-Entry Journal Assignment" sheet from the Appendix as scheduled in the *U.S. History II* guide's plans.

1 notebook (preferably a bound and lined composition book) for triple-entry journal assignments scheduled in the "Living Library" plans.

Suggested Grading:

_____ Completion of readings from *America: The Last Best Hope Volume I, America: The Last Best Hope Volume II, The Mystery of History Volume IV, Faith of Our Fathers, Great Letters in American History, Key Decisions in U.S. History Volume 2, Great Documents in U.S. History Volume II*, and viewing of videos from *The American Testimony DVD Set 2 (Required)*

_____ Talking Points (Day 1 of Units 1-35) **(15% of total grade)** (Note: On a 3" x 5" index card, students should list headings for the main topics, people, or events from the reading. Suggested topic headings are provided in the *U.S. History II* plans. Under each heading, students should list words, phrases, or brief sentences from the reading to keep their mind focused on points they wish to talk about or share. Then, students meet with an adult and refer to their card to share their talking points. As part of the talking points, a visual aid is often assigned in the plans. A well-organized list of talking points, practice speaking from notes, integration of a visual aid, and improvement in overall speaking skills are the progressive goals for this assignment. Index cards of talking points are taped or glued within the *U.S. History II Journal*.)

_____ Timeline *Book of Centuries* Entries (Day 2 of Units 1-35) **(5% of total grade)** (Note: Students should neatly and accurately complete required "Portrait Gallery" and lined timeline entries in the *U.S. History II* plans, making sure to create a visually appealing *Book of Centuries*. Note: Timeline entries in the "Portrait Gallery" are placed in the century most representative of a person's life, rather than placed by birth date.)

_____ Oral Narrations **(15% of total grade)** (Note: Students should follow the

directions in the *U.S. History II* plans to give the various types of oral narrations listed and described below. For further guidance on oral narrations, refer to *Narration Tips* in the Appendix.)

_____ Detailed (Day 3 of Units 1, 9, 17, 25, and 33) (Note: Students should give a 6-8 minute detailed narration about the reading. A visual aid is often a required part of this narration.)

_____ Recorded (Day 3 of Units 2, 10, 18, 26, and 34) (Note: Students should narrate into a recording device, listen to the narration, and refer to “How to Narrate: Student’s Short List” in the Appendix to consider any areas that could be improved. Then, the student should play the narration for a parent and refer to “After Narrating” and “Other Helpful Narrating Tips” within the Appendix to discuss the narration.)

_____ Summary (Day 3 of Units 3, 11, 19, 27, and 35) (Note: Students should summarize the reading in 9-11 sentences. A visual aid is often a required part of this narration.)

_____ Key Word (Day 3 of Units 4, 12, 20, and 28) (Note: Students should include in their narration the names, dates, places, important actions, brief quotes, and proper nouns they listed in their *U.S. History II Journal*. A visual aid is a required part of this narration.)

_____ Highlighted (Day 3 of Units 5, 13, 21, and 29) (Note: Students should read each topic sentence highlighted in their text, pausing after each topic to expound further in their own words using additional highlighted information from the text. See plans for a more detailed description of this type of narration. A visual aid is often a required part of this narration.)

_____ Topic (Day 3 of Units 6, 14, 22, and 30) (Note: Students should narrate upon the topics they listed in their *U.S. History II Journal* from the reading. Suggested topics are provided in the plans. A visual aid is sometimes part of this narration.)

_____ Opinion (Day 3 of Units 7, 15, 23, and 31) (Note: Students should retell the reading in their own words, inserting any thoughts, opinions, and/or connections that the reading brought to mind. See plans for a more detailed description of this type of narration.)

_____ Persuasive (Day 3 of Units 8, 16, 24, and 32) (Note: Students should narrate from the outline they created in their *U.S. History II Journal*, reflecting their stance on a particular issue from the day’s reading. The issue to reflect upon is provided within the plans. The goal is to persuade listeners to agree with your stance.)

_____ Written Narrations (**20% of total grade**) (Note: Students should follow the directions in the *U.S. History II* plans to retell the reading using the various types of written narrations listed and described below. Narrations are written within the *U.S. History II Journal*. For further guidance, refer to the *Written Narration Tips* in the Appendix. Narrations should be edited using the *Written Narrations Skills* in the Appendix.)

_____ Detailed (Day 4 of Units 1, 9, 17, and 25) (Note: To prepare for the narration, students should reread the first sentence in each paragraph of the reading to choose 4-5 topics upon which they can narrate in detail. Students should list these 4-5 topics in the provided box in the *U.S. History II Journal*. Then, within the *U.S. History II Journal*, students should write a 4-5 paragraph narration on their chosen topics being sure to write so that the reader can visualize people, places, and events. After writing, students should highlight any detail words used within the narration.)

_____ Typed (Day 4 of Units 2, 10, 18, and 26) (Note: Students should type a 3-5 paragraph narration, print, and glue it within the provided box in the *U.S. History II Journal*. See plans for a more complete description of this type of narration.)

_____ Summary (Day 4 of Units 3, 11, 19, and 27) (Note: In preparation for the summary narration, students should highlight the main topics within the reading. Then, on scratch paper, students should use their highlighted topics to make a brief list of 10 big ideas to include in their summary narration. Each big idea will be summarized in a single sentence as students write a 3-4 paragraph narration within the *U.S. History II Journal*. See plans for a more complete description of this type of narration.)

_____ Key Word (Day 4 of Units 4, 12, 20, and 28) (Note: In the provided box in the *U.S. History II Journal*, students should list important key words from the text such as names, dates, places, actions, brief quotes, and proper nouns to include within a 3-5 paragraph narration. After writing the narration within the *U.S. History II Journal*, students should highlight in yellow the key words used within the narration.)

_____ Highlighted (Day 4 of Units 5, 13, 21, and 29) (Note: Students should highlight up to 5 topic sentences from the text to reword as topic sentences for a 5 paragraph narration within the *U.S. History II Journal*. After each topic sentence, students should expound further in their own words using pink/green highlighted information from the text to support the topic sentence. See plans for a more complete description of this type of narration.)

_____ Topic (Day 4 of Units 6, 14, 22, and 30) (Note: Students should list 5 topics down the left side of the provided box in the *U.S. History II Journal*. Suggested topics are provided within the plans. Each topic will become the starting point for a new paragraph of the narration. As students write their narration within the *U.S. History II Journal*, they should refer to the text to accurately include names, dates, and places within the narration. See plans for a more complete description of this type of narration.)

_____ Opinion (Day 4 of Units 7, 15, 23, 31, and 35) (Note: Students should write a 4-5 paragraph narration within the *U.S. History II Journal* to retell the reading in their own words, inserting any thoughts, opinions, and/or connections that the reading brought to mind. After writing, students should highlight the opinion sentences within their narration. See plans for a more detailed description of this type of narration.)

_____ Persuasive (Day 4 of Units 8, 16, 24, and 32) (Note: Students should write a narration within the *U.S. History II Journal* reflecting their stance on a particular question or issue from the day's reading. The question or issue to narrate upon is provided within the plans. The goal is to persuade readers to agree with your stance. See plans for a more detailed description of this type of narration.)

_____ Viewing/Assignments for *The American Testimony DVD Set 2 (15% of total grade)* (Note: Students should watch the assigned video segments noted below and complete any follow-up assignments as designated in the *U.S. History II* plans. Units and days noted below correspond with the *U.S. History II* plans. Follow-up assignments may include answering provided questions, summarizing information, making connections, taking notes, selecting topics to explore, drawing conclusions, referencing historical maps, expressing opinions, or orally narrating from provided

picture cues. Needed graphic organizers, video viewing guides, and maps for these assignments are provided within the *U.S. History II Journal*.)

- _____ Unit 1 – Day 1 “Twilight of the Frontier Era”
- _____ Unit 1 – Day 2 “The New Religions”
- _____ Unit 3 – Day 1 “Progress and Pain”
- _____ Unit 4 – Day 1 “Course Corrections”
- _____ Unit 5 – Day 2 “A Splendid Little War”
- _____ Unit 6 – Day 1 “The Tumultuous Turn of the Century” (first part)
- _____ Unit 6 – Day 4 “The Tumultuous Turn of the Century” (last part)
- _____ Unit 7 – Day 3 “Winds of Change”
- _____ Unit 7 – Day 4 “Mr. Wilson and Colonel House”
- _____ Unit 9 – Day 1 “The Growing International Crisis”
- _____ Unit 9 – Day 3 “Unrestrained Authority”
- _____ Unit 10 – Day 2 “The ‘Great War’ and Its Aftermath”
- _____ Unit 12 – Day 1 “Return to Normalcy” (first part)
- _____ Unit 13 – Day 1 “Return to Normalcy” (last part)
- _____ Unit 14 – Day 3 “Herbert Hoover’s Crisis”
- _____ Unit 15 – Day 1 “FDR”
- _____ Unit 15 – Day 3 “Prolonging the Depression” (first part)
- _____ Unit 16 – Day 3 “Prolonging the Depression” (last part)
- _____ Unit 17 – Day 4 “The Age of Aggressors”
- _____ Unit 19 – Day 2 “The Dawn of World War 2”
- _____ Unit 20 – Day 1 “America Enters the War” (first part)
- _____ Unit 20 – Day 4 “America Enters the War” (last part)
- _____ Unit 21 – Day 3 “The Road to Victory” (first part)
- _____ Unit 23 – Day 1 “The Road Victory” (last part)
- _____ Unit 24 – Day 1 “War’s Aftermath”
- _____ Unit 24 – Day 3 “Global Communism”
- _____ Unit 25 – Day 1 “China, Korea, and the Loss of American Resolve”
- _____ Unit 26 – Day 3 “The Eisenhower Years”
- _____ Unit 27 – Day 1 “Coexistence”
- _____ Unit 27 – Day 4 “Kennedy and Johnson” (first part)
- _____ Unit 29 – Day 1 “Kennedy and Johnson” (last part)
- _____ Unit 29 – Day 4 “Nixon’s Challenge”
- _____ Unit 31 – Day 3 “Losing Public Confidence”
- _____ Unit 32 – Day 3 “The Carter Crisis and the Reagan Revolution” (first part)
- _____ Unit 32 – Day 4 “The Carter Crisis and the Reagan Revolution” (last part)
- _____ Unit 34 – Day 1 “Triumph Over Tyranny” (first part)
- _____ Unit 34 – Day 2 “Triumph Over Tyranny” (last part)
- _____ Unit 34 – Day 3 “Political Gridlock” (first part)
- _____ Unit 34 – Day 4 “Political Gridlock” (last part)
- _____ Unit 35 – Day 2 “The War on Terror”

_____ Decision-Making Activities from *Key Decisions in U.S. History Volume II* (**15% of total grade**)

(Note: In *Key Decisions in U.S. History Volume II*, students are assigned to read vignettes about various historical issues each from a specified point of view as listed below. Then, students complete comprehension-style questions to better understand the issue, make an individual decision about the best course of action to take, and use clear reasoning to write out an explanation supporting that action. Student decision-making responses will be included in the spaces provided within the *U.S. History II Journal*. Units and days noted in parentheses behind each issue

designate when it was assigned in the *U.S. History II* plans. Directions as to which assignments to complete for each issue are found within the *U.S. History II* plans. An “Answer Key” is provided in the back of *Key Decisions in U.S. History Volume II*. At the end of each decision-making session, in order to discover what really happened in history, students will refer to the “Answer Key” to read the actual historical decision that took place. It is not the goal of this assignment to have students’ decisions match the actual historical decision but rather for students to be able to convincingly explain the reasoning behind their decisions.)

