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- Unit 1 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Table of Nations, Archaeology, Egyptian
Chronology, and the Exodus
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 2 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Hittite Empire, Ur of the Chaldees, Petra,
and the Assyrian Empire
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 3 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Ancient Empires of Babylon, Minoa,
Phoenicia, and Greece
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 4 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Persia’s Empire, Herodotus’ Travels, and
Alexander’s Explorations
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 5 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Greek Geographers and Astronomers:
Eratosthenes, Pytheas, and Strabo
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 6 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Julius Caesar Explores, Christ Is Born, and
the Dead Sea Scrolls Are Written
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 7 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Roman Geographers: Pliny and Ptolemy
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 8 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Sites in the Holy Land, Ireland, and Scotland
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 9 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Arab Conquerors, Viking Explorers, Iceland’s
Landscape, and Sinbad’s Travels
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 10 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: India’s Influence, Angkor’s Temples, and
Marco Polo’s Tales of China
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 11 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Ibn Batuta Travels to Persia, China, and
India; and Prince Henry Navigates Africa
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 12 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Printing Press, the Spice Trade, and
Columbus and the Caribbean
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 13 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Greater Antilles, the Lesser Antilles,
Britain, and Newfoundland
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 14 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Great Zimbabwe, the Taj Mahal, and da
Gama’s Trip Around Africa to India
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 15 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Central America, the Amazon, Iguacu Falls,
and South America
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 16 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Zheng He’s Treasure Ships, Tibetan
Buddhism, and Borobudur’s Temple
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 17 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Portugal Takes Malacca, Balboa Sees the
Southern Sea, Magellan Finds His Strait
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 18 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Verrazzano and Cartier Explore North
America’s Atlantic Coast
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 19 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Discovery of California, Mesa Verde, and
Chichen Itza
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 20 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Pizarro, Peru, Machu Picchu, Scandinavia,
and the Northeast Passage
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 21 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Mercator’s Maps, Drake’s Trip Around the
World, and the First Arctic Explorers
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 22 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Davis’ Polar Journeys, Hudson’s and Baffin’s
Bay, and Raleigh’s El Dorado
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 23 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Champlain in Canada, Adams in Japan, and
the Dutch in New Zealand and Fiji
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 24 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Great Barrier Reef, Tasmania, Shark Bay,
Dampier’s Strait, and Flinder’s Island
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 25 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Longitude Problem and Mapping
Australia, Siberia, and Alaska
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 26 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Palace of Versailles, Neuschwanstein
Castle, and Cook in the South Seas
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 27 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Exploration of Hawaii, Rapa Nai, Vancouver
Island, and Canada
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 28 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Grand Canyon, Mammoth Cave, the Blue
Nile, and the Niger River
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 29 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Sahara Desert, Zambezi River, Victoria
Falls, and the Serengeti Plain
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 30 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Livingstone, Burton, Speke, Grant, and Baker
Explore Central Africa
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 31 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Stanley Explores the Congo; and Ross, Perry,
and Franklin Explore the Arctic
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 32 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Franklin Discovers the Northwest Passage,
and Ross Explores the Antarctic
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 33 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Nansen, Peary, Amundsen, Scott, and
Shackleton Head to the Poles
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 34 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: Mapping a Changing World and Looking at
the World with Wonder
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 35 **Learning Through Geography** (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture’s Study, and Foreign Language
World Geography Focus: The Dutch Dikes, the CN Tower, the Gateway
Arch, and the Akashi-Kaikyo Bridge
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
- Appendix Bibliography: Living Library, Boy Set, and Girl Set
Narration Tips
Written Narration Tips and Written Narration Skills
Dictation Passages: Levels 7 and 8
“Preparing Your Heart for Prayer” Starters
Bookmarks for World Religion & Culture’s Assignments
Summary page for Living Library Assignments
List of Other Books by This Author

Overview

What makes the plans complete?

Hearts for Him Through High School: World Geography features 35 units with complete daily plans for ages 13-15, extending to 11th – 12th grades with adjustments in the 3R's and science as needed. *Hearts for Him Through High School: World Geography* 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 books as the core of the student's education to cover needed academics in a living, engaging manner.

The *World Geography* 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 6 ½ total credits for this year of study, including 1 full credit in World Geography, ½ credit in World Religion and Cultures, 1 full credit in Bible, 1 full credit in English, 1 full credit in Math, ½ credit in Logic, ½ credit in Foreign Language, 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 Geography" 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 ½ hours completing each day of plans 4 days each week.

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

The "Learning Through Geography" part of the program provides a chronological approach to geography based upon the history of exploration, discovery, and mapmaking, starting with ancient cultures and ending with exploration of the polar regions. As students read about discoveries of places around the world in *A Book of Discovery*, they also chronicle their journey by creating entries in their *Expedition Journal* and placing timeline images in their *Book of Centuries*. Ellen McHenry's *Mapping the World With Art* guide and step-by-step DVD lessons help students create their own world map from scratch. The maps retell the history of mapmaking, starting with the cartography of Greece and ending with the mapping of Antarctica. Projects from *Mapping the World With Art* correlate with the readings to provide map-drawing practice, geography-themed board games, navigational lessons, and map-based art projects.

Students also join archaeologists through the pages of *The Archaeology Book* to discover lost cities, search for answers, uncover the meaning of artifacts, and delve into the historicity of the Bible. As part of the geography study, students explore *The Seven Wonders of the World* (including the 7 Ancient Wonders, 7 Technological Wonders, 7 Archaeological Wonders, 7 Architectural Wonders, and 7 Natural Wonders). Students also journey with Reader's Digest filmmakers through *Must See Places of the World* to experience a visual feast of people and places. These experiences help viewers identify

important geographic locations and picture life in places that would otherwise be inaccessible.

To delve more deeply into the study of World Geography, students read along with the scheduled Charlotte Mason style “Living Library.” This 17 book/audio set was selected for its narrative quality and its connections to the *World Geography* plans. This set is not meant to fulfill students’ high school literature credit, as students are scheduled in the “Literature” portion of the *World Geography* guide to read separate higher-level literature to fulfill that need. Instead, the books/ audios in this set were chosen to make geography come to life as students experience various places around the globe.

Students not only travel the world with the resources described above, but they also embark on a journey to answer the question, *But Don't All Religions Lead to God?* With *World Religions – An Indispensable Introduction* as a guide, students navigate the multi-faith maze and use their newfound knowledge of 8 of the world’s major religions to reach out to people of other faiths. Since understanding world religions is a crucial and often overlooked part of understanding world geography, our included World Religion & Culture’s study fulfills this need. The religions of the world continue to dominate settlements, architecture, family structures, professions, community design, travel, worship, and government. The World Religion & Culture’s study provides students with a multi-faceted look at the world that helps them expand their thinking and deepen their understanding about life beyond their borders. It is also designed to give students compassion for the unreached peoples of the world, to help them become more deeply rooted and grounded in their faith, and to stir their hearts to share the Gospel with those of other faiths.

A balance of varied assessments is included in the “Learning Through Geography” part of the plans. These include written narrations; key word, summary, detailed, and topic oral narrations; *Expedition Journal* entries with maps, bulleted notes, outlines, sketches, primary source documents, Socratic discussions, questions based on Bloom’s Taxonomy, video viewing guides, and research topics; DVD viewings and follow-ups; *Book of Centuries* portrait gallery and lined timeline entries; hands-on geography projects; guided mapping lessons; one-sentence summaries; graphic organizers and reflective notebook entries; and bookmark prompts targeting higher-level responses. A foreign language option is also provided through *Getting Started With Spanish*, which is designed to teach Spanish gradually and systematically.