_____ “Southern Whites: How can we get our old way of life back? (Jim Crow laws)” (Unit 2 – Day 2)

_____ “American Citizens: Should we protect our forests?” (Unit 3 – Day 3)

_____ “Ida Wells: How can we stop the lynchings?” (Unit 4 – Day 2)

_____ “Supreme Court: Should the U.S. permit segregation? (*Plessy v. Ferguson*)” (Unit 4 – Day 3)

_____ “President Cleveland: Should we make immigrants pass a literacy test?” (Unit 4 – Day 4)

_____ “U.S. Congress: Should the U.S. go to war against Spain?” (Unit 5 – Day 2)

_____ “U.S. Congress: Should we control the Philippine Islands?” (Unit 5 – Day 3)

_____ “American Citizens: Should we get involved in the war in Europe in 1917? (World War I)” (Unit 8 – Day 4)

_____ “U.S. Congress: Should America join the League of Nations?” (Unit 10 – Day 4)

_____ “Negroes in the South: Should we move north?” (Unit 11 – Day 4)

_____ “President Roosevelt: What should the government do to help poor people during the Depression?” (Unit 15 – Day 1)

_____ “American Citizens: Should the U.S. get involved in World War II?” (Unit 18 – Day 3)

_____ “President Truman: Should the U.S. drop the atomic bomb on Japan to end the war?” (Unit 22 – Day 4)

_____ “American Citizens: Should the U.S. join the United Nations?” (Unit 23 – Day 4)

_____ “Truman Administration: Should America help rebuild Europe? (Marshall Plan)” (Unit 24 – Day 2)

_____ “President Truman: Should the United States fight communism in Korea?” (Unit 24 – Day 4)

_____ “State Department Worker: What should you tell the Senate Foreign Relations Committee? (McCarthy hearings)” (Unit 25 – Day 3)

_____ “Negroes in Montgomery, Alabama: Should we join the bus boycott?” (Unit 26 – Day 1)

_____ “Supreme Court: Should America have segregated schools?” (Unit 26 – Day 2)

_____ “President Kennedy: Should the U.S. invade Cuba? (Bay of Pigs)” (Unit 26 – Day 4)

_____ “U.S. Congress: Should we spend more money on space exploration?” (Unit 27 – Day 1)

_____ **Either** “Negro College Students: Whom should we follow – Martin Luther King or Malcolm X?” **or** “President Johnson: What is the government’s role in fighting poverty?” (Unit 28 – Day 2)

_____ “U.S. Congress: Should the U.S. fight communism in Vietnam?” (Unit 28 – Day 3)

_____ “Conscientious Objector: What can you do if you oppose this war but your government wants you to fight?” (Unit 28 – Day 4)

- _____ “President Nixon: Should we bomb the Communist Vietnamese Camps in Cambodia?” (Unit 29 – Day 3)
- _____ “Supreme Court Justice: Should abortion be legal? (*Roe v. Wade*)” (Unit 30 – Day 1)
- _____ “Vietnam War Protestors: How can we stop the war in Vietnam?” (Unit 30 – Day 2)
- _____ “U.S. Congress: Is the president of the United States above the law? (Watergate)” (Unit 31 – Day 1)
- _____ “President Ford: Should you pardon President Nixon?” (Unit 31 – Day 2)
- _____ “American Citizens: Should we approve the Equal Rights Amendment?” (Unit 31 – Day 4)
- _____ “American Citizens: Should we continue to develop nuclear power? (Three Mile Island)” (Unit 32 – Day 1)
- _____ “American Citizens: What should we do to get our hostages out of Iran?” (Unit 32 – Day 2)
- _____ “American Citizens: What should we do about the Southeast Asian refugees?” (Unit 32 – Day 3)
- _____ “American Citizens: How can we stop the use of illegal drugs?” (Unit 33 – Day 2)
- _____ “U.S. Congress: What should we do about the Iran-Contra scandal?” (Unit 33 – Day 3)
- _____ “American Citizens: What should we do about Iraq? (Persian Gulf War)” (Unit 34 – Day 2)

_____ Primary Source Document Readings/Responses from *Great Documents in U.S. History Volume II* and the *U.S. History II Journal* (**15% of total grade**) (Note: Students should read the primary source documents listed below. Readings include “Historical Context” as well as the “Importance” of the document. After reading, students should respond to the document through provided comprehension, critical thinking, and/or making connections exercises. Student responses will be included in the spaces provided within the *U.S. History II Journal*. Units and days noted in parentheses behind each document designate when that document was assigned in the *U.S. History II* plans. Directions as to which assignments to complete for each document are found within the *U.S. History II* plans. An “Answer Key” is provided in the back of *Great Documents in U.S. History Volume II*. Additional primary source document readings are also assigned from *Great Letters in American History*. These readings are not listed below. Brief follow-ups for the readings are also part of the *U.S. History II Journal*.)

- _____ “Chinese Exclusion” (Unit 2 – Day 3)
- _____ “Native-American Land Policy” (Unit 3 – Day 2)
- _____ “The Spanish-American War” (Unit 5 – Day 1)
- _____ “The Status of African Americans” (Unit 5 – Day 4)
- _____ *The Jungle* (Unit 6 – Day 2)
- _____ “The Roosevelt Corollary” (Unit 6 – Day 3)
- _____ “Woodrow Wilson’s Fourteen Points” (Unit 9 – Day 4)
- _____ “Women’s Right to Vote” (Unit 11 – Day 1)
- _____ “The Second New Deal” (Unit 15 – Day 3)
- _____ “Eleanor Roosevelt and the DAR” (Unit 15 – Day 4)
- _____ “We Shall Fight on the Beaches” (Note: This speech is provided in the *U.S. History II Journal*.) (Unit 18 – Day 1)
- _____ “The Four Freedoms” (Unit 19 – Day 3)
- _____ “Japanese-American Internment” (Unit 20 – Day 2)

- _____ “The Truman Doctrine” (Unit 23 – Day 2)
- _____ “The Censure of Senator Joseph McCarthy” (Unit 25 – Day 4)
- _____ “The Cuban Missile Crisis” (Unit 27 – Day 2)
- _____ “The Tonkin Gulf Resolution” (Unit 28 – Day 1)
- _____ “The National Organization of Women” (Unit 30 – Day 1)
- _____ “I Have a Dream” (Unit 27 – Day 3)
- _____ “The Berlin Wall” (Unit 33 – Day 4)
- _____ “September 11, 2001” (Unit 35 – Day 1)

_____ Optional - Living Library Readings (**Extra Credit: Add 10% to your total grade for the completion of “Living Library” readings and assignments**)

Cereal Tycoon, **either** *The Year We Were Famous* **or** *Carry a Big Stick*, **either** *A Higher Justice* **or** *Man of the Family*, *Hattie Big Sky*, *Miles to Go for Freedom*, *Six Days in October*, *A Room of My Own*, **either** *Nisei Daughter* **or** *Something Greater Than Gold*, **either** *Trapped in Hitler’s Hell* **or** *Gunner’s Run*, *I’ll Watch the Moon*, *A Night Divided*, *Escape from Saigon*, *Careful Enough*, **either** *The Dressmaker of Khair Khana* **or** *Let’s Roll*.

Living Library Assignments:

- _____ Keep a “Triple-Entry Journal” using the “Triple-Entry Journal Assignment” sheet from the Appendix of *U.S. History II* as a guide (Note: Students should follow the provided directions in the plans to complete “Triple-Entry Journal” assignments as they read each book listed below. These daily assignments include selecting a quality passage or quote from the text that the student found meaningful, significant, or symbolic; copying the selected passage or quote in a journal; writing brief contextual comments for the passage or quote; and including written personal commentary such as thoughts, feelings, reactions, opinions, observations, questions, interpretations, predictions, comparisons, connections, reflections, similar life experiences, etc., about the passage or quote.)

- _____ *Cereal Tycoon*
- _____ **Either** *The Year We Were Famous* **or** *Carry a Big Stick*
- _____ **Either** *A Higher Justice* **or** *Man of the Family*
- _____ *Hattie Big Sky*
- _____ *Miles to Go for Freedom*
- _____ *Six Days in October*
- _____ *A Room of My Own*
- _____ **Either** *Nisei Daughter* **or** *Something Greater Than Gold*
- _____ **Either** *Trapped in Hitler’s Hell* **or** *Gunner’s Run*
- _____ *I’ll Watch the Moon*
- _____ *A Night Divided*
- _____ *Escape from Saigon*
- _____ *Careful Enough*
- _____ **Either** *The Dressmaker of Khair Khana* **or** *Let’s Roll*

Course Descriptions, Required Resources, Course Materials, and Grading

Economics

Course Description:

This Economics course is built around a combination of resources including video sessions from Chad Hovind's *Money-Wise DVD: Biblical Principles of Work & Finance* combined with lessons from *Intro to Economics: Money, History & Fiscal Faith*; articles from noted economists with corresponding study questions in *Economics: A Free Market Reader*; vignettes from Larry Burkett in *Money Matters for Teens*; stories and methods of entrepreneurs who fueled economic growth in the U.S. from 1850-1919 in *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*; and letter-style readings that explain the effects of velocity/money demand in modern history in *The Money Mystery* combined with vocabulary, questions, discussion, and essay topics from *Solving the Money Mystery*. As part of the course students explore God's principles for the economic decisions of individuals, families, and nations. Students also gain understanding of free market economics, study the role of government in the economy, learn the difference between market entrepreneurs and political entrepreneurs, interpret economic problems in history, learn potential economic pitfalls in business and investments, and gain solid money management skills. Students earn 1/2 credit in Economics upon completion of this course.

Required Resources:

Money Wise DVD Video Lessons by Chad Hovind
Intro to Economics: Money, History & Fiscal Faith (Note: Purchase one per student.)
Money Matters for Teens adapted from Larry Burkett with Marnie Wooding
Economics: A Free Market Reader edited by Jane A. Williams and Kathryn Daniels
The Myth of the Robber Barons (Seventh Edition) by Burton W. Folsom, Jr.
The Money Mystery (Third Edition) by Richard J. Maybury
Bluestocking Guide: Solving the Money Mystery by Kathryn Daniels

Course Materials:

Plan to watch the DVD segments from the *Money-Wise* DVDs as scheduled throughout the year in the *U.S. History II* guide's daily plans.
Intro to Economics: Money, History & Fiscal Faith (Note: Purchase one per student. An Answer Key is provided in the back of the book.)
Choose whether to remove the "Answer Key" from the back of *Intro to Economics: Money, History & Fiscal Faith*
Plan to read and annotate *Money Matters for Teens* as directed in the *U.S. History II* guide's plans.
1 notebook (preferably a bound and lined composition book) for answering questions assigned from *Economics: A Free Market Reader*, *The Myth of the Robber Barons*, and *Solving the Money Mystery*

Suggested Grading:

_____ Completion of Readings from *Intro to Economics: Money, History & Fiscal Faith*, *Money Matter for Teens*, *Economics: A Free Market Reader*, *The Myth of the Robber Barons*, *The Money Mystery*, and videos from *Money-Wise* DVDs
(Required)

_____ Viewing *Money-Wise* DVD Sessions/Assignments from *Economics: Money, History & Fiscal Faith* **(40% of total grade)** (Note: Students should

watch the assigned video segments and complete the follow-up assignments noted in the *U.S. History II* plans. Units and days noted in parentheses behind each assignment below designate when it was assigned in the *U.S. History II* plans. Follow-up “Economics Worksheets” include pondering quotes, reading provided introductory notes and material, exploring God’s biblical principles for economic decisions, taking notes on DVD sessions, answering questions, summarizing information, discussing relevant topics, sharing opinions, making Scriptural and historical connections, and applying learned concepts to life. Projects, quizzes, and a test are also assigned as noted below. Needed pages for these assignments are provided within *Economics: Money, History & Fiscal Faith*. Grading of assignments should be grouped as shown below. (Note: Typically, “Worksheet 1” assignments will simply receive a checkmark indicating that they were completed. Other assignments will receive a percentage or a letter grade based upon student responses. Typically for “Worksheet 2,” some leeway should be given on fill-in-the-blank/note-taking exercises from the DVD sessions, as it is not always readily apparent exactly what wording is desired to complete the exercise.)

- _____ “Introduction” and “DVD Session 1: What Would God Say to Adam Smith?”
 - _____ Session 1: Worksheet 1 (Unit 1 – Day 1)
 - _____ Session 1: Worksheet 2 (Unit 1 – Days 1-2)
- _____ “DVD Session 2: What Would God Say to John Keynes?”
 - _____ Session 2: Worksheet 1 (Unit 1 – Day 3)
 - _____ Session 2: Worksheet 2 (Unit 1 – Day 3, Unit 2 – Day 1)
- _____ “DVD Session 3: What Would God Say to FDR?”
 - _____ Session 3: Worksheet 1 (Unit 2 – Day 2)
 - _____ Session 3: Worksheet 2 (Unit 2 – Days 2-3)
- _____ “DVD Session 4: What Would God Say to Alan Greenspan?”
 - _____ Session 4: Worksheet 1 (Unit 3 – Day 1)
 - _____ Session 4: Worksheet 2 (Unit 3 – Days 1-2)
- _____ “DVD Session 5: What Would God Say to Karl Marx?”
 - _____ Session 5: Worksheet 1 (Unit 3 – Day 3)
 - _____ Session 5: Worksheet 2 (Unit 3 – Day 3)
 - _____ Session 5: Worksheet 3 (Unit 3 – Day 3, Unit 4 – Day 1)
 - _____ Session 5: Worksheet 4 (Unit 4 – Days 1-2)
- _____ “DVD Session 6: What Would God Say to the I.R.S.?”
 - _____ Session 6: Worksheet 1 (Unit 4 – Day 3)
 - _____ Session 6: Worksheet 2 (Unit 4 – Day 3, Unit 5 – Day 1)
 - _____ Project Worksheet 1 (Unit 5 – Day 3)
- _____ Quiz 1 (*Money-Wise* Sessions 1-6) (Unit 5 – Day 2)
- _____ “DVD Session 7: Whistle While You Work”
 - _____ Session 7: Worksheet 1 (Unit 6 – Day 1)
 - _____ Session 7: Worksheet 2 (Unit 6 – Days 1-2)
- _____ “DVD Session 8: Whistle While You Profit”
 - _____ Session 8: Worksheet 1 (Unit 6 – Day 3)
 - _____ Session 8: Worksheet 2 (Unit 7 – Days 1-2)
- _____ “DVD Session 9: Whistle While You Lead”
 - _____ Session 9: Worksheet 1 (Unit 7 – Day 3)
 - _____ Session 9: Worksheet 2 (Unit 8 – Days 1-2)
- _____ “DVD Session 10: Whistle While You Rest”
 - _____ Session 10: Worksheet 1 (Unit 8 – Day 3)
 - _____ Session 10: Worksheet 2 (Unit 9 – Day 1)
 - _____ Session 10: Worksheet 3 (Unit 9 – Day 2)
 - _____ Session 10: Worksheet 4 (Unit 9 – Day 3)

- _____ “DVD Session 11: Whistle While You Give”
 - _____ Session 11: Worksheet 1 (Unit 10 – Day 1)
 - _____ Session 11: Worksheet 2 (Unit 10 – Days 2-3)
- _____ “DVD Session 12: Whistle While You Manage”
 - _____ Session 12: Worksheet 1 (Unit 11 – Day 1)
 - _____ Session 12: Worksheet 2 (Unit 11 – Days 2-3)
- _____ “DVD Session 13: Whistle While You Spend”
 - _____ Session 13: Worksheet 1 (Unit 12 – Day 1)
 - _____ Session 13: Worksheet 2 (Unit 12 – Days 2-3)
- _____ “DVD Session 14: Boaz: Whistle While You Serve”
 - _____ Session 14: Worksheet 1 (Unit 13 – Day 2)
- _____ Quiz 2 (*Money-Wise Sessions 7-14*) (Unit 13 – Day 3)
- _____ Test 1 (*Money-Wise Sessions 1-14*) (Unit 14 – Day 1)

_____ Annotate *Money Matters for Teens* (Day 4 of most Units) **(10% of total grade)** (Note: Students should annotate their weekly readings to connect with the text by underlining things to remember, circling key words, starring important passages, placing a question mark next to things to wonder about, and writing brief questions, comments, or notes in the margins. The teacher may choose to require a minimum number of annotations, however it may be better to allow the students to annotate based on personal interest rather than to achieve a required number of annotations.)

_____ Readings/Responses from *Economics: A Free Market Reader* **(15% of total grade)** (Note: Students should read the articles from *Economics: A Free Market Reader* listed below. Units and days noted in parentheses behind each article designate when it is assigned in the *U.S. History II* plans. Readings include “What Do You Think?” introductory questions as well as follow-up “Thought Questions.” Directions as to which questions to complete for each article are found within the *U.S. History II* plans. An “Answer Key” is provided in the back of *Economics: A Free Market Reader*. (Note: Students are not expected to have correct answers for “What Do You Think?” questions, as these questions are prereading questions meant to assess knowledge and understanding prior to reading. However, “Thought Questions” should reflect correct responses, as these questions are assigned after reading. A combined grade should be assigned for each chapter below that includes all days of work for that chapter.)

- _____ “A King of Long Ago” (Unit 14 – Day 2)
- _____ “Not Yours to Give” (Unit 14 – Day 3)
- _____ “How Much Money?” (Unit 15 – Days 1-2)
- _____ “Eternal Love” (Unit 15 – Day 3)
- _____ “Back to Gold?” (Unit 16 – Days 1-2)
- _____ “Not Worth a Continental” (Unit 16 – Day 3, Unit 17 – Day 1)
- _____ “The Gold Problem” (Unit 17 – Day 2)
- _____ “Jobs for All” (Unit 17 – Day 3)
- _____ “Competition, Monopoly, the Role of Government” (Unit 18 – Days 1-2)
- _____ “The Broken Window” (Unit 18 – Day 3)
- _____ “Food from Thought” (Unit 19 – Days 1-2)
- _____ “Million Dollar Dream” (Unit 19 – Day 3)
- _____ “The Candlemakers’ Petition” (Unit 20 – Day 1)

_____ Readings/Responses from *The Myth of the Robber Barons* **(15% of total grade)** (Note: Students should read and respond to the chapters from *The Myth*

of the *Robber Barons* listed below. Units and days noted in parentheses behind each chapter designate when it was assigned in the *U.S. History II* plans. After reading, students should respond to questions provided within the *U.S. History II* plans. Some days require discussion with an adult as well. A combined grade should be assigned for each chapter below that includes all days of work for that chapter.)

_____ “Commodore Vanderbilt and the Steamship Industry” (Unit 20 – Days 2-3)

_____ “James J. Hill and the Transcontinental Railroads” (Unit 21 – Days 1-3)

_____ “The Scrantons and America’s First Iron Rails” (Unit 22 – Days 1-3)

_____ “Charles Schwab and the Steel Industry” (Unit 23 – Days 1-3)

_____ “John D. Rockefeller and the Oil Industry” (Unit 24 – Days 1-3)

_____ “Andrew Mellon and the 1920s” (Unit 25 – Day 2 1-3)

_____ “Entrepreneurs vs. the Historians” (Unit 26 – Days 1-3, Unit 27 – Day 1)

_____ “Enterprising Entrepreneur Project” (**10% of total grade**) (Unit 27 – Days 2-4, Unit 28 – Days 1-4, Unit 29 – Day 1) (Note: Students should complete the “Enterprising Entrepreneur: Project Planning Form” provided in the Appendix as assigned in the *U.S. History II* plans. The form includes a list of suggested entrepreneurs from which students should select one entrepreneur to research using at least three resources. Then, students should select one project to complete about their chosen entrepreneur from the six options provided. Students have 6 school days to research, take notes, and complete their project. An additional day is provided for students to present the project. Units and days noted in parentheses behind the project designate when it is assigned in the *U.S. History II* plans. Grading for the project is based upon completion of the “Enterprising Entrepreneur: Project Planning Form,” use of at least three resources cited in MLA format, final outcome of the project, and project presentation. Details for the project are included in the *U.S. History II* plans and within the project planning form.)

_____ Readings from *The Money Mystery*/Responses from *A Bluestocking Guide: Solving the Money Mystery* (**10% of total grade**) (Note: Students should read the chapters from *The Money Mystery* listed below. Units and days noted in parentheses behind each chapter designate when it was assigned in the *U.S. History II* plans. Responses from *A Bluestocking Guide: Solving the Money Mystery* include “Define,” “Short Answer/Fill-in/True or False,” and “Discussion/Essay/Assignment.” Directions as to which responses to complete for each chapter are found within the *U.S. History II* plans. An “Answer Key” is provided in the back of *A Bluestocking Guide: Solving the Money Mystery*. A combined grade should be assigned for each chapter below that includes all days of work for that chapter.)

_____ “Uncle Eric’s Model of How the World Works” (Unit 29 – Day 2)

_____ “Author’s Disclosure” (Unit 29 – Day 3)

_____ “Chapter 1: The Financial Panic of 1990” (Unit 30 – Day 1)

_____ “Chapter 2: A Shot of Inflation” (Unit 30 – Day 2)

_____ “Chapter 3: Misleading Propaganda” (Unit 30 – Day 3)

_____ “Chapter 4: The French Example” (Unit 31 – Day 1)

_____ “Chapter 5: Stage 2 Inflation” (Unit 31 – Day 2)

_____ “Chapter 6: Khomeini” (Unit 31 – Day 3)

_____ “Chapter 7: The Grain Embargo” (Unit 32 – Day 1)

_____ “Chapter 8: Ramifications of the Panic of 1980” (Unit 32 – Day 2)

_____ “Chapter 9: The Gloom-and-Doomers” (Unit 32 – Day 3)

_____ “Chapter 10: Two Important Questions” (Unit 33 – Day 1)

- _____ “Chapter 11: The Financial Hair-Trigger” (Unit 33 – Day 2)
- _____ “Chapter 12: Federal Reserve Behavior” (Unit 33 – Day 3)
- _____ “Chapter 13: Another Important Lesson” (Unit 34 – Day 1)
- _____ “Chapter 14: The Lesson of the ’87 Crash” (Unit 34 – Day 2)
- _____ “Chapter 15: What You Can Do About It” (Unit 34 – Day 3)
- _____ “Chapter 16: Summary” (Unit 35 – Day 1)
- _____ “Chapter 17: The Velocity Demon Updated” (Unit 35 – Day 2)
- _____ “Chapter 18: A New, or Very Old, Form of Inflation” (Unit 35 – Day 3)

Course Descriptions, Required Resources, Course Materials, and Grading

Bible: Worldview and Apologetics (includes boxes in plans labeled “Bible” and “Devotional Bible Study”)

Course Description:

All worldviews are in search of truth, including atheism. But does one belief system possess more truth than another? Both faith and logic are involved in either belief in Jesus Christ or in atheism. The premise of this course is that logic and evidence provide far more support for belief in Jesus than they do for belief in atheism. This apologetics course uses the classical method of natural theology to guide students through arguments for the existence of a Creator God and prepares students to effectively defend their faith. During this study students tackle questions about absolute truth, postmodernism, and moral relativism, as they move logically toward the inescapable truths of the Christian faith. This course uses the book *I Don't Have Enough Faith to Be an Atheist* paired with coordinating student workbook lessons with terms to define, profiles of well-known philosophers to read, discussion questions to discuss, exercises to encourage personal reflection, and research projects to complete. Keeping a daily prayer journal based on the biblical model of prayer is also part of the Bible credit. Weekly readings, questions, and discussions using either *Girl Talk* (for girls) or *Created for Work* (for boys) completes the Bible credit. Students earn one-full credit in Bible: Worldview and Apologetics upon completion of this course.

Required Resources:

I Don't Have Enough Faith to Be an Atheist by Norman L. Geisler and Frank Turek
I Don't Have Enough Faith to Be an Atheist Curriculum by Frank Turek and Chuck Winter (Note: Purchase one per student.)

Girl Option: *Girl Talk* by Carolyn Mahaney and Nicole Whitacre

Boy Option: *Created for Work* by Bob Schultz

Course Materials:

I Don't Have Enough Faith to Be an Atheist Curriculum (one per student)

Plan to read and annotate assigned pages from the book *I Don't Have Enough Faith to Be an Atheist* as scheduled in the *U.S. History II* guide's plans.

Download and print the *I Don't Have Enough Faith to Be an Atheist Curriculum: Answer Key* as directed on p. 8 of *I Don't Have Enough Faith to Be an Atheist Curriculum*. ½” three-ring binder (for printed pages from *I Don't Have Enough Faith to Be an Atheist Curriculum: Answer Key*)

Holy Bible

1 folder (to hold project pages)

Prayer Journal (a bound book with lined pages; one per student) (Note: If your student completed the *World Geography* Guide, the *World History* Guide, and/or the *U.S. History I* guide he/she will already have a Prayer Journal.)