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

The “Learning the Basics” part of *World Geography* teaches essential skills that meet academic and spiritual needs. *Rooted and Grounded: A Guide for Spiritual Growth* draws students closer to the Lord through Bible study, thought-provoking questions, reflection, discussion, Scripture memorization, prayer for unreached people groups, personal prayer based on the Biblical model of prayer. Students also keep a prayer journal and spend time reading and annotating either *Stepping Heavenward* (for young ladies) or *Practical Happiness* (for young men).

Credit in Logic is earned through logic-based readings, discussions, assignments, and assessments from *The Fallacy Detective* and *The Art of Argument*.

High School credit in English is earned through a combination of literature, composition, and grammar. In the *World Geography* guide, the daily literature portion includes a combination of *Fundamentals of Literature* and the choice of either a Boy Set or a Girl Set of full-length novels/plays. Readings, discussions, literary analysis, Biblical worldview, and

critical thinking questions are scheduled to accompany *Fundamentals of Literature*. Charlotte Mason style oral narrations, written narrations, *Common Place Book* entries, and student-led discussions are scheduled to accompany the readings of the full-length novels/plays.

For the composition portion, the *World Geography* guide schedules the DVD lessons and assignments from *Essentials in Writing* twice weekly. The lessons guide students to write personal, persuasive, expository, and compare and contrast essays, as well as a research paper. For the grammar and English portion, the *World Geography* 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 target proofreading and spelling skills daily.

Science credit is earned through John Hudson Tiner's *Integrated Physics and Chemistry* course. This text includes 12 chapters totaling 742 pages of physics and chemistry-related topics. Readings in the text are followed by daily assignments that include vocabulary, multiple choice, true/false, fill-in-the-blank, and short answer questions. The *MicroPhySci Kit* provides needed supplies and equipment to perform 36 hands-on labs that are matched to the readings in *Integrated Physics and Chemistry*. Science credit can be earned with or without a lab component.

Students entering the *World Geography* guide should ideally be studying Algebra I, however students at a differing math level may still utilize this guide. Our recommendations for Algebra I include *Foerster's Algebra I*, *No-Nonsense Algebra*, or *VideoText Algebra*.

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 *World Geography* guide and other required resources to help your student earn 1 full-year credit in World Geography, ½ credit in World Religion & Cultures, and 1 full-year credit in Bible.

The Living Library Package provides carefully selected living books that coordinate well with the geography 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 geography come to life as students experience various places around the globe. The Living Library Package is highly recommended, unless you need to economize; however, it is not required to earn credit in World Geography.

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

Adding the foreign language option *Getting Started With Spanish* to your Economy Package adds ½ credit of Spanish to your student's program.

Since high school credit in English is earned through a combination of literature, composition, and grammar, all of these areas are scheduled in our 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 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 is integrated physics and chemistry. 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. Students entering this guide are ideally studying Algebra I, 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: World Geography* 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 World Geography, 1/2 credit in World Religion & Cultures, and 1 full-year credit in Bible)

- **Hearts for Him Through High School: World Geography* by Carrie Austin (Heart of Dakota Publishing, Inc., 2013)
- **The Archaeology Book* by David Down (Masterbooks, 2010)
- **A Book of Discovery* by M.B. Synge (Yesterday's Classics, 2007)
- **Mapping the World With Art* by Ellen Johnston McHenry (Ellen McHenry's Basement Workshop, 2009)
- **The Seven Wonders of the World* by Ron Tagliapietra (Bob Jones University Press, 1999)
- **Must See Places of the World* 6 DVD Set by Reader's Digest Association, Inc. (Questar, Inc.) Note: Includes *Must See Places of the World: Magnificent Planet/Marvels of Mankind, Wildlife Treasures, Journeys of a Lifetime, Australia the Beautiful, Mysteries of the Ancient World, and Scenic Cruises of the World*
- **Hearts for Him Through High School: Expedition Journal* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- **History Through the Ages: World Geography Timeline Figures* by Amy Pak (Homeschool in the Woods, 2013) Note: This printable CD of *World Geography Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: World Geography*.
- **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 copy is required for each student.
- **But Don't All Religions Lead to God?* by Michael Green (Baker Books, 2002)
- **World Religions: An Indispensable Introduction* by Gerald R. McDermott (Thomas Nelson, 2011)
- **Mimosa* by Amy Carmichael, The Dohnavur Fellowship, 1924 (CLC Publications, 2010 by permission of Dohnavur Fellowship)
- **Sitting at the Feet of Rabbi Jesus* by Ann Spangler and Lois Tverberg (Zondervan, 2009)
- **Sundar Singh* by Janet and Geoff Bengé (YWAM Publishing, 2005)
- **Queen of the Dark Chamber* by Christiana Tsai (Ambassadors for Christ, Inc., 1986, Reprinted with permission by A Heart 4 You: China, 2009)
- **Japan Diary* by J. Lawrence Driskill (Hope Publishing House, 1993)
- **I Dared to Call Him Father* by Bilquis Sheikh with Richard H. Schneider (Chosen Books, 2003)

- **God's Global Mosaic* by Paul-Gordon Chandler (InterVarsity Press, 2000)
 - **Foreign to Familiar* by Sarah A. Lanier (McDougal Publishing, 2010)
 - **World Religions & Culture's Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
 - **Rooted & Grounded: Student Text and Teacher's Guide* by Howard Lisech, Bonnie Lisech, and Jan L. Harris (Deeper Roots Publications, 2008) Note: A copy of the Student Text is required for each student.
- Choose One:**
- **Stepping Heavenward* by Elizabeth Prentiss (Barbour Publishing, Inc., 1998)
 - **Practical Happiness* by Bob Schultz (Great Expectations Book Co., 2008)

Living Library Package (Highly Recommended – Listed in Appendix)

Logic Package (Required for ½ credit in Logic)

- **The Fallacy Detective* by Nathaniel Bluedorn & Hans Bluedorn (Christian Logic, 2009)
- **The Art of Argument* by Aaron Larsen, Joelle Hodge, and Chris Perrin (Classical Academic Press, 2010) Note: A copy of the Student Book is required for each student.

Foreign Language Option (Required for ½ credit in Spanish)

- **Getting Started With Spanish* by William E. Linney and Antonio L. Orta (Armfield Academic Press, 2009) Note: A copy is required 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:

BJU *Fundamentals of Literature* Set + *Essentials in Writing* + Boy **or** Girl Set + *Building Securely* Set

Literature and Composition Only Packages:

BJU *Fundamentals of Literature* Set + *Essentials in Writing* + Boy **or** Girl Set

Literature Only Packages:

BJU *Fundamentals of Literature* Set + Boy **or** Girl Set

Individual English Resource Listings:

- **Fundamentals of Literature: Second Edition* Student Text and Teacher's Edition (2 volumes) by Donnalynn Hess and June Cates (BJU Press, 2010)
- **Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens (Matthew B. Stephens, 2012)
- **Building Securely* by Rod and Staff Publishers, Inc. (Rod and Staff Publishers, Inc., 1996)
- **Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens (Matthew B. Stephens, 2012)

Boy Set: (Includes choice of *Shane* **or** *A Christmas Carol*)

Note: *Shane* is a terrific western with many good insights into manhood, however it contains quite a bit of language. Refer to the Appendix description of *Shane* and to the daily plans for warnings. To avoid the language, choose *A Christmas Carol* instead.