Photocopy the “Prayer Journal Insert” from the Appendix of the *U.S. History II* guide as assigned in the *U.S. History II* guide's plans (one per student)

Either *Girl Talk* **or** *Created for Work* to read and annotate

Suggested Grading:

_____ Completion of Readings from *I Don't Have Enough Faith to Be an Atheist*
(Required)

_____ Lessons and Assignments from *I Don't Have Enough Faith to Be an Atheist Curriculum* **(Lessons: 55% of total grade, Research Projects** (labeled as

“Look: You Do the Digging” in the curriculum): **20% of total grade**) (Note: Students should follow directions within the *U.S. History II* guide’s daily plans to complete the readings, terms, questions, and research projects below from *I Don’t Have Enough Faith to Be an Atheist Curriculum*. Units and days noted in parentheses behind each chapter designate when it is assigned in the *U.S. History II* plans.)

_____ “Introduction: Finding the Box Top to the Puzzle of Life” (Units 1-2)

_____ “Key Terms”

_____ “Hook: Questions That Grab Your Mind” and “So What?”

_____ “Book: Facts in This Chapter” and other questions

_____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 2 – Day 2 of the *U.S. History II* plans.)

_____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ “Chapter 1: Can We Handle the Truth?” (Units 3-4 and Unit 5 – Day 1)

_____ “Key Terms”

_____ “Hook: Questions That Grab Your Mind” and “So What?”

_____ “Book: Facts in This Chapter” and other questions

_____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 4 – Days 2-4 of the *U.S. History II* plans.)

_____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ “Chapter 2: Why Should Anyone Believe Anything at All?” (Unit 5 – Days 2-4, Unit 6, and Unit 7 – Day 1)

_____ “Key Terms”

_____ “Hook: Questions That Grab Your Mind” and “So What?”

_____ “Book: Facts in This Chapter” and other questions

_____ “Look: You Do the Digging” (Note: This project is replaced by “Appendix 2: Isn’t That Just Your Interpretation?” as described on Unit 6 – Days 3-4 of the *U.S. History II* plans.)

_____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ “Chapter 3: In the Beginning Their Was a Great Surge” (Unit 7 – Days 2-4, Unit 8, and Unit 9 – Days 1-2)

_____ “Key Terms”

_____ “Hook: Questions That Grab Your Mind” and “So What?”

_____ “Book: Facts in This Chapter” and other questions

_____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 9 – Day 1 of the *U.S. History II* plans.)

_____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ “Chapter 4: Divine Design” (Unit 9 – Days 3-4, Unit 10, and Unit 11 – Days 1-2)

_____ “Key Terms”

_____ “Hook: Questions That Grab Your Mind” and “So What?”

_____ “Book: Facts in This Chapter” and other questions

_____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 11 – Days 1-2 of the *U.S. History II* plans.)

_____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ “Chapter 5: The First Life: Natural Law or Divine Awe?” (Unit 11 – Days 3-4, Unit 12, and Unit 13 – Days 1-3)

- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 13 – Days 1-2 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 6: New Life Forms: From the Goo to You Via the Zoo” (Unit 13 – Day 4, Units 14-15)
- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 15 – Days 2-3 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 7: Mother Theresa versus Hitler (Units 16-17 and Unit 18 – Day 1)
- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is replaced by “Appendix 1: If God, Why Evil?” as described on Unit 17 – Days 3-4 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 8: Miracles: Signs of God or Gullibility?” (Unit 18 – Days 2-4, Unit 19, and Unit 20 – Days 1-3)
- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 20 – Days 1-2 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 9: Do We Have Early Testimony About Jesus?” (Unit 20 – Day 4, Unit 21, and Unit 22 – Days 1-3)
- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 22 – Days 2-3 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 10: Do We Have Eyewitness Testimony About Jesus?” (Unit 22 – Day 4, Units 23-24)
- _____ “Key Terms”
- _____ “Hook: Questions That Grab Your Mind” and “So What?”
- _____ “Book: Facts in This Chapter” and other questions
- _____ “Look: You Do the Digging” (Note: This project is modified as described on Unit 24 – Days 2-3 of the *U.S. History II* plans.)
- _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

- _____ “Chapter 11: Top Ten Reasons We Know the New Testament Writers Told the Truth” (Units 25-26 and Unit 27 – Day 1)
 - _____ “Key Terms”
 - _____ “Hook: Questions That Grab Your Mind” and “So What?”
 - _____ “Book: Facts in This Chapter” and other questions
 - _____ “Look: You Do the Digging” (Note: Omit these projects as described on Unit 27 – Day 1 of the *U.S. History II* plans.)
 - _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 12: Did Jesus Really Rise from the Dead?” (Unit 27 – Days 2-4 and Unit 28)
 - _____ “Key Terms”
 - _____ “Hook: Questions That Grab Your Mind” and “So What?”
 - _____ “Book: Facts in This Chapter” and other questions
 - _____ “Look: You Do the Digging” (Note: This project is replaced by “Appendix 3: Why the Jesus Seminar Doesn’t Speak for Jesus” as described on Unit 28 – Days 3-4 of the *U.S. History II* plans.)
 - _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 13: Who Is Jesus: God or Just a Great Moral Teacher?” (Units 29-30 and Unit 31 – Days 1-3)
 - _____ “Key Terms”
 - _____ “Hook: Questions That Grab Your Mind” and “So What?”
 - _____ “Book: Facts in This Chapter” and other questions
 - _____ “Look: You Do the Digging” ” (Note: This project is modified as described on Unit 31 – Days 1-2 of the *U.S. History II* plans.)
 - _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Chapter 14: What Did Jesus Teach About the Bible?” (Units 31 – Day 4, Units 32-33)
 - _____ “Key Terms”
 - _____ “Hook: Questions That Grab Your Mind” and “So What?”
 - _____ “Book: Facts in This Chapter” and other questions
 - _____ “Look: You Do the Digging” ” (Note: This project is modified as described on Unit 33 – Days 2-3 of the *U.S. History II* plans.)
 - _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”
- _____ “Conclusion: The Judge, the Servant King, and the Box Top” (Units 34-35)
 - _____ “Key Terms”
 - _____ “Hook: Questions That Grab Your Mind” and “So What?”
 - _____ “Book: Facts in This Chapter” and other questions
 - _____ “Look: You Do the Digging” ” (Note: This project is modified as described on Unit 35 – Days 2-3 of the *U.S. History II* plans.)
 - _____ “Took: What Do I Do Now?” and “Thinking About What You Learned”

_____ Daily Prayer Log of the 4 Parts of Prayer: Adoration, Thanksgiving, Confession, Supplication (**10% of total grade**) (Note: Students should follow directions within the daily plans to pray and keep a daily summary of their prayers in their “Prayer Journal.”)

_____ Completion of assigned readings, annotations, questions, and discussions from

either *Girl Talk* or *Created for Work* (Day 1 of Units 1-35) **(15% of total grade)**
(Note: Grades are based upon completion of work, participation in discussions,
and demonstration of understanding from the readings.)

Course Descriptions, Required Resources, Course Materials, and Grading

Foreign Language - Spanish II:

Course Description:

In this Spanish II course, students continue their study of Spanish by expanding their knowledge of key vocabulary topics and grammatical structures. Students are expected to comprehend listening and reading passages more fully and to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concepts along with more advanced reading, writing, listening, and speaking activities. There is an emphasis on providing context and conversational examples for the language concepts in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their writing and speaking, respond appropriately to conversational prompts, and learn about the cultural perspectives and practices of Spanish-speaking countries. Students earn ½ credit in the last half of Spanish II upon completion of this course. (Note: If preferred for transcript purposes, students may combine the ½ credit of Spanish II earned from the *U.S. History I* guide with the ½ credit of Spanish II earned from the *U.S. History II* guide to list 1-full year credit in Spanish II on their transcript instead.)

Required Resources: (The materials below are sold as a set by Heart of Dakota.)

Spanish II Student Books Units 1-4 by Katherine Engle (Note: A separate set of Student Books Units 1-4 is required for each student.)

Spanish II Pronunciation CDs by Alpha Omega

Spanish II Teacher's Guide by Alpha Omega

Course Materials:

Spanish II: Student Books Units 1-4 (one set per student)

Students plan to listen and practice with assigned *Spanish II* CD Tracks as scheduled in the *Spanish II*: Student Books Units 1-4. Use the *Spanish II: Teacher's Guide* "Audio Scripts" section to help your student write the assigned audio CD number and track number on the blank next to each CD icon in each unit of each Student Book.

Plan to participate in assigned conversations with your student as scheduled in the *Spanish II*: Student Books Units 1-4.

Suggested Grading:

_____ Completion of daily lessons in Student Books 1-4 of *Spanish II* (**30% of total grade**) (Note: Students should complete the lessons as assigned in the plans.

Daily work is viewed as practice and as such does not receive a letter grade. It must be completed to receive credit, and any errors are to be corrected.)

_____ Practice pronunciation and conversation exercises with the *Spanish* CD and with the tutor or teacher as scheduled in the plans. (**15% of total grade**) (Note: Students should utilize both of the scheduled methods to practice their Spanish pronunciation. Effort and improving accuracy are important.)

_____ Self Tests from *Spanish* Student Books (**30% of total grade**)

(Note: Students should complete the Self Tests as assigned in the plans.)

Unit 1:

_____ Self Test 1

_____ Self Test 2

_____ Self Test 3

- _____ Self Test 4
- _____ Self Test 5
- _____ Self Test 6
- _____ Self Test 7
- _____ Self Test 8

Unit 2:

- _____ Self Test 1
- _____ Self Test 2
- _____ Self Test 3
- _____ Self Test 4

Unit 3:

- _____ Self Test 1
- _____ Self Test 2
- _____ Self Test 3A
- _____ Self Test 3B

Unit 4:

- _____ Self Test 1
- _____ Self Test 2
- _____ Self Test 3

_____ Unit Tests from Units 1 – 4 of *Spanish II* (**25% of total grade**)
(Note: Students should complete the tests as assigned in the plans.)

- _____ Unit 1: Test
- _____ Unit 2: Test
- _____ Unit 3: Test
- _____ Unit 4: Test

Course Descriptions, Required Resources, Course Materials, and Grading

Foreign Language – Latin/Greek:

Course Description:

This Latin/Greek course is designed to introduce students to Latin and Koine Greek. The course explains the fundamentals of Latin grammar and the basic structure of Koine Greek, introducing new words and concepts in a gradual systematic way. Basic translation exercises at the end of each lesson allow students to immediately apply what they have learned. Greek lessons focus on helping students to study the Bible more deeply to better understand the original Biblical text. Students also have the opportunity to practice pronunciation skills utilizing online and DVD recordings. Students earn ½ credit in Latin/Greek upon completion of this course.

Required Resources:

Getting Started with Latin by William E. Linney (Note: Purchase one per student.)
It's Not Greek to Me DVD by Todd Friel

Course Materials:

Getting Started with Latin Student Workbook (one per student) Note: An Answer Key is provided in the back of the book.
Plan to listen and practice with the free pronunciation recordings for each lesson at the following website: www.gettingstartedwithlatin.com
Plan to watch the DVD segments from *It's Not Greek to Me* DVD as scheduled in the *U.S. History II* guide's daily plans.

Suggested Grading:

_____ Completion of 134 lessons from *Getting Started with Latin* (**60% of total grade**) (Note: Students should complete the lessons as assigned in the plans.)

_____ Practice online pronunciation exercises, or practice pronunciation exercises with a tutor or teacher. (**20% of total grade**) (Note: Students should utilize one of the two suggested methods to practice their Latin pronunciation. Effort and accuracy are important.)

_____ Completion of DVD segments lessons from *It's Not Greek to Me* DVD (**20% of total grade**) (Note: Students should complete the lessons as assigned in the plans.)

Course Descriptions, Required Resources, Course Materials, and Grading

Finance

Course Description:

In this *Foundations in Personal Finance* course, students learn sound principles of personal financial management as financial expert Dave Ramsey combines instructional video presentations with a coordinating Student Text to teach students about budgeting, saving, investing, credit, insurance, debt, financial responsibility, money management, income, giving, and more. An accompanying Teacher's Edition on CD-ROM contains printable activities, case studies, assessments, and answer keys. Credit in *Foundations in Personal Finance* is earned through reading accompanying lessons, watching video presentations, completing video viewing guides, responding to journal prompts, working on activities, discussing findings, applying new learning to case studies, summarizing concepts, working on challenges, and completing reviews. Students earn 1/2 credit in Finance upon completion of this course. For students in states that require a full credit in Economics, this course can be combined with the Economics course already scheduled in this guide to earn one-full credit in Economics instead.

Required Resources:

Foundations in Personal Finance Homeschool Kit: High School Edition (includes Student Text, DVD set, and printable Teacher Resource CD) by Dave Ramsey (Note: Purchase a Student Text for each student.)

Course Materials:

Foundations in Personal Finance: Student Text (one per student)

Plan to print activity and assessment pages from the *Foundations in Personal Finance: Teacher's Resources* CD as scheduled throughout the year in the *U.S. History II* guide's plans. Note: For chapter activities and assessments printed from the *Teacher's Resources* CD, an Answer Key is printed at the beginning or end of each activity or assessment.

1 folder (to hold activity pages and assessments)

Print or refer to needed Answer Keys to correct pages from the *Foundations in Personal Finance*: Student Text. These Answer Keys can be printed or referred to on the *Foundations in Personal Finance: Teacher's Resources* CD and are located within the individual chapter folders on the CD. On the CD, each chapter has a "Fill-ins_Answer_key.pdf" a "Chapter_Summary_Answers .pdf" and a "Money_In_Review_ Answers.pdf" to print or refer to as you correct Student Text responses.

1" three-ring binder (for printed pages from the *Teacher Resources* CD)

Plan to watch DVD Lessons from *Foundations in Personal Finance* DVDs as scheduled in the *U.S. History II* Guide.

Suggested Grading:

_____ Completion of assigned viewings from the *Foundations in Personal Finance* DVDs and readings from the *Foundations in Personal Finance* Student Text **(Required)**

_____ Corresponding Assignments, Activities, Case Studies and Reviews from the *Foundations in Personal Finance Workbook* and printable Teacher's Resources CD (Days 2-4 of each unit) (Note: Students should follow the directions in the *Hearts for Him Through High School: U.S. History II* plans to take notes using the video-viewing guides, answer "Journal Questions," participate in assigned activities, respond to "Case Studies," and complete the "Chapter Summary" and "Money in

Review” assignments for each chapter. (**Video Viewing Notes/Journal Questions 30% of total grade, Activities 20% of the total grade, Case Studies 20% of the total grade, “Chapter Summaries/ Money in Reviews” combined for 30% of the total grade**)

Chapter 1: Introduction to Personal Finance

- _____ Pre/Post Test (no grade due to this being a Pre-Test)
- _____ Activity: Parent Interview
- _____ Video 1.1: What Is Personal Finance? (Notes/Journal Question)
- _____ Video 2.1: Money, the American Way (Notes/Journal Question)
- _____ Video 3.1: You and Money (Notes/Journal Question)
- _____ Activity: What Is Personal Finance?
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 2: Savings

- _____ Video 1.1: Saving: An Exercise of Character (Notes/Journal Question)
- _____ Video 2.1: Three Basic Reasons to Save Money (Notes/Journal Question)
- _____ Activity: Savings by Nation
- _____ Video 2.2: Three Basic Reasons to Save Money (Notes/Journal Question)
- _____ Video 2.3: Three Basic Reasons to Save Money (Notes/Journal Question)
- _____ Video 3.1: The Power of Compound Interest (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 3: Budgeting

- _____ Video 1.1: Cash Flow Planning (Notes/Journal Question)
- _____ Video 1.2: Budgeting 101 (Notes/Journal Question)
- _____ Video 2.1: Basics of Banking (Notes/Journal Question)
- _____ Activity: How to Manage Your Checking Account
- _____ Video 3.1: The Importance of Having a Zero-Based Budget (Notes/Journal Question)
- _____ Video 3.2: The Importance of Having a Zero-Based Budget (Notes/Journal Question)
- _____ Activity: Live from Financial Peace Plaza
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 4: Debt

- _____ Video 1.1: Debt: Product, Not Privilege (Notes/Journal Question)
- _____ Video 1.2: Debt: Product, Not Privilege (Notes/Journal Question)
- _____ Activity: Hidden Costs of Credit
- _____ Video 2.1: Debunking the Credit Myths (Notes/Journal Question)
- _____ Video 2.2: Debunking the Credit Myths (Notes/Journal Question)

- _____ Activity: Drive Free
- _____ Video 2.3: Debunking the Credit Myths (Notes/Journal Question)
- _____ Video 2.4: Debunking the Credit Myths (Notes/Journal Question)
- _____ Activity: The True Cost of Ownership
- _____ Video 2.5: Debunking the Credit Myths (Notes/Journal Question)
- _____ Video 2.6: Debunking the Credit Myths (Notes/Journal Question)
- _____ Video 3.1: The Credit Score (Notes/Journal Question)
- _____ Video 4.1: Credit Bureaus and Identity Theft (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 5: Life After High School

- _____ Video 1.1: Beware and Be Wise (Notes/Journal Question)
- _____ Video 1.2: Beware and Be Wise (Notes/Journal Question)
- _____ Video 2.1: Start with the End in Mind (Notes/Journal Question)
- _____ Video 3.1: Cash-Flow Your College Education (Notes/Journal Question)
- _____ Video 3.2: Cash-Flow Your College Education (Notes/Journal Question)
- _____ Video 4.1: Education Options for the 21st Century (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 6: Consumer Awareness

- _____ Video 1.1: Buyer Beware (Notes/Journal Question)
- _____ Video 1.2: Debt: Buyer Beware (Notes/Journal Question)
- _____ Video 1.3: Buyer Beware (Notes/Journal Question)
- _____ Activity: Live from Financial Peace Plaza
- _____ Video 1.4: Buyer Beware (Notes/Journal Question)
- _____ Video 2.1: Buyer's Remorse (Notes/Journal Question)
- _____ Video 3.1: Opportunity Cost (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 7: Bargain Shopping

- _____ Video 1.1: Bargain Shopping: Part of a Healthy Financial Plan (Notes/Journal Question)
- _____ Video 2.1: The Seven Basic Rules of Negotiating (Notes/Journal Question)
- _____ Video 2.2: The Seven Basic Rules of Negotiating (Notes/Journal Question)
- _____ Video 2.3: The Seven Basic Rules of Negotiating (Notes/Journal Question)
- _____ Video 2.4: The Seven Basic Rules of Negotiating (Notes/Journal Question)
- _____ Video 3.1: Places to Find Great Deals (Notes/Journal Question)
- _____ Activity: Double Discounts

_____ Chapter Summary
_____ Money in Review
_____ Case Studies

Chapter 8: Investing and Retirement

_____ Video 1.1: Investing 101 (Notes/Journal Question)
_____ Video 1.2: Investing 101 (Notes/Journal Question)
_____ Video 2.1: Types of Investments (Notes/Journal Question)
_____ Video 2.2: Types of Investments (Notes/Journal Question)
_____ Video 2.3: Types of Investments (Notes/Journal Question)
_____ Activity: Investments Compared
_____ Video 3.1: Employer Benefits and Retirement Plans (Notes/Journal Question)
_____ Chapter Summary
_____ Money in Review
_____ Case Studies

Chapter 9: Insurance

_____ Video 1.1: Protecting Your Wealth (Notes/Journal Question)
_____ Video 2.1: Basic Types of Coverage (Notes/Journal Question)
_____ Activity: Auto Liability Limits
_____ Video 2.2: Basic Types of Coverage (Notes/Journal Question)
_____ Video 2.3: Basic Types of Coverage (Notes/Journal Question)
_____ Video 2.4: Basic Types of Coverage (Notes/Journal Question)
_____ Activity: Which Insurance Policies Are Needed?
_____ Video 3.1: The Importance of Life Insurance (Notes/Journal Question)
_____ Video 4.1: Insurances to Avoid (Notes/Journal Question)
_____ Chapter Summary
_____ Money in Review
_____ Case Studies

Chapter 10: Money and Relationships

_____ Video 1.1: Understanding Your Money Personality (Notes/Journal Question)
_____ Activity: Back Then
_____ Video 2.1: Marriage and Money (Notes/Journal Question)
_____ Video 3.1: Communication Is Key (Notes/Journal Question)
_____ Chapter Summary
_____ Money in Review
_____ Case Studies

Chapter 11: Careers and Taxes

_____ Video 1.1: Self-Assessment (Notes/Journal Question)
_____ Video 1.2: Self-Assessment (Notes/Journal Question)
_____ Video 1.3: Self-Assessment (Notes/Journal Question)
_____ Video 2.1: Goal Setting (Notes/Journal Question)
_____ Video 3.1: You Won't Love the Entry Level (Notes/Journal Question)
_____ Video 4.1: The Best Practices of Successful People (Notes/Journal Question)

- _____ Video 4.2: The Best Practices of Successful People (Notes/Journal Question)
- _____ Video 4.3: The Best Practices of Successful People (Notes/Journal Question)
- _____ Video 4.4: The Best Practices of Successful People (Notes/Journal Question)
- _____ No Video for Section 5: Income and Taxes (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Case Studies

Chapter 12: Giving

- _____ Video 1.1: False Perceptions (Notes/Journal Question)
- _____ Video 2.1: False Perceptions (Notes/Journal Question)
- _____ Video 3.1: Give Your Time and Talents (Notes/Journal Question)
- _____ Video 4.1: Define Your Legacy (Notes/Journal Question)
- _____ Chapter Summary
- _____ Money in Review
- _____ Look Over Pre-Post Test from Chapter 1

Course Descriptions, Required Resources, Course Materials, and Grading

English IV: British Literature (includes English Grammar, Literature, and Composition)
(1 full-year credit)

Course Description:

This British Literature course enables students to become skilled readers of a range of literature, including novels, plays, allegories, short stories, and poetry written by British authors. Authors include John Bunyan, William Shakespeare, T.S. Eliot, John Donne, George Herbert, John Milton, Charlotte Bronte, Jane Austen, Charles Dickens, Sir Arthur Conan Doyle, Anthony Hope, Agatha Christie, and others. As students read from a variety of literary genres, they become readers who can appreciate a variety of works and can analyze and interpret what they read to gain meaning and understanding. As part of this course, students build upon previous literature and composition skills as they annotate, evaluate, synthesize, integrate, relate to, and connect with various literary works. Themes, allusions, Biblical connections, and literary elements are addressed. Thought-provoking written reflections and personal responses help students refine their critical thinking skills. Students further strengthen formal composition skills through narrative, descriptive, persuasive, expository, and prose writing assignments. These assignments require students to approach writing systematically and to use the writing process. Grammar, mechanics, sentence structure, and usage are also taught and incorporated in the course. Students earn 1 full-credit in English IV: British Literature upon completion of this course.

Required Literature Set:

Note: Specific versions of the books and DVDs below are required for use with Heart of Dakota's plans. Out of necessity, there are numerous references to book page numbers as part of our daily assignments. Heart of Dakota carries the versions that match the plans.

The War for Mansoul a John Bunyan classic told by Ethel Barrett

Shakespeare Made Easy: Hamlet by Shakespeare

Christian Guides to the Classics: Shakespeare's Hamlet by Leland Ryken

William Shakespeare's Hamlet: Fully Dramatized CDs by Arkangel Audio

The Hawk and the Dove by Penelope Wilcock

Murder in the Cathedral by T.S. Eliot

The Devotional Poetry of Donne, Herbert & Milton by Leland Ryken

Moonfleet by John Meade Falkner

Jane Eyre by Charlotte Bronte

Optional (Highly Recommended): *Jane Eyre* DVD by BBC Video

The Elusive Pimpernel by Baroness Orczy

Pride and Prejudice by Jane Austen

Optional (Highly Recommended): *Pride and Prejudice* DVDs by BBC and A&E

A Christmas Carol by Charles Dickens

The Hound of the Baskervilles by Sir Arthur Conan Doyle

The Prisoner of Zenda by Anthony Hope

The Secret Adversary by Agatha Christie

Required Resource for Grammar/Composition:

Preparing for Usefulness by Rod and Staff Publishers, Inc.

Course Materials:

A set of novels/plays/poems from Heart of Dakota that correspond with the "British Literature" plans by page number to use for annotating (Note: If you have

more than one student, you may either choose for each student to have his/her own set of books, or you may choose to have students share the same books and each use a different colored pen or pencil for their annotations.)

Common Place Book (1 per student) (Note: This is a bound, composition book with lines to copy memorable passages. The same *Common Place Book* may be used for multiple years and multiple subjects, so you may wish to purchase a cloth bound or a hardback volume. If you have already completed one of our previous high school guides, you may already own a *Common Place Book*.)