- **Shane* by Jack Schaefer (Laurel-Leaf, Random House, Inc., 1949)
- **A Christmas Carol* by Charles Dickens (Bantam Books, 2009)
- **Treasure Island* by Robert Louis Stevenson (Signet Classic, 2008)

- **Ragged Dick* by Horatio Alger, Jr. (Signet Classic, 2005)
- **Men of Iron* by Howard Pyle (Bob Jones University Press, 1993)
- **The Screwtape Letters* by C.S. Lewis (Harper Collins, 2001)
- **Children of the New Forest* by Frederick Marryat (Yesterday's Classics, 2007)
- **Captains Courageous* by Rudyard Kipling (Townsend Press, 2007)

Girl Set:

- **A Lantern in Her Hand* by Bess Streeter Aldrich (Puffin Books, 1997)
- **Pride and Prejudice* by Jane Austen (Pocket Books, 2004)
- **Papa's Wife* by Thyra Ferre Bjorn (Buccaneer Books by arrangement with Henry Holt & Company, Inc., 1955)
- **The Importance of Being Earnest* by Oscar Wilde (Dover, 1990)
- **Little Women* by Louisa May Alcott (Simon & Schuster, 2009)

Science Package (Required for 1 full-year credit in Integrated Physics & Chemistry, with or without lab, unless you have your own science)

- **Integrated Physics & Chemistry Kit* by John Hudson Tiner (Paradigm Accelerated Curriculum, 2005) Note: Kit includes 12 text chapters, 12 activity books, and Teacher's Resource Kit
- **MicroPhySci: Second Edition Lab Manual and Kit* by Frank Eshelman and Ken Schaefer (Quality Science Labs, LLC, 2012)

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

- **Foerster's Algebra I* by Paul A. Foerster (Pearson Prentice Hall 2006)
- **No-Nonsense Algebra* by Richard Fisher (Math Essentials, 2011)
- **VideoText Algebra* by Tom Clark (VideoText Interactive, 2006)

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 - World Geography*:

World Geography (1 full-year credit)

World Religion & Cultures (1/2 credit)

Bible: Scripture-Based Spiritual Growth (1 full-year credit)

Logic (1/2 credit)

Foreign Language: Spanish I (1/2 credit)

English I (includes English, Literature, and Composition) (1 full-year credit) **OR**

Fundamentals of Literature (1/2 credit) and English/Composition (1/2 credit)

Science: Integrated Physics and Chemistry with Lab (1 full-year credit)

Math: Algebra I (1 full-year credit)

Total Credits Earned: 6 1/2 credits

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

World Geography (includes boxes in plans labeled “World Geography,” “Geography Activities,” and “Living Library”)

Course Description:

This World Geography course provides students with a chronological overview of geography based upon the history of exploration, discovery, and mapmaking, starting with ancient cultures and ending with the exploration of the polar regions. As part of this course, students examine archaeological reconstructions and maps of places from the past; study the routes and discoveries of famous explorers; become familiar with various people, places, environments, and cultures; learn about methods and tools geographers use in research; and locate ancient, archaeological, architectural, natural, and technological wonders. Students also create a map of the world from memory to gain geographic knowledge as they retell the history of mapmaking, starting with the cartography of Greece and ending with the mapping of Antarctica. Students earn one full credit in World Geography upon completion of this course.

Required Resources:

The Archaeology Book by David Down

A Book of Discovery by M.B. Sygne

Mapping the World With Art by Ellen Johnston McHenry

The Seven Wonders of the World by Ron Tagliapietra

Must See Places of the World (6 DVD Set): *Magnificent Planet/Marvels of Mankind, Wildlife Treasures, Journey of a Lifetime, Australia the Beautiful, Mysteries of the Ancient World, Scenic Cruises of the World*

World Geography: Expedition Journal

History Through the Ages: World Geography Timeline Figures (printable CD)

Book of Centuries

Optional: “Living Library” Book Set

Course Materials:

1” three-ring binder with a place to insert a cover page for the *Expedition Journal*

1” three-ring binder with a place to insert a cover page for the *Book of Centuries*

Note: Beginning with *Hearts for Him Through High School: World Geography*, students add to their *Book of Centuries* with each consecutive guide for four years.

So, this makes the *Book of Centuries* a one-time purchase.

Print the *History Through the Ages: World Timeline Figures*.

Refer to the “Tools and Materials You Will Need” page at the beginning of *Mapping the World With Art* and gather needed supplies.

Plan to print pages as scheduled throughout the year from the “PDF Curriculum” CD provided in the *Mapping the World With Art* guide.

Plan to photocopy pages as scheduled throughout the year from the “Activity Section” of *Mapping the World With Art*.

Plan to watch the drawing lessons as scheduled throughout the year from the three DVD’s provided in the *Mapping the World With Art* guide.

Plan to photocopy the “Summary” page as scheduled throughout the year from the Appendix of *Hearts for Him Through High School: World Geography*.

Plan to watch the DVD segments as scheduled throughout the year from *Must See Places of the World* (6 DVD Set).

Suggested Grading:

_____ Completion of readings from *The Archaeology Book*, *A Book of Discovery*, *The Seven Wonders of the World*, *Mapping the World With Art*, and viewings from *Must See Places of the World* DVD Set (**Required**)

_____ Oral Narrations (**15% of total grade**)

_____ Key Word (Day 1 of Units 1, 6, 11, 16, 21, 26, and 31) (Note: Students should utilize many of the provided key words from the plans in the narration.)

_____ Summary (Day 1 of Units 2, 7, 12, 17, 22, 27, and 32) (Note: Students should summarize the reading in 7-10 sentences.)

_____ Detailed (Day 1 of Units 3, 8, 13, 18, 23, 28, and 33) (Note: Students should give a 5-7 minute detailed narration about the reading.)

_____ Topic (Day 1 of Units 4, 9, 14, 19, 24, 29, and 34) (Note: Students should narrate upon the topics provided in the plans for each section of the reading.)

_____ Key Word Typed (Day 1 of Units 5, 10, 15, 20, 30, and 35) (Note: Students should utilize many of the provided key words from the plans in the narration while the teacher types a written record of the narration.)

_____ Timeline *Book of Centuries* Entries (Day 4 of Units 1-35) (**10% of total grade**) (Note: Students should neatly and accurately complete required "Portrait Gallery" and lined timeline entries, making sure to create a visually appealing *Book of Centuries*.)

_____ *Expedition Journal* Entries (include assignments below rotated throughout the units) (**25% of total grade**) (Note: Each assignment below should be completed according to the directions provided in the plans.)

_____ Research

_____ Outlining

_____ Sketching

_____ Note-taking

_____ Socratic Discussion

_____ Primary Source Documents

_____ Answering Questions Based on Bloom's Taxonomy

_____ Map Reading

Written Narrations (Day 3 of Units 1-35) (Note: Students should follow the directions in the plans to write a 3-4 paragraph narration that retells the reading. For further guidance, refer to the *Written Narration Tips* in the Appendix. Narrations should be edited using the *Written Narrations Skills* in the Appendix.)