A bound journal with lined pages to use as a *Literature Journal* (one per student)

Either 3 bound and lined composition books (1 for English grammar, 1 for studied dictation, and 1 for speech) **OR** 1 large bound and lined composition book with 3 section dividers (1 section for English grammar, 1 section for studied dictation, and 1 section for speech)

If you selected the Literature Package with the DVD option: Plan to watch the DVD segments from the *Jane Eyre* DVDs and *Pride and Prejudice* DVDs as scheduled in the *U.S. History II* guide's daily plans.

Suggested Grading:

_____ Literature (using the required set of classic books listed below)

Note: Students should complete the lessons as assigned in the "British Literature" portion of the plans which encompass all areas listed below. **(The Literature portion of the credit includes daily composition assignments and counts for 70% of the total grade for the 1 full-year English IV credit.)**

_____ Completion of Classic Readings (Daily) (Note: Specific versions of the classic novels/plays/poetry/guides below are needed for use with our plans. These versions are listed more fully in the first pages of the "Introduction" of this guide and are available from Heart of Dakota. The needed resources are as follows: *The War for Mansoul*, *Shakespeare Made Easy: Hamlet*, *Christian Guides to the Classics: Shakespeare's Hamlet*, *William Shakespeare's Hamlet: Fully Dramatized CDs*, *The Hawk and the Dove*, *Murder in the Cathedral*, *The Devotional Poetry of Donne*, *Herbert & Milton*, *Moonfleet*, *Jane Eyre*, *The Elusive Pimpernel*, *Pride and Prejudice*, *A Christmas Carol*, *The Hound of the Baskervilles*, *The Prisoner of Zenda*, and *The Secret Adversary*.)

_____ Introductions (Daily) (See directions in the plans for guidance in this area. Introductions set the stage for the day's reading by providing helpful information, directing attention to key quotes or important parts of the text, showing connections among characters or events, posing questions to ponder while reading, and/or pointing out things to watch for that are coming in the reading.)

_____ Annotations (Daily) (See directions in the plans for guidance in this area. A certain number of annotations is not required daily; however, the plans often designate one or more specific annotations for the students to make. These specific annotations often draw the students' attention to a character's inner thoughts or pertain to literary elements and devices such as character motive, allusion, symbolism, and/or foreshadowing.)

_____ *Common Place Book* Entries (See directions in the plans for guidance in this area.)

_____ *Literature Journal* Reflections (Daily) (See directions in the plans for guidance in this area. Specific topics for written reflection are provided in the plans and pertain to the day's reading. Reflections can range from several sentences to several paragraphs and typically require deeper

thinking to complete. To receive complete credit, it is important for students to address all parts of the reflection assigned within the guide. Lines to ponder, impressions, predictions, inferences, interpretations, reactions, advice, worldviews, moods, emotions, attitudes, reasoning, problem-solving, motives, opinions, judgments, personal applications, literary elements, quotes, and Biblical connections are typically part of the *Literature Journal Reflections*.)

_____ Written Narrations (Day 2 of various Units) (Directed written narration topics are provided on Day 2 of units that schedule a written narration. Assigned narrations are typically 3 paragraphs in length. For general guidance on written narrations, see “*Written Narration Tips*” and “*Written Narration Skills*” in the Appendix.)

_____ Oral Narrations (Day 2 of various Units) (See “*Narration Tips*” in the Appendix for guidance in this area. As part of the oral narration, reflection questions are provided within the plans on Day 2 of the units that schedule an oral narration.)

_____ Book Discussions with Teacher (Note: Students should participate in book discussions as assigned in the plans. Assigned questions are provided to help students analyze important changes that characters experience, thread together key parts of the plot, interpret the overarching theme of the story, identify symbolic elements, weigh characters motives and actions using Biblical principles, and evaluate possible life lessons that can be gained from the story when viewing it through the lens of God’s Word. Participation, comprehension, and critical thinking skills are to be demonstrated as part of the book discussions.)

_____ English (using *Preparing for Usefulness*) (**The English Grammar portion of the credit includes grammar and composition assignments and counts for 30% of the total grade for the 1 full-year English IV credit.**) (Note: Students should complete the lessons as assigned in the “Composition/Grammar” portion of this guide’s plans.)

_____ Completion of oral lessons from *Preparing for Usefulness* with the teacher

_____ Completion of assigned written portion of lessons from *Preparing for Usefulness*

_____ Completion of Reviews:

_____ Chapter 6

_____ Chapter 7

_____ Chapter 8

_____ Chapter 9

_____ Chapter 10

_____ Chapter 11

_____ Application of English/Grammar concepts to written work

_____ Completion of Composition assignments (listed below):

Writing Stories:

_____ Lesson 58: The Theme of a Story

_____ Lesson 59: Characterization of Story Writing

_____ Lesson 63: Effective Style in a Story

_____ Lesson 64: The Opening of a Story

_____ Lesson 65: Writing a Story

_____ Lesson 67: Proofreading and Rewriting a Story

Writing Effective Sentences:

_____ Lesson 71: Writing Effective Sentences: Unity and Coherence

_____ Lesson 73: Writing Effective Sentences: Conciseness and Parallelism

_____ Lesson 75: Writing Effective Sentences: Action

_____ Lesson 76: Writing Effective Sentences: Emphasis

_____ Lesson 78: Writing Effective Sentences: Variety

Studying Poetry:

_____ Lesson 81: Rhyme in Poetry

_____ Lesson 82: Rhythm in Poetry

_____ Lesson 85: Repetition and Parallelism in Poetry

_____ Lesson 86: Descriptive Language in Poetry

_____ Lesson 89: Writing Poetry

_____ Lesson 90: Appreciating Poetry

Writing Persuasive Argument:

_____ Lesson 95: Taking Notes from a Sermon

_____ Lesson 99: Understanding a Persuasive Argument

_____ Lesson 100: Planning a Persuasive Argument

_____ Lesson 101: Writing a Persuasive Argument

Writing Directions and Descriptions:

_____ Lesson 105: Writing Directions to a Place

_____ Lesson 108: Descriptive Writing

_____ Lesson 111: Planning a Descriptive Composition

_____ Lesson 112: Writing a Descriptive Composition

Giving Summaries and Book Reports:

_____ Lesson 116: Writing a Summary

_____ Lesson 121: Giving an Oral Book Report

Course Descriptions, Required Resources, Course Materials, and Grading

Science: Astronomy with Lab and Geology/Paleontology with Lab

Course Description:

This Astronomy course offers students an opportunity to study the solar system, stars, galaxies, and interstellar bodies. Astronomic instruments are introduced, and theories regarding the origin and evolution of the universe, space, and time are explored. Evidences for an evolutionary model of the universe and for a Biblical model of the universe are weighed. Orbital speeds, sunspot cycles, and the retrograde motion of Mars are examples of lab topics within the Astronomy part of this course. The Geology/Paleontology part of the course provides a study of the forces that formed and continue to affect the earth's surface. Earthquakes, volcanoes, glaciers, and floods are examples of topics that are presented. The course also studies the differences between a Biblical and a secular view of fossils, dinosaurs, and cave men. Topics include the philosophy behind the Geologic Time Table, the fossil evidence, how dinosaurs fit into a secular and a Biblical perspective, the search for transitional fossils, how to read the rock layers using both a secular and a Biblical view of Earth history, and more. Identification of rocks, minerals, and fossils are included as part of the labs within the Geology/Paleontology part of the course. Students earn **either** ½ credit in Astronomy with Lab **and** ½ credit in Geology/Paleontology with Lab **or** 1 full-year credit in Astronomy, Geology, and Paleontology with Lab upon completion of this course.

Required Resources:

Evolution's Achilles' Heels DVD

Survey of Astronomy: Teacher Guide Edition (includes Student Worksheets/Answer Key) (Note: Purchase one per student)

Our Created Moon (updated and expanded edition) by Don DeYoung and John Whitcomb

The New Astronomy Book by Danny R. Faulkner

What You Aren't Being Told About Astronomy Volume I: Our Created Solar System DVD by Spike Psarris

Taking Back Astronomy by Jason Lisle

What You Aren't Being Told About Astronomy Volume II: Our Created Stars and Galaxies DVD by Spike Psarris

What You Aren't Being Told About Astronomy Volume III: Our Created Universe by Spike Psarris

Fossils, Dinosaurs, and Cave Men by Patrick Nurre

Censored Science (expanded and revised fourth printing) by Bruce Malone

Astronomy and Geology Lab Manual and Lab Kit by Quality Science Labs (Note: Purchase one lab manual per student. The lab kit can be shared if desired.)

Course Materials:

Survey of Astronomy: Teacher's Guide Edition (Note: This resource includes Student Worksheets, so purchase one per student. An Answer Key is provided in the back of the book.)

Choose whether to remove the "Answer Key" from the back of the *Survey of Astronomy: Teacher's Guide*.

1 notebook (preferably a bound and lined composition book) for taking notes and answering questions as scheduled in the "Science with Lab" portion of the *U.S. History II* Guide's plans.

If you purchased the "Astronomy and Geology Lab Kit," plan to use the specialized supplies contained in the kit to complete the labs in the *Astronomy and Geology Lab Manual*. As part of each lab, you will also need to check the *Astronomy and*

Geology Lab Manual for any “Materials Not Included” in the lab kit that will be needed to complete the lab. (Note: Labs are scheduled within the “Science” portion of the *U.S. History II* Guide’s plans.)

Plan to watch DVD Lessons from *Our Created Solar System*, *Our Created Stars and Galaxies*, *Our Created Universe*, and *Evolution’s Achilles’ Heels* DVDs as scheduled in the *U.S. History II* Guide.

Suggested Grading:

_____ Completion of assigned viewings from the *Our Created Solar System*, *Our Created Stars and Galaxies*, *Our Created Universe*, and *Evolution’s Achilles’ Heels* DVDs.

_____ Completion of assigned readings from *Our Created Moon*; *The New Astronomy Book*; *Taking Back Astronomy*; *Censored Science*; and *Fossils, Dinosaurs, and Cave Men (Required)*

_____ Completion of Astronomy Worksheets from the *Survey of Astronomy: Teacher’s Guide* as assigned within *Hearts for Him Through High School: U.S. History II (30% of total grade)* (Note: Worksheets include “Words to Know,” “Short Answer” questions, “Discussion Questions,” and “Bonus Activities.” A grade should be given for each worksheet listed below. An Answer Key is provided in the back of the *Survey of Astronomy: Teacher’s Guide*. Units and days noted in parentheses behind each worksheet designate when it is assigned in the *U.S. History II* plans. Some worksheets are spread out over more than one day.)