_____ Unit 1 – Day 3

_____ Unit 2 – Day 3

_____ Unit 3 – Day 3

_____ Unit 4 – Day 3

_____ Unit 5 – Day 3

_____ Unit 6 – Day 3

_____ Unit 7 – Day 3

_____ Unit 8 – Day 3

_____ Unit 9 – Day 3

_____ Unit 10 – Day 3

_____ Unit 11 – Day 3

_____ Unit 12 – Day 3

- _____ Unit 13 – Day 3
- _____ Unit 14 – Day 3
- _____ Unit 15 – Day 3
- _____ Unit 16 – Day 3
- _____ Unit 17 – Day 3
- _____ Unit 18 – Day 3
- _____ Unit 19 – Day 3
- _____ Unit 20 – Day 3
- _____ Unit 21 – Day 3
- _____ Unit 22 – Day 3
- _____ Unit 23 – Day 3
- _____ Unit 24 – Day 3
- _____ Unit 25 – Day 3
- _____ Unit 26 – Day 3
- _____ Unit 27 – Day 3
- _____ Unit 28 – Day 3
- _____ Unit 29 – Day 3
- _____ Unit 30 – Day 3
- _____ Unit 31 – Day 3
- _____ Unit 32 – Day 3
- _____ Unit 33 – Day 3
- _____ Unit 34 – Day 3
- _____ Unit 35 – Day 3

_____ Completion of Map Drawings from *Mapping the World With Art* (**25% of total grade**) (Note: Students should accurately follow provided directions to complete and label required map drawings. Neatness is encouraged but is less of a requirement, since students are drawing maps freehand in pen on blank paper.)

- _____ 1: Mesopotamia
- _____ 2: The Nile River
- _____ 3: Greece
- _____ 4: The Roman “Boot” (the Italian peninsula)
- _____ 5A: The “Holy Land” of the Crusaders
- _____ 5B: The Arabian Peninsula
- _____ 6A: The Black Sea
- _____ 6B: The Caspian Sea
- _____ 6C: The Aral Sea
- _____ 7: The Iberian Peninsula
- _____ 8A: France
- _____ 8B: Adding France to the Iberian Peninsula
- _____ 9: The Indian “Subcontinent”
- _____ 10: The Greater Antilles
- _____ 11: The Lesser Antilles
- _____ 12A: Britain
- _____ 2B: Newfoundland
- _____ 13: Africa
- _____ 14: Central America and the Caribbean
- _____ 15: South America
- _____ 16: The Malay Peninsula and southern Asia
- _____ 17A: Sumatra, Java and other small islands
- _____ 17B: Borneo
- _____ 17C: Celebes

- _____ 17D: New Guinea
- _____ 17E: The Spice Islands
- _____ 18A: The Strait of Magellan
- _____ 18B: The Philippines
- _____ 19: The eastern coast of North America
- _____ 20: Gulf of St. Lawrence
- _____ 21: The west coast of America
- _____ 22: Scandinavia
- _____ 23: The Low Countries
- _____ 24: Northern Canada
- _____ 25: Japan
- _____ 26A/26B: Australia and New Zealand
- _____ 27A: Alaska
- _____ 27B: The Kamchatka peninsula and the Sea of Okhotsk
- _____ 28A: The rest of North America
- _____ 28B: The top of Asia
- _____ 29A: New Britain, New Ireland, and the Solomon Islands
- _____ 29B: Hawaii
- _____ 29C: Tahiti
- _____ 29D: Vanuatu
- _____ 29E: Fiji
- _____ 29F: New Caledonia
- _____ 29G: Pacific Ocean
- _____ 30: Antarctica

_____ Geography Projects and Review Maps from the “Activity Section” of *Mapping the World With Art* (**15% of total grade**) (Note: Students should follow provided directions to neatly and accurately complete assigned projects and review maps.)

_____ “Final Project: Create a World Map” from *Mapping the World With Art* (**5% of total grade**) (Note: Students should accurately follow provided directions to neatly produce a visually appealing world map. Since the world map requires a significant amount of freehand drawing, allowances should be made for distortions in distances or continent outlines. Effort and creativity is a large part of this project.)

_____ *Seven Wonders of the World* Project (**5% of total grade**) (Note: Students should complete and follow the “*Seven Wonders of the World: Project Planning Form*” to create a project about one of the “Wonders of the World” studied this year. The project will either be a three-dimensional model, a speech with visual aids, or a tri-fold travel brochure. It must include 7 or more facts, 3 different resources, and a Bibliography. Effort and creativity is also a part of this project.)

_____ Optional - Living Library Readings (**Extra Credit: Add 10% to your total grade for completion of “Living Library” readings and assignments**)
The Sign Above the Door, Herodotus and the Road to History, Word to Caesar, Big John’s Secret, A Silk Road Pilgrimage, Where Am I? The Story of Maps and Navigation, The Captive (Lamplighter Theater, 2 CD Set), *God Spoke Tibetan, The King’s Fifth, In the Days of Drake, Wilfred Grenfell, Florence Young, Longitude, Kisses from Katie* (for girls), *Queen Sheba’s Ring* (for boys), *Mystery of the Frozen Lands, Sir Ernest Shackleton* (3 CD Set, two-sided), and *Around the World in 80 Days*

Living Library Assignments:

_____ One-sentence summary (Days 1, 2, and 3 of Units 1-35) (Note: Students should follow the provided directions in the plans to produce a one-sentence summary of the reading that includes the main character(s), the main action taken, any important conflict, the goal, and the setting.)

_____ Oral narration (Day 4 of Units 1-35) (Note: Students should retell the reading to a teacher following the *Narration Tips* in the Appendix.)

Course Descriptions, Required Resources, Course Materials, and Grading

World Religion & Cultures

Course Description:

This World Religion & Culture's course provides students with an overview of 8 of the world's major religions, including Hinduism, Judaism, Buddhism, Confucianism, Daoism, Shinto, Islam, and Christianity. Students learn about the important beliefs, practices, and rituals in each religion and become acquainted with the basic answers each religion gives to life's fundamental questions. As students compare the religions of the world and wrestle with the question, "But Don't All Religions Lead to God?" they learn to engage people of other faiths, while better understanding their own Christian faith. An understanding of the ways in which values, traditions, and religious beliefs are reflected in various cultures, helps students gain a better understanding of their own culture. Students earn 1/2 credit in World Religion & Cultures upon completion of this course.

Required Resources:

But Don't All Religions Lead to God? by Michael Green

World Religions: An Indispensable Introduction by Gerald R. McDermott

Mimosa by Amy Carmichael

Sitting at the Feet of Rabbi Jesus by Ann Spangler and Lois Tverberg

Sundar Singh by Janet and Geoff Benge

Queen of the Dark Chamber by Christiana Tsai

Japan Diary by J. Lawrence Driskill

I Dared to Call Him Father by Bilquis Sheikh

God's Global Mosaic by Paul-Gordon Chandler

Foreign to Familiar by Sarah A. Lanier

World Religions and Cultures Notebook by Heart of Dakota

Course Materials:

1/2" three-ring binder with a place to insert a cover page for the *World and Religion and Culture's Notebook*

Plan to photocopy the "Bookmark" as scheduled throughout the year from the Appendix of *Hearts for Him Through High School: World Geography*.

Suggested Grading:

_____ Completion of daily readings from the books listed above **(Required)**

_____ *World Religion and Culture's Notebook* Entries (Note: Students should accurately follow provided directions in the plans to complete the assigned graphic organizers.)