_____ *Our Created Moon*: Chapter 1, Worksheet 1 (Unit 1 – Day 4, Unit 2 – Day 1)

_____ *Our Created Moon*: Chapter 1, Worksheet 2 (Unit 2 – Days 2-4)

_____ *Our Created Moon*: Chapter 1, Worksheet 3 (Unit 3 – Days 1-4)

_____ *Our Created Moon*: Chapter 1, Worksheet 4 (Unit 4 – Day 2)

_____ *Our Created Moon*: Chapter 1, Worksheet 5 (Unit 4 – Day 3)

_____ *Our Created Moon*: Chapter 2, Worksheet 1 (Unit 4 – Day 4)

_____ *Our Created Moon*: Chapter 2, Worksheet 2 (Unit 5 – Day 1)

_____ *Our Created Moon*: Chapter 2, Worksheet 3 (Unit 5 – Day 3)

_____ *Our Created Moon*: Chapter 2, Worksheet 4 (Unit 5 – Day 4, Unit 6 – Day 2)

_____ *Our Created Moon*: Chapter 2, Worksheet 5 (Unit 6 – Day 3)

_____ *Our Created Moon*: Chapter 3, Worksheet 1 (Unit 6 – Day 4)

_____ *Our Created Moon*: Chapter 3, Worksheet 2 (Unit 7 – Days 1-2)

_____ *Our Created Moon*: Chapter 3, Worksheet 3 (Unit 7 – Day 3)

_____ *Our Created Moon*: Chapter 4, Worksheet 1 (Unit 8 – Day 1)

_____ *Our Created Moon*: Chapter 4, Worksheet 2 (Unit 8 – Days 2-3)

_____ *Our Created Moon*: Chapter 4, Worksheet 3 (Unit 9 – Day 1)

_____ *Our Created Moon*: Chapter 5, Worksheet 1 (Unit 9 – Days 2-3)

_____ *Our Created Moon*: Chapter 5, Worksheet 2 (Unit 9 – Day 4)

_____ *Our Created Moon*: Chapter 5, Worksheet 3 (Unit 10 – Day 1)

_____ *Our Created Moon*: Appendices 1-2, Worksheet 1 (Unit 10 – Day 2)

_____ *Taking Back Astronomy*: Introduction, Worksheet 1 (Unit 10 – Day 3)

_____ *Taking Back Astronomy*: Chapter 1, Worksheet 1 (Unit 15 – Day 1, Unit 17 – Day 3)

_____ *Taking Back Astronomy*: Chapter 1, Worksheet 2 (Unit 17 – Day 4)

_____ *Taking Back Astronomy*: Chapter 2, Worksheet 1 (Unit 12 – Day 4, Unit 19 – Day 2)

_____ *Taking Back Astronomy*: Chapter 2, Worksheet 2 (Unit 15 – Day 4)

_____ *Taking Back Astronomy*: Chapter 3, Worksheet 1 (Unit 19 – Day 3)

- _____ *Taking Back Astronomy*: Chapter 3, Worksheet 2 (Unit 18 – Day 4)
- _____ *Taking Back Astronomy*: Chapter 3, Worksheet 3 (Unit 5 – Day 2)
- _____ *Taking Back Astronomy*: Chapter 3, Worksheet 4 (Unit 11 – Day 1)
- _____ *Taking Back Astronomy*: Chapter 3, Worksheet 5 (Unit 11 – Day 3)
- _____ *Taking Back Astronomy*: Chapter 4, Worksheet 1 (Unit 16 – Day 4, Unit 20- Day 1)
- _____ *Taking Back Astronomy*: Chapter 4, Worksheet 2 (Unit 12 – Day 1, Unit 16 – Day 3)
- _____ *Taking Back Astronomy*: Chapter 4, Worksheet 3 (Unit 12 – Day 3)
- _____ *Taking Back Astronomy*: Chapter 5, Worksheet 1 (Unit 18 – Day 2, Unit 20 – Day 3)
- _____ *Taking Back Astronomy*: Chapter 5, Worksheet 2 (Unit 21 – Days 1-2)

_____ “Words to Know” and “Quizzes” from *Fossils, Dinosaurs, and Cave Men* (**25% of total grade**) (Note: Students should refer back to material in the lessons listed below to help them define the “Words to Know” shown at the beginning of that lesson and to complete the “Quizzes” in the Appendix of *Fossils, Dinosaurs, and Cave Men* as assigned in the *U.S. History II* plans. Answers are provided in the back of *Fossils, Dinosaurs, and Cave Men*. Units and days noted in parentheses behind each lesson designate when the quiz for that lesson is assigned in the *U.S. History II* plans. All “Words to Know” for the lesson will be defined by the time the quiz is assigned and should count as a part of the grade for that lesson.)

- _____ Lesson 1: “Words to Know” and “Quiz 1” (Unit 23 – Day 2)
- _____ Lesson 2: “Words to Know” and “Quiz 2” (Unit 25 – Day 3)
- _____ Lesson 3: “Words to Know” and “Quiz 3” (Unit 25 – Day 4)
- _____ Lesson 4: “Words to Know” and “Quiz 4” (Unit 27 – Day 3)
- _____ Lessons 5-6: “Words to Know” and “Quiz 5” (Unit 30 – Day 1)
- _____ Lesson 7: “Words to Know” and “Quiz 6” (Unit 32 – Day 2)
- _____ Lesson 8: “Words to Know” and “Quiz 7” (Unit 33 – Day 2)
- _____ Lesson 9: “Words to Know” and “Quiz 8” (Unit 33 – Day 3)
- _____ Lesson 10: “Words to Know” and “Quiz 9” (Unit 34 – Day 4)
- _____ Lesson 11: “Words to Know” and “Quiz 10” (Unit 35 – Day 3)

_____ 29 Labs with Corresponding Lab Reports from the *Astronomy and Geology Lab Kit* (**45% of total grade**) (Note: Students should complete the labs listed below as assigned in *Hearts for Him Through High School: U.S. History II*. Units and days noted in parentheses behind each lab designate when it is assigned in the *U.S. History II* plans. Each lab has its own lab form that includes “Goals,” “Materials and Equipment,” “Materials Not Included,” “Introduction,” “Procedure,” “Data” and “Questions.” A separate “Answer Key” is provided for the *Astronomy and Geology Labs*.)

- _____ Lab 1: Scientific Investigations (not assigned)
- _____ Lab 2: Star Viewing 1 (Unit 1 – Day 1)
- _____ Lab 3: Star Viewing 2 (Unit 1 – Day 2, Unit 2 – Day 1, Unit 3 – Day 2, Unit 3 – Day 4, Unit 4 – Day 2)
- _____ Lab 4: Moon Viewing (Unit 2 – Day 1, Unit 3 – Day 2, Unit 3 – Day 4, Unit 4 – Day 2)
- _____ Lab 5: Moon Cycles (Unit 4 – Day 1)
- _____ Lab 6: Determining the Age of an Object (Unit 6 – Day 1)
- _____ Lab 7: Variations in Sunrise and Sunset Times (Unit 8 – Day 4)
- _____ Lab 8: Rotation of the Moon (Unit 7 – Day 4)

- _____ Lab 9: Planetary Orbits (Unit 10 – Day 4)
- _____ Lab 10: The Greenhouse Effect (Unit 12 – Day 2)
- _____ Lab 11: Orbit of Mercury (Unit 13 – Day 2)
- _____ Lab 12: Retrograde Motion of Mars (Unit 13 – Day 4)
- _____ Lab 13: Diameter of the Sun (Unit 15 – Day 2)
- _____ Lab 14: Sunspot Cycles (Unit 14 – Day 4)
- _____ Lab 15: Telescopes (Unit 15 – Day 3)
- _____ Lab 16: Counting the Visible Stars (Unit 16 – Day 1)
- _____ Lab 17: Orbital Speeds (Unit 17 – Day 1)
- _____ Examination and Categorization of Fossils (Unit 24 – Days 3-4)
- _____ Lab 18: Estimating the Weight of a Dinosaur (Unit 30 – Day 4)
- _____ Lab 19: Earth's Density (Unit 26 – Day 2)
- _____ Lab 20: Earthquake Locations (Unit 26 – Day 4)
- _____ Lab 21: Wave Depth, Wave Velocity, and Tsunamis (Unit 27 – Day 2)
- _____ Lab 22: Rock Identification (Unit 27 – Day 4, Unit 28 – Day 1)
- _____ Lab 23: Properties of Minerals (Unit 28 – Day 2)
- _____ Lab 24: Determining the Specific Gravity of Minerals (Unit 28 – Day 3)
- _____ Lab 25: Estimating the Speed of Dinosaurs (unit 31 – Days 1-2)
- _____ Lab 26: How to Dig for Fossils (Unit 25 – Days 1-2)
- _____ Lab 27: The Steepness of a Volcano (Unit 32 – Day 1)
- _____ Lab 28: Glacial Dynamics (Unit 34 – Day 2)
- _____ Lab 29: Ocean Water, Salinity, and Density (Unit 35 – Day 1)

Course Descriptions, Required Resources, Course Materials, and Grading

Speech

Course Description:

In this *Secrets of Great Communicators*' course, students learn essential elements of good public speaking as well-known speaker Dr. Jeff Myers combines instructional video presentations with a coordinating student text to teach students about organization, presentation, audience analysis, conquering fear, and more. Each chapter of the student text focuses on the strengths of a famous speech-giver (like Winston Churchill, Abraham Lincoln, Teddy Roosevelt, Ronald Reagan, Patrick Henry, or Billy Graham), showing how their example can help students of today become better communicators. An accompanying Teacher's Edition on CD-ROM contains printable discussion questions and lesson summaries. The book *How to Become a Dynamic Speaker* provides additional insights into public speaking by focusing on great American speakers through the centuries and the profound sense of mission in their oratory. Credit is earned through watching video presentations; completing video viewing guides; reading and annotating accompanying lessons; responding to "Personal Application" scenarios; and planning, outlining, and presenting speeches. Students earn 1/2 credit in Speech upon completion of this course.

Required Resources:

How to Become a Dynamic Speaker by Rose Weiner

Secrets of Great Communicators Learning Kit (includes Student Text, DVD Video Course, and printable Teacher's Guide CD) by Jeff Myers (Note: Purchase a Student Text for each student.)

Course Materials:

Plan to read and annotate *How to Become a Dynamic Speaker* as directed in the *U.S. History II* guide's plans.

Use provided Internet addresses to listen to and read speeches from *How to Become a Dynamic Speaker* as directed in the *U.S. History II* guide's plans.

Secrets of Great Communicators: Student Text (one per student)

1 notebook (preferably a bound and lined composition book) for writing speeches (unless you have purchased 1 large bound and lined composition book with 3 section dividers for English) **or** you may prefer to type and print your speeches

Print needed pages from the *Secrets of Great Communicators: Teacher's Guide* CD.

These pages are located in the folder "PDF_Files" on the CD.

1/2" three-ring binder (for printed pages from the *Teacher Guide* CD)

Plan to watch DVD Lessons from the *Secrets of Great Communicators* DVDs as scheduled in the *U.S. History II* guide.

Present assigned speeches as scheduled in the *U.S. History II* guide's plans.

Suggested Grading:

_____ Completion of Readings from *How to Become a Dynamic Speaker* and *Secrets of Great Communicators: Student Text* and Viewing of Video Lectures from *Secrets of Great Communicators* DVD **(Required)**

_____ Annotate and Read/Listen to Speeches from *How to Become a Dynamic Speaker* **(15% of total grade)**

(Note: Students should annotate the text to connect with the advice and speeches within the text by underlining things to remember, circling key words, starring important passages, placing a question mark next to things to wonder about, and

writing brief questions, comments, or notes in the margins. The teacher may choose to require a minimum number of annotations, however it may be better to allow the students to annotate based on personal interest rather than to achieve a required number of annotations. Students should also read and/or listen to the speeches from *How to Become a Dynamic Speaker* assigned within the *U.S. History II* plans.)

- _____ Why Everyone Should Know How to Become a Dynamic Speaker
- _____ Chapter One: On Fire with a Message
- _____ Chapter Two: Great American Speakers of the 18th Century
- _____ Chapter Three: Great American Speakers of the 19th Century
- _____ Chapter Four: Great American Speakers of the 20th Century
- _____ Chapter Five: How to Get Over Stage Fright
- _____ Chapter Six: Called to Deliver a Message
- _____ Chapter Seven: Some of the Bible's Best Messengers
- _____ Chapter Eight: How to Master Your Thoughts
- _____ Chapter Nine: Some Basic Principles
- _____ Chapter Ten: The Anointing Breaks the Yoke
- _____ An Excerpt: "This Present Crisis" by James Russell Lowell

_____ Video Notes, Student Text Annotations, Discussion Questions, "Personal Application" Worksheets, and Other Worksheets from *Secrets of Great Communicators: Student Text* and *CD-ROM Teacher's Guide* (**35% of total grade**) Speech Projects (Including Outlines and Presentations) from *Secrets of Great Communicators: Student Text* (**50% of total grade**) (Note: Students should watch assigned video segments, read and annotate the Student Text, discuss assigned questions with the teacher, complete follow-up worksheets, and plan and present assigned speeches noted in the *U.S. History II* plans. As long as students work to the best of their abilities, many of the assignments will simply receive a checkmark indicating that they were completed. Any unsatisfactory work should be redone. Speech Projects will receive a percentage or a letter grade based upon the completed speech outline and how well the presentation of the speech fulfills the guidelines provided in the Student Text. There should be some leeway given in grading the speeches, as the goal is overall improvement as a speaker as the year progresses. Feedback should be as positive as possible.)

- _____ Chapter One: Discover How Public Speaking Will Help You Achieve Your Highest Goals
 - _____ Video One: Notes
 - _____ Focus on Great Communicators - Ronald Reagan: Annotations
 - _____ Chapter One: Discussion Questions
 - _____ Personal Application Worksheet

- _____ Chapter Two: Conquer Your Fear of Public Speaking
 - _____ Video Session Two: Notes
 - _____ Focus on Great Communicators – Winston Churchill: Annotations
 - _____ Chapter Two: Discussion Questions
 - _____ "Personal Application" Worksheet
 - _____ Conquering Public Speaking Anxiety Worksheet
 - _____ Heroes Speech: Project Guidelines
 - _____ Heroes Speech: Outline
 - _____ Introduction
 - _____ Body
 - _____ Conclusion

- _____ Heroes Speech: Presentation

- _____ Chapter Three: Organize Your Talk for Maximum Impact
 - _____ Video Session Three: Notes
 - _____ Focus on Great Communicators – Abraham Lincoln: Annotations
 - _____ Chapter Three: Discussion Questions
 - _____ Personal Application Worksheet
 - _____ Designing Arguments Worksheet
 - _____ Creating a Need Speech: Project Guidelines
 - _____ Creating a Need Speech: Outline
 - _____ Introduction
 - _____ Body
 - _____ Conclusion
 - _____ Creating a Need Speech: Presentation

- _____ Chapter Four: Reach the Heart of Your Audience
 - _____ Video Session Four: Notes
 - _____ Focus on Great Communicators – Teddy Roosevelt: Annotations
 - _____ Chapter Four: Discussion Questions
 - _____ Personal Application Worksheet
 - _____ Audience Analysis Worksheet
 - _____ Offering a Solution Speech: Project Guidelines
 - _____ Offering a Solution Speech: Outline
 - _____ Introduction
 - _____ Body
 - _____ Conclusion
 - _____ Offering a Solution Speech: Presentation

- _____ Chapter Five: Deliver Your Talk with Confidence
 - _____ Video Session Five: Notes
 - _____ Focus on Great Communicators – Patrick Henry: Annotations
 - _____ Chapter Five: Discussion Questions
 - _____ Personal Application Worksheet
 - _____ Delivery Skills Speech: Project Guidelines
 - _____ Delivery Skills Speech: Outline
 - _____ Introduction
 - _____ Body
 - _____ Conclusion
 - _____ Delivery Skills Speech: Presentation
 - _____ Delivery Skills Awareness Worksheet

- _____ Chapter Six: Discover the Secrets of an Unforgettable Speech
 - _____ Video Session Six: Notes
 - _____ Focus on Great Communicators – Billy Graham: Annotations
 - _____ Chapter Six: Discussion Questions
 - _____ Personal Application Worksheet
 - _____ Observation Journal

Course Descriptions, Required Resources, Course Materials, and Grading

Math (Choose the math description below that corresponds to your math selection.)

Precalculus – General Course Description: (Note: This description can be used for a general Precalculus course and also works for Paul Foerster’s *Precalculus with Trigonometry* text.)

This Precalculus course is an advanced math course that combines the study of trigonometry, functions, analytic geometry, and math analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, trigonometric, and circular functions, including their relations; inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; symbolic logic; mathematical induction; matrix algebra; sequences and series; limits and continuity. A strong emphasis is placed on critical thinking skills and written communication of methods for problem solving. The intent is to develop a deep conceptual understanding of each topic, making connections to other areas and topics in mathematics and to develop strong problem-solving skills. Students are asked to *explain answers* and *show methods*, not just state answers. Students earn 1 full-year credit in Precalculus upon completion of this course.

College Algebra – General Course Description (Note: This description is specific to the College Algebra course at www.mathhelp.com.)

This College Algebra course reviews and extends algebraic concepts for students who have already taken Algebra II. Topics in the College Algebra course include rational and irrational expressions, factoring of rational expressions, quadratic equations, linear equations and inequalities, solving systems of linear and quadratic equations, graphs and functions, coordinate geometry, properties of higher degree equations, negative and rational exponents, operations with rational and irrational exponents, composite and inverse functions, and logarithms. At the close of this course if your student desires to earn actual college credit in College Algebra, he/she will **either** need to take the College Algebra CLEP exam (to earn transferrable College Algebra credit) **or** will need to earn College Algebra credit through ALEKS (which is transferred as ACE credit). Before pursuing either of these options, be sure that the college of your student’s choice accepts CLEP or ACE credit in College Algebra. Regardless of whether your student takes the CLEP exam or earns credit through ACE, for high school transcript purposes, students may list 1 full-year credit in College Algebra upon completion of this course.

Recommended Math Options (Required for 1 full-year credit in Precalculus or College Algebra, unless you have your own math)

Precalculus with Trigonometry: Third Edition by Paul A. Foerster (Note: We recommend using this text along with the *Home Study Companion: Precalculus* flash drive by David Chandler from Math Without Borders). The drive contains a recommended syllabus of assigned problems for each day of work, companion video lessons for the text, and fully worked video solutions for assigned problems. We also carry a Teacher’s Guide with solutions for *Precalculus with Trigonometry: Third Edition* by Paul A. Foerster.

Math Help College Algebra (www.mathhelp.com/formerly>YourTeacher.com) courses designed by Mike Maggart

VideoText Geometry and Trigonometry by Tom Clark (VideoText Interactive)

Note: Students who were previously working through Geometry and Trigonometry with VideoText should continue with the VideoText course to complete Precalculus.

Course Materials:

Hearts for Him Through High School: U.S. History II recommends completing either Precalculus or College Algebra for this year of math. Our choices for pursuing one of these options include *Precalculus with Trigonometry* by Paul A. Foerster, *VideoText Geometry*, www.mathhelp.com for College Algebra (formerly www.YourTeacher.com), or your own math program. Descriptions and pacing suggestions are listed below. A math instruction reminder is listed in the plans daily.

***Precalculus with Trigonometry* by Paul A. Foerster:**

Precalculus with Trigonometry by Paul A. Foerster is written directly to the student and includes step-by-step explanations with plenty of practice problems rising in difficulty throughout the assignments. This text is the best "teaching" textbook in written form that we've found after looking at all of the currently available options for Precalculus. If you like the textbook approach and enjoy the benefit of excellent examples worked and explained for your student, this text is one of the best. This classic text works well for anyone needing solid step-by-step instruction taken to the next level.

Math Without Borders lessons on flash drive are available to teach each lesson in the text. We highly recommend using the Math Without Borders flash drive to accompany the text. This combination will provide video instruction for the text, assigned problems for each day of work, and fully worked video solutions for assigned problems. The text only contains the answers for odd numbered problems and does not include fully worked solutions. The Solution's Manual has solutions for all problems but does not include video instruction or assign specific problem sets for each day's work like the Math Without Borders flash drive does. The Math Without Borders flash drive can be purchased as part of your math package through Heart of Dakota. A link to Math Without Border's assignment sheet for *Foerster's Precalculus with Trigonometry* follows (These same problems have fully worked video solutions shown on the flash drive):
<https://mathwithoutborders.com/wp-content/uploads/2012/07/Precalc-Problem-Selections.pdf>

Using Foerster's textbook, experienced teacher David Chandler talks students through each of the key concepts in each section of the textbook using a whiteboard to teach the concepts. He follows the text, occasionally teaching in a slightly different fashion for the sake of clarity. After he's taught the concept, he typically works through a fair number of examples before he leaves students to work through problems on their own. Chandler sometimes expands on a topic that he knows is particularly troublesome to students.

Whether or not parents feel comfortable with this material themselves, students benefit from being introduced to these topics by an experienced teacher. That is what these video lessons provide. The lessons cover not only new techniques, but also new levels of problem solving skills and new models for thinking about practical problems mathematically. This level of material is not "presented," it is taught.

Students who have completed a strong Algebra II course should be able to enter *Foerster's Algebra Precalculus with Trigonometry*.

Table of Contents (*Foerster's Precalculus with Trigonometry*)

Refer to "Table of Contents-3rd Ed.pdf" on the Math Without Borders Flash Drive or see the "Table of Contents" inside your text.

Materials:

See the following link: <https://mathwithoutborders.com/precalculus>

Suggestions for using *Math Without Borders* Flash Drive along with *Precalculus with Trigonometry*:

1. On the flash drive, read “Using_the_HSC_Curriculum – Precalculus.pdf.” You may wish to print it for future reference.
2. Next, on the flash drive, print “HSC_Precalc_Problem_Selections.pdf.” This document provides recommended problems to assign for each section in the text. Video Solutions are provided on the flash drive for each recommended problem. This is a wonderful tool for limiting the assigned problems to a manageable level.
3. To complete a day’s lesson, first look over the section in the text. Then, find the corresponding chapter folder and select and watch the *Math Without Borders* teaching for that section. On your flash drive, these files are labeled within each chapter’s folder with the chapter number – section number and “mp4.” Some lessons are divided into several parts, which are then labeled “Part-A,” “Part-B,” or “Part-C.” The teaching is approximately 30 minutes or less and is meant to be your “class instruction.”
4. Next, assign the recommended problems noted on the “Problem Selections” page that you printed from the flash drive.
5. Work the recommended problems. Check your work as you go, viewing the *Math Without Borders* video solutions on the flash drive. These solutions are found within the corresponding chapter folder on the flash drive and are labeled with the chapter number – section number and “Probs.mp4.”
6. Complete the “Chapter Review” at the end each of chapter.
7. Decide whether to complete the “Test” at the end of each chapter. As part of this decision, refer to “Assessment_for_Homeschoolers.pdf” on the flash drive.

VideoText Geometry and Trigonometry by Tom Clark:

Both VideoText and www.MathHelp.com (formerly www>YourTeacher.com) are alternatives to Foerster’s *Precalculus with Trigonometry*. If your student began with *VideoText Geometry*, then he/she will need to complete the course for credit in Trigonometry and Precalculus. This is because *VideoText Geometry* is an interactive, video-based program that teaches Geometry, Trigonometry, and Precalculus in an integrated manner. Due to the integrated manner in which VideoText teaches, once you begin VideoText it is best to complete the course because all modules work together. Therefore, to claim credit for Geometry, Trigonometry, and Precalculus all modules must be completed. All students must begin VideoText Geometry with Module A, regardless of previous math experience with Geometry. It typically takes two years to complete the coursework, so students looking for a stand-alone Precalculus course for their final year of high school would need to choose Foerster’s *Precalculus with Trigonometry* or a Precalculus course of their own choosing instead. Also, it appears that the final module of VideoText Geometry is not yet complete. So, in completing the available modules of VideoText your student will earn a full-credit in Geometry and a full-credit in Trigonometry, but you would need to check with the publisher to see how much credit (if any) could be counted for Precalculus upon completion of the currently available modules from VideoText.

The main components of VideoText are the video lessons and the worktext. However, unlike textbooks that may use a video supplement, in this case the video lessons “are” the textbook. With each module of the course, you receive the video lessons (each 5-10 minutes in length, either on DVD or online), course notes, worktext, solutions manual, progress tests, and an instructor’s guide with detailed solutions to all quizzes and test problems. To view samples and purchase *VideoText Geometry* visit <http://www.videotext.com>

College Algebra through MathHelp.com by Michael Maggart:

Each lesson of MathHelp.com (formerly YourTeacher.com) includes:

- *Multiple Video Example Problems (similar to how a teacher starts class at the board by explaining the examples from the textbook)
- *Interactive Practice Problems with Built-in Explanations (similar to how a teacher assigns practice and walks around the class providing math help)
- *A Challenge Problem (similar to how a teacher assigns a higher level problem which students must work on their own to prove mastery)
- *Multiple-Choice Self-Tests (similar to how a teacher assigns problems which you must work on your own to prove mastery of material)
- *Extra Problem Worksheets (similar to how a teacher assigns additional problems for homework)
- *Review Notes (similar to how a teacher provides summary handouts or refers you to your textbook for online math help)

Table of Contents (www.mathhelp.com College Algebra):

- Chapter 1 Concepts of Algebra
- Chapter 2 Equations and Inequalities
- Chapter 3 Graphs and Functions
- Chapter 4 Quadratic Functions
- Chapter 5 Systems of Linear Equations
- Chapter 6 Coordinate Geometry
- Chapter 7 Negative and Rational Exponents
- Chapter 8 Composite and Inverse Functions
- Chapter 9 Logarithms

Taking College Algebra through <http://www.mathhelp.com> is a good option for students who are not interested in taking Precalculus, but who would like to continue with math instruction for their senior year. Note: Our own oldest son took College Algebra through Math Help his senior year and then went on to test out of College Algebra through ALEKS very quickly in order to earn college credit for Algebra. Our son really enjoyed the College Algebra course through Math Help and did very well with it.

Suggested Grading:

Refer to your selected Precalculus or College Algebra text or program for grading.