_____ Graphic Organizers **(30% of total grade)**

_____ *But Don't All Religions Lead to God?*

_____ *World Religions: An Indispensable Introduction*

_____ Hinduism

_____ Judaism

_____ Buddhism

_____ Confucianism

_____ Daoism

_____ Shinto

_____ Islam

_____ Christianity

_____ Reflections and Summaries **(25% of total grade)** (Note: Students should complete the assigned reflection and summary-style questions for each book to demonstrate understanding of what was read, to make connections between the book and Scripture, to reflect upon the life of the character, and to apply what was learned from the character’s life to their own lives.)

_____ *Mimosa*

_____ *Sitting at the Feet of Rabbi Jesus*

_____ *Sundar Singh*

_____ *Queen of the Dark Chamber*

_____ *Japan Diary*

_____ *I Dared to Call Him Father*

_____ Oral Narrations (Day 2 of Units 5, 6, 13, 15, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 30, 32, 33, 34, and 35) **(15% of total grade)** (Note: Students should retell the reading to a teacher following the *Narration Tips* in the Appendix.)

_____ Bookmark Prompts Targeting Higher Level Thinking (Note: Students should accurately follow the prompts on the provided “Bookmark” to select lines to quote and comment upon; ask clarifying and probing questions; make connections between text, self, and world; and share observations, reflections, and musings.) **(20% of total grade)**

_____ “At the Feet of the Rabbi” questions, reflections, and applications from *Sitting at the Feet of Jesus* **(10% of total grade)** (Note: Students should follow the directions provided in the plans to complete the assigned questions, reflections, and application assignments from *Sitting at the Feet of Rabbi Jesus*.)

Course Descriptions, Required Resources, Course Materials, and Grading

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

Course Description:

This Scripture-based Spiritual Growth course provides a unique synthesis of thoughtful Bible study, Scripture memorization, consistent prayer, and global evangelism awareness to lead students into a deeper and more fulfilling relationship with God. This non-denominationally Protestant Bible Study topically covers selected areas of theology, Godly relationships, and Christian living. Students are challenged to discover and apply Biblical principles, to seek and reflect a Christlike attitude, and to develop a more deeply rooted faith. Students earn one-full credit in Bible: Scripture-based Spiritual Growth upon completion of this course.

Required Resources:

Rooted and Grounded: A Guide for Spiritual Growth Student Workbook and Teacher’s Guide by Howard Lisech, Bonnie Lisech, and Jan L. Harris

Choose one:

Practical Happiness by Bob Schultz (for boys)

Stepping Heavenward by Elizabeth Prentiss (for girls)

Course Materials:

Rooted and Grounded: A Guide for Spiritual Growth Student Workbook (1 per student)

Either *Practical Happiness* **or** *Stepping Heavenward* (1 per student to annotate)

Prayer Journal (a bound book with lined pages; 1 per student)

Photocopy “Preparing Your Heart for Prayer” from the Appendix of *Hearts for Him Through High School: World Geography* (1 per student)

Suggested Grading:

_____ Completion of daily Bible Study Lessons and Reviews from *Rooted and Grounded* (**Lessons: 40% of total grade, and Reviews: 20% of total grade**) (Note: Students should complete the assigned questions, reflections, and reviews according to the standards in the *Rooted and Grounded* Teacher’s Guide. If students are having difficulty with questions or are not demonstrating understanding, the teacher should help the students gain understanding by discussing the questions with the aid of the Teacher’s Guide.)

- _____ Lesson 1: Be to the Praise of His Glory
- _____ Review – Lesson 1 (discuss with teacher)
- _____ Lesson 2: Walk As Jesus Walked
- _____ Review – Lesson 2 (discuss with teacher)
- _____ Lesson 3: A Pure and Holy Life
- _____ Review – Lesson 3 (discuss with teacher)
- _____ Lesson 4: The Love of God for Others
- _____ Review – Lesson 4 (discuss with teacher)
- _____ Lesson 5: Servanthood
- _____ Review – Lesson 5 (discuss with teacher)
- _____ Lesson 6: Unrealistic Expectations
- _____ Review – Lesson 6 (discuss with teacher)
- _____ Lesson 7: God Is Faithful
- _____ Review – Lesson 7 (discuss with teacher)
- _____ Lesson 8: The Forgiveness of God
- _____ Review – Lesson 8 (discuss with teacher)
- _____ Lesson 9: Forgiving Others

- _____ Review – Lesson 9 (discuss with teacher)
- _____ Lesson 10: God Knows You
- _____ Review – Lesson 10 (discuss with teacher)
- _____ Lesson 11: Christ Accepts You
- _____ Review – Lesson 11 (discuss with teacher)
- _____ Lesson 12: God’s Awesome Power
- _____ Review – Lesson 12 (discuss with teacher)
- _____ Lesson 13: Don’t Worry or Be Anxious
- _____ Review – Lesson 13 (discuss with teacher)
- _____ Lesson 14: Submission and Obedience to Authority
- _____ Review – Lesson 14 (discuss with teacher)
- _____ Lesson 15: God Is Worthy of Praise
- _____ Review – Lesson 15 (discuss with teacher)
- _____ Lesson 16: The Mystery of Prayer
- _____ Review – Lesson 16 (discuss with teacher)
- _____ Lesson 17: The Privilege of Prayer
- _____ Review – Lesson 17 (discuss with teacher)
- _____ Lesson 18: The Patterns of Prayer
- _____ Review – Lesson 18 (discuss with teacher)
- _____ Lesson 19: The Test of Faith
- _____ Review – Lesson 19 (discuss with teacher)
- _____ Lesson 20: The Attitude of Christ
- _____ Review – Lesson 20 (discuss with teacher)
- _____ Lesson 21: Christ Must Increase – I Must Decrease
- _____ Review – Lesson 21 (discuss with teacher)
- _____ Lesson 22: The Way of Greatness
- _____ Review – Lesson 22 (discuss with teacher)
- _____ Lesson 23: Seeking Kingdom Treasure
- _____ Review – Lesson 23 (discuss with teacher)
- _____ Lesson 24: A Good Soldier
- _____ Review – Lesson 24 (discuss with teacher)
- _____ Lesson 25: Honor All Men
- _____ Review – Lesson 25 (discuss with teacher)
- _____ Lesson 26: Work With All Your Heart
- _____ Review – Lesson 26 (discuss with teacher)
- _____ Lesson 27: An Instrument for Noble Purposes
- _____ Review – Lesson 27 (discuss with teacher)

_____ Daily Prayer Log of the 4 Parts of Prayer: Adoration, Confession, Thanksgiving, Supplication **(10% of total grade)** (Note: Students should use the provided “Preparing Your Heart for Prayer” sheet from the Appendix as a guide for prayer and keep a daily log of prayers in their “Prayer Journal.”)

_____ Scripture Memorization **(20% of total grade)** (Note: Students should memorize the Scriptures below as assigned in the plans. Ten different memorization techniques are assigned as a part of the memory work and should be utilized.)

- _____ Ephesians 3:16-18 (NIV) **or** Ephesians 3:17-19 (KJV)
- _____ 1 John 1:7-9
- _____ 1 Corinthians 10:13
- _____ Psalm 119:11
- _____ 1 John 4:9-11
- _____ Romans 12:1-3

_____ Romans 8:28-29
_____ Proverbs 3:3, 5-7
_____ 1 Peter 1:18-20
_____ Colossians 3:12-15
_____ Psalm 139:23-24
_____ Romans 15:7
_____ 1 John 3:1
_____ Job 42:2
_____ Jeremiah 32:17
_____ Philippians 4:6-9
_____ Hebrews 13:17
_____ Colossians 3:17
_____ Psalm 34:1-3
_____ 1 John 5:13-15
_____ Colossians 1:9-11
_____ Luke 18:1
_____ Ephesians 3:20-21
_____ Romans 8:31, 38-39
_____ Philippians 2:1-3
_____ Philippians 2:4-7
_____ Philippians 2:12-13
_____ Matthew 6:19-21
_____ John 1:7-9
_____ Philippians 2:8-10
_____ Colossians 3:23-25
_____ 2 Timothy 2:20-22

_____ Weekly Annotate **either** *Practical Happiness* **or** *Stepping Heavenward* **(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 since annotating is a new skill for students it may be better to allow the students to annotate based on personal interest rather than to achieve a required number of annotations.)

Course Descriptions, Required Resources, Course Materials, and Grading

Logic

Course Description:

This logic course teaches students to recognize occurrences of poor or incorrect reasoning and detect flawed arguments frequently found in editorials, commercials, speeches, advertisements, comics, newspapers, journals, and other media. Students must utilize logic and critical thinking as they identify fallacies of irrelevance, fallacies of presumption, and fallacies of clarity. Students learn to craft accurate statements, avoid fallacies in their own reasoning, and present their views carefully through the use of logical arguments. Students earn 1/2 credit in Logic upon completion of this course.

Required Resources:

The Fallacy Detective by Nathaniel Bluedorn and Hans Bluedorn
The Art of Argument Student Workbook and Teacher's Edition by Aaron Larsen, Joelle Hodge, and Chris Perrin

Course Materials:

The Art of Argument Student Workbook (1 per student)
Plan to photocopy the "Chapter Tests," "Unit Tests," and "Final Exam" as scheduled throughout the year from *The Art of Argument*.

Suggested Grading:

_____ Completion of exercises from *The Fallacy Detective* (**25% of total grade**) (Note: To aid in better understanding and recognition of the various fallacies, students should complete the assigned exercises and immediately compare their answers to the "Answer Key" at the back of *The Fallacy Detective*. When an exercise reflects that a student is struggling with understanding a fallacy, the teacher should meet with the student to discuss the exercise and help the student gain understanding.)

_____ Completion of the lessons and worksheets from *The Art of Argument* (**20% of total grade**) (Note: Since students will have already completed *The Fallacy Detective* prior to beginning *The Art of Argument*, for this part of the course students will complete the assignments and hand them in to be corrected, rather than checking the answers themselves. This is because students should have some familiarity with the fallacies that will aid them in better understanding, making immediate feedback a bit less important.)

_____ Chapter Reviews from *The Art of Argument* (**15% of total grade**) (Note: Students should complete the reviews as assigned in the plans.)

- _____ Chapter 1
- _____ Chapter 2
- _____ Chapter 3
- _____ Chapter 4
- _____ Chapter 5
- _____ Chapter 6

_____ Tests from *The Art of Argument* (**25% of total grade**) (Note: Students should complete the tests as assigned in the plans.)

- _____ Chapter 1 Test: *Ad Fontem* Fallacies
- _____ Chapter 2 Mid-Chapter Quiz
- _____ Chapter 2 Test: Appeals to Emotion

- _____ Chapter 3 Test: Red Herring Fallacies
- _____ Unit 1 Test (Chapters 1-3): Fallacies of Relevance
- _____ Chapter 4 Test: Fallacies of Presupposition
- _____ Chapter 5 Test: Fallacies of Induction
- _____ Unit 2 Test (Chapters 1-5): Fallacies of Presumption
- _____ Chapter 6 Test/Unit 3 Test: Fallacies of Clarity
- _____ Final Exam

_____ Logic Discussions with the teacher as scheduled in the guide (**15% of total grade**) (Note: Students should actively participate in the discussions as scheduled in the plans.)

Course Descriptions, Required Resources, Course Materials, and Grading

Foreign Language - Spanish I:

Course Description:

This Spanish I course is designed to introduce students to the Spanish language. This course emphasizes simple vocabulary, basic grammar and syntax, and the spoken accent so that students can read, write, speak, translate, and understand the language at a basic level. Students also practice pronunciation skills utilizing online recordings that feature a native speaker. Students earn ½ credit in Spanish I upon completion of this course.

Required Resources:

Getting Started with Spanish by William E. Linney and Antonio L. Orta

Course Materials:

Getting Started with Spanish Student Workbook (1 per student)

Plan to listen and practice with the free pronunciation recordings for each lesson at www.GettingStartedWithSpanish.com

Suggested Grading:

_____ Completion of 177 lessons from *Getting Started with Spanish* (**80% 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 Spanish pronunciation. Effort and accuracy are important.)

Course Descriptions, Required Resources, Course Materials, and Grading

Select **one** of the following options for listing credit in English, Literature, and Composition.

English I (includes English Grammar, Literature, and Composition) (1 full-year credit) **OR**
Fundamentals of Literature (1/2 credit) and **English/Composition** (1/2 credit)

Then, choose **only** the course description(s) below that match the option you selected above for claiming credit in English, Literature, and Composition. Please note there are separate course descriptions for boys and girls due to the differing classic novels that are read.

English I Course Description (for boys): (includes English Grammar, Literature, and Composition)

This English I course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *Shane* (or *A Christmas Carol*), *Treasure Island*, *Ragged Dick*, *Men of Iron*, *Captains Courageous*, and others are read and studied. Students write compositions including literary analysis, personal, persuasive, expository, and compare and contrast essays, as well as a research paper. Students earn 1 full-credit in English I upon completion of this course.

English I Course Description (for girls): (includes English Grammar, Literature, and Composition)

This English I course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *A Lantern in Her Hand*, *Pride and Prejudice*, *The Importance of Being Earnest*, *Little Women*, and others are read and studied. Students write compositions including literary analysis, personal, persuasive, expository, and compare and contrast essays, as well as a research paper. Students earn 1 full-credit in English I upon completion of this course.

Fundamentals of Literature Course Description (for boys):

This Fundamentals of Literature course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *Shane* (or *A Christmas Carol*), *Treasure Island*, *Ragged Dick*, *Men of Iron*, *Captains Courageous*, and others are read and studied. Students earn 1/2 credit in Fundamentals of Literature upon completion of this course.

Fundamentals of Literature Course Description: (for girls):

This Fundamentals of Literature course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more.

Classic works including *A Lantern in Her Hand*, *Pride and Prejudice*, *The Importance of Being Earnest*, *Little Women*, and others are read and studied. Students earn ½ credit in Fundamentals of Literature upon completion of this course.

English/Composition Course Description:

In this course students build upon previous writing skills to develop the writing processes and practices necessary for producing successful compositions. Students write literary analysis, personal, persuasive, expository, and compare and contrast essays, as well as a research paper. Students earn ½ credit in English/Composition upon completion of this course.

Required Resources: (includes boxes in plans labeled “Literature Study” and “Composition/Grammar”)

Fundamentals of Literature: Second Edition Student Text and Teacher’s Edition
(2 volumes) by Donnalynn Hess and June Cates

Essentials in Writing: Grade 10 DVD and Student Text by Matthew Stephens

Building Securely by Rod and Staff Publishers, Inc.

Essentials in Writing: Grade 10 DVD and Student Text by Matthew Stephens

Boy Set (includes choice of *Shane* or *A Christmas Carol*):

Note: *Shane* is a terrific western with many good insights into manhood, however it contains quite a bit of language. Refer to the Appendix description of *Shane* and to the daily plans for warnings. To avoid the language, choose *A Christmas Carol* instead.

Shane by Jack Schaefer

A Christmas Carol by Charles Dickens

Treasure Island by Robert Louis Stevenson

Ragged Dick by Horatio Alger, Jr.

Men of Iron by Howard Pyle

The Screwtape Letters by C.S. Lewis

Children of the New Forest by Frederick Marryat

Captains Courageous by Rudyard Kipling

Girl Set:

A Lantern in Her Hand by Bess Streeter Aldrich

Pride and Prejudice by Jane Austen

Papa’s Wife by Thyra Ferre Bjorn

The Importance of Being Earnest by Oscar Wilde

Little Women by Louisa May Alcott

Course Materials:

Essentials in Writing: Grade 10 Student Text (1 per student)

Either 3 bound and lined composition books (1 for English Grammar, 1 for literature, and 1 for composition), **OR** 1 large bound and lined composition book with 3 section dividers (1 section for English Grammar, 1 section for literature, and 1 section for composition)

Index cards for research paper

Suggested Grading:

_____ English (using *Building Securely*) **(The English Grammar portion of the credit counts for 20% of the total grade for the 1 full-year combined English I credit option or 40% of the total grade for the ½ credit English/Composition only option.)** (Note: Students should complete the lessons as assigned in the plans.)

_____ Completion of oral lessons from *Building Securely* with the teacher
_____ Completion of assigned written portion of lessons from *Building Securely*
_____ Completion of Reviews:

_____ Chapter 1
_____ Chapter 2
_____ Chapter 3
_____ Chapter 4
_____ Chapter 5

_____ Application of English/Grammar concepts to written work
_____ Completion of Composition assignments (listed below):

Writing Character Sketches:

_____ Lesson 4: Writing a Character Sketch
_____ Lesson 8: Proofreading Your Writing

Writing Paragraphs:

_____ Lesson 13: Topic Sentences and Paragraph Unity
_____ Lesson 16: Sentence Order and Paragraph Coherence
_____ Lesson 17: Sentence Transitions and Paragraph Coherence

Developing Paragraphs:

_____ Lesson 21: Developing Paragraphs by Adding Details or Giving Steps
_____ Lesson 25: Developing Paragraphs by Using Examples or Telling an Incident
_____ Lesson 31: Developing Paragraphs by Giving Definitions

Writing Outlines:

_____ Lesson 36: Outlining
_____ Lesson 40: Outlining Written Material
_____ Lesson 44: Using an Outline to Write a Composition
_____ Lesson 46: Taking Notes on a Sermon

Writing Letters:

_____ Lesson 51: Writing Friendly Letters
_____ Lesson 52: Writing Social Notes
_____ Lesson 55: Writing Business Letters

_____ Literature (using *Fundamentals of Literature* and Boy Set or Girl Set of Classic Novels) **(The Literature portion of the credit counts for 50% of the total grade for the 1 full-year English I combined credit option or 100% of the total grade for the ½ credit Literature only option.)** (Note: Students should complete the lessons as assigned in the plans.)

_____ *Fundamentals of Literature*

_____ Completion of Readings: Short Stories, Essays, Excerpts, Prose, Poetry, and the Full-Length Play *Cyrano de Bergerac*

_____ Discussion Questions with the Teacher

_____ “About the Story” Written Responses

_____ Thinking Zone (2 per Unit)

_____ Unit Reviews:

_____ Unit I: Conflict
_____ Unit II: Character
_____ Unit III: Theme
_____ Unit IV: Point of View
_____ Unit V: Structure of Prose and Poetry
_____ Unit VI: Tone

- _____ Classic Novels (Boy Set or Girl Set)
 - _____ Completion of Classic Novel Readings
 - _____ Written Narrations (See “*Written Narration Tips*” and “*Written Narration Skills*” in the Appendix for guidance in this area.)
 - _____ Oral Narrations (See “*Narration Tips*” in the Appendix for guidance in this area.)
 - _____ Common Place Book Entries (See directions in the plans for guidance in this area.)
 - _____ Student-Led Novel Discussions (See directions in the plans for guidance in this area. Students should demonstrate preparation, effort, and participation.)

- _____ Composition (using *Essentials in Writing: Grade 10*) (**The Composition part of the credit counts for 30% of the total grade for the 1 full-year combined English I credit option or for 60% of the total grade for the ½ credit English/Composition only option.**) (Note: Students should complete the lessons as assigned in the plans.)

- _____ Completion of daily lessons (including DVD component)
- _____ Completion of writing assignments below (grading rubric provided in *Essentials in Writing*):
 - _____ Expository Paragraph
 - _____ Persuasive Paragraph
 - _____ Descriptive Paragraph
 - _____ Compare and Contrast Paragraph
 - _____ Writing a Summary
 - _____ Personal Essay
 - _____ Persuasive Essay
 - _____ Expository Essay
 - _____ Compare and Contrast Essay
 - _____ Research Paper

Course Descriptions, Required Resources, Course Materials, and Grading

Science: Integrated Physics & Chemistry with Lab

Course Description:

This course integrates the disciplines of physics and chemistry at the introductory level. Topics studied include: matter, atomic structure, Periodic Table, compounds and bonding, solutions, chemical equations, acids and bases, Newton's Laws, momentum, velocity, acceleration, force and motion, waves, mechanical energy, work energy, machines, thermal energy, power sources, electricity, circuits, magnetism, and more. The focus is upon the people, concepts, and principles of chemistry and physics. Students conduct 35 laboratory activities as an integral part of this course to reinforce concepts, gain experience in making inferences and predictions, collect data, and use scientific problem solving to draw conclusions. Students earn 1 full-year credit in Integrated Physics & Chemistry with Lab upon completion of this course.

Science: Integrated Physics & Chemistry without Lab

Course Description:

This course integrates the disciplines of physics and chemistry at the introductory level. Topics studied include: matter, atomic structure, Periodic Table, compounds and bonding, solutions, chemical equations, acids and bases, Newton's Laws, momentum, velocity, acceleration, force and motion, waves, mechanical energy, work energy, machines, thermal energy, power sources, electricity, circuits, magnetism, and more. The focus is upon the people, concepts, and principles of chemistry and physics. Students earn 1 full-year credit in Integrated Physics & Chemistry upon completion of this course.

Required Resources:

Integrated Physics & Chemistry Text Booklets (12 chapters)

Integrated Physics & Chemistry Activity Booklets (12 chapters)

MicroPhySci: Second Edition Lab Manual and Lab Kit (omit if not earning credit with lab)

Course Materials:

Integrated Physics & Chemistry Activity Booklets (12 consumable booklets) (one set per student)

MicroPhySci: Second Edition Lab Manual (one per student) and Lab Kit (contains enough materials to perform each experiment 5 times)

For additional supplies needed to perform each lab, refer to "Supplies Not Included with Kit" on p. v – vi of *MicroPhySci: Second Edition* Lab Manual.

Note: For labs 21, 22, and 34, refer to the lesson plans in *Hearts for Him Through High School: World Geography*, as some of the noted supplies are not needed. Lab 36 is omitted, so no supplies are needed for that lab.

Suggested Grading:

_____ Completion of 180 readings from the 12 Chapters of *Integrated Physics & Chemistry* (**Required**)

_____ Questions and answers for 180 Activity Book sections in the *Integrated Physics and Chemistry* Activity Books (includes multiple choice, true/false, fill-in-the-blank, vocabulary, and short answer questions) (**60% of total grade**) (Note: Students should complete the activities as assigned in the plans.)

_____ Perform 35 labs and complete 35 corresponding lab reports (**40% of total grade**) (Note: Students should complete the labs and the lab reports as assigned in the

plans.)

Labs:

- _____ Scientific Investigation
- _____ Metric Measurements
- _____ Extremely Large Measurements, The Solar System
- _____ Density
- _____ Motion
- _____ Newton's Second Law
- _____ Friction
- _____ Impulse and Momentum
- _____ Energy
- _____ Work and Power
- _____ A Lever: A Simple Machine
- _____ Pulleys
- _____ Weight of a Car
- _____ Buoyancy
- _____ Thermal Energy and Diffusion
- _____ Electrostatics
- _____ Electrical Circuits
- _____ Magnetism
- _____ Sound Waves
- _____ Light Waves
- _____ Musical Instruments
- _____ Visible Light Spectrum
- _____ Plane Mirrors and Mirror Applications
- _____ Convex Lenses
- _____ Nuclear Decay Simulation
- _____ Percentage of Oxygen in Air
- _____ Chemical Reactions
- _____ Enthalpy of Reaction
- _____ Electrolysis of Water
- _____ Parts Per Million
- _____ Solution Concentration
- _____ Freezing Point Depression
- _____ Acids, Bases, and Indicators
- _____ Comparing Antacids
- _____ Carbon Chemistry
- _____ Optional - Organic Chemistry: The Chemistry of Life

Course Descriptions, Required Resources, Course Materials, and Grading

Math

Algebra I – General Course Description: (Note: Refer to your selected Algebra I text if you desire a more specific course description.)

This Algebra I course includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Students earn 1 full-year credit in Algebra I upon completion of this course.

Required Resources (choose 1 text from these options or use your own):

Foerster's Algebra I by Paul A. Foerster (optional: *Math Without Borders* DVD Set)

No-Nonsense Algebra by Richard Fisher

VideoText Algebra by Tom Clark

Course Materials:

Hearts for Him Through High School: World Geography recommends a choice of *Foerster's Algebra I*, *No-Nonsense Algebra*, *VideoText Algebra*, or your own math program. A math instruction reminder is listed in the plans daily. *Foerster's Algebra I* is written directly to the student and includes step-by-step explanations with plenty of practice problems rising in difficulty throughout the assignment. This text is the best "teaching" textbook in written form that we've found after looking at all of the currently available options for Algebra I. If you like the textbook approach, and enjoy the benefit of excellent examples worked for your student (and explained) this text is one of the best. This classic text has been used for honors-level classes or for anyone needing solid step-by-step instruction taken to the next level.

Math Without Borders DVD lessons are also available that teach each lesson in the text. These DVDs can be purchased as part of your math package through Heart of Dakota. We recommend beginning without the DVDs (and then seeing if you need them later).

General pacing suggestions for *Foerster's Algebra I* include doing a section each day (odd numbered problems only) and spending 2-3 days completing all of the problems in the story problem style exercises at the end of each chapter. If you spend 2 days on the story problem style exercises at the end of the chapter, then you can take one day to complete the "Chapter Review and Test." However, if you spend 3 days on the story problem exercises at the end of the chapter, then you will instead need to do the "Chapter Review and Test" on your free 5th day in order to complete the text by the end of the school year.

The text includes answers to the odd numbered problems in its Appendix. A fully worked solutions manual for all problems is available for purchase through Heart of Dakota, but only if you have also purchased the Student Text from us as well or have purchased a Heart of Dakota guide to use in teaching your students. This is due to the Publisher's regulations for proving that Solutions Manuals are purchased for homeschool use by homeschool families.

Students who are going into 8th or 9th grade and have come up through Heart of Dakota's recommended math **successfully** through Singapore 6A/6B should be able to transition into *Foerster's Algebra I* well. The first two chapters of *Foerster's Algebra I* include some Pre-Algebra. For those families who have a younger student, have a student who has struggled with math, or have a student who has taken a different math path, you will want to be sure to have had the equivalent of Pre-Algebra prior to entering *Foerster's Algebra I*.

Table of Contents (*Foerster's Algebra I*):

Chapter 1 Expressions and Equations
Chapter 2 Operations with Negative Numbers
Chapter 3 Distributing: Axioms and Other Properties
Chapter 4 Harder Equations
Chapter 5 Some Operations with Polynomials and Radicals
Chapter 6 Quadratic Equations
Chapter 7 Expressions and Equations Containing Two Variables
Chapter 8 Linear Functions, Scattered Data, and Probability
Chapter 9 Properties of Exponents
Chapter 10 More Operations with Polynomials
Chapter 11 Rational Algebraic Expressions
Chapter 12 Radical Algebraic Expressions
Chapter 13 Inequalities
Chapter 14 Functions and Advanced Topics

Both *No-Nonsense Algebra* and *Videotext Algebra* are alternatives to *Foerster's Algebra I*. Both incorporate some pre-algebra, a video component, and follow-up workbook assignments. *No-Nonsense Algebra* uses short, concise lessons to explain each topic in Algebra I in a way that is easy to understand. Multiple examples with fully explained step-by-step solutions, ample reviews built into each of the lessons, and chapter tests help students measure their progress and improve their test scores. Each lesson in the book has a corresponding online video lesson taught by award-winning math teacher and author Richard W. Fisher.

No-Nonsense Algebra works well for students who have struggled with math in the past and who are likely to find Algebra a challenge. It does not have nearly the depth of *Foerster's Algebra I*, but it does cover needed Algebra I concepts in a plain, no-frills fashion.

Table of Contents (*No-Nonsense Algebra*):

Chapter 1 Necessary Tools for Algebra
Chapter 2 Solving Equations
Chapter 3 Graphing and Analyzing Linear Equations
Chapter 4 Solving and Graphing Inequalities
Chapter 5 Systems of Linear Equations and Inequalities
Chapter 6 Polynomials
Chapter 7 Rational Expressions (Algebraic Fractions)
Chapter 8 Radical Expressions and Geometry
Chapter 9 Quadratic Equations
Chapter 10 Algebra Word Problems

You may purchase *No-Nonsense Algebra* directly from Heart of Dakota.

VideoText Algebra is an interactive, video-based program that teaches Pre-Algebra, Algebra I, and Algebra II in an integrated manner. Due to the integrated manner in which *VideoText* teaches algebra, once you begin *VideoText* it is best to complete the course because all modules work together to teach Pre-Algebra, Algebra I, and Algebra II. Therefore, to claim credit for both Algebra I and Algebra II all modules must be completed. All students must begin *VideoText Algebra* with Module A, regardless of previous math experience with Algebra.

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. Students will like the brief lessons and the clear explanations of concepts in *VideoText Algebra*. If you desire a video-based Algebra I and Algebra II course, this is an excellent option to consider. To view samples and purchase *VideoText Algebra* visit <http://www.videotext.com>.

If you have a different math program that you are already comfortable using, feel free to substitute it for the math portion of the plans.

Suggested Grading:

Refer to your selected Algebra I text.