

"Hearts for Him Through High School" Series Program Placement Chart: Part 1



If you are not sure which of our programs best fits your child, use our Program Placement Chart shown below to help you decide. The Placement Chart below is only for our first two high school level guides: *World Geography* and *World History*. If your child can do the listed skills in the chart below **and** is a junior or senior in high school, he/she is ready for our *U.S. History I* or *U.S. History II* guides. If the skills listed below are too difficult for your child, then move to the placement charts for our "Hearts for Him Through Time" series instead. Each of the subjects in the chart are placed in order of importance for correct placement, so consider the first row [AGE] to be more important than the second row [LITERATURE]; the second row [LITERATURE] is more important than the third row [WRITING], and so forth.

PROGRAM	<i>Hearts for Him Through High School: World Geography</i>	<i>Hearts for Him Through High School: World History</i>
AGE	13-15 years old extending to 11th - 12th graders	14-16 years old extending to 12th graders
LITERATURE	Ready to independently read and analyze pieces of classic literature; has successfully completed formal literature study equivalent to <i>Drawn into the Heart of Reading</i> Level 6/7/8 including genres studies, literary elements, challenging vocabulary, and deeper thinking; regularly looks beneath the surface of what is read; is prepared to discuss literary analysis, Biblical worldview, and critical thinking questions	Has independently read and analyzed pieces of classic literature; has successfully completed formal literature study equivalent to ninth grade (or above) including genre studies, literary elements, critical thinking, and challenging vocabulary; is ready to diagram a story's plot; is able to retell and reflect upon what is read both orally and in writing; is ready to annotate; has some familiarity with literary devices (i.e. foreshadowing, symbolism, allusion, etc.); is ready to discuss thematic elements from a Biblical worldview
WRITING	Able to reproduce with few errors paragraph-length dictation passages; writes three to five paragraphs with ease, including the use of complex sentences; can write a 15-20 sentence narration with little difficulty; has had basic, formal instruction in essay-writing and other forms of writing; is ready for deeper instruction in writing various forms of essays (i.e. personal, persuasive, expository, compare/contrast); is ready to write a short research paper	Able to reproduce with few errors difficult paragraph-length dictation passages; can write four to five paragraphs with ease, including the use of complex sentences; regularly writes 15-25 sentence narrations; has had formal instruction in the writing process and in various forms of essay-writing: personal, persuasive, expository, and compare/contrast; is able to write a short research paper; is ready for instruction in cause/effect, process analysis, literary response, and college preparation essay-writing
ENGLISH	Knows and identifies the 8 parts of speech; has had extensive diagramming practice including phrases and clauses; regularly proofreads for mistakes in grammar, usage, spelling, capitalization, and punctuation in own writing; regularly applies grammar knowledge to produce clearer, more organized writing; has had practice taking notes, outlining, writing reports, and using reference materials	Ready to build upon first half of English studied in previous guide; knows and identifies the 8 parts of speech; has had extensive diagramming practice including phrases and clauses; systematically proofreads for mistakes in grammar, usage, spelling, capitalization, and punctuation in own writing; regularly applies grammar knowledge to produce clearer, more organized writing; has had instruction in taking notes, outlining, report writing from an outline, letter writing, and using reference materials
MATH	Can analyze and interpret textbook examples and use them to solve new problems; is strengthening abstract thinking skills; can use mental math, reasoning, and computation to solve more challenging problems; can synthesize and apply learned concepts to solve multi-step problems; is ready for Algebra I or above	Can analyze and interpret textbook examples and use them to solve new problems; can use abstract thinking skills, mental math, reasoning, formulas, and computation to solve more challenging problems; can synthesize learned concepts and transfer them to solve multi-step problems; has completed Algebra I or above; is ready for Geometry or above
HISTORY	Regularly reads assigned history texts on his/her own according to a schedule; can independently read and follow extensive written directions well; is an experienced oral narrator; can readily write a 15-20 sentence written narration; is prepared to complete geography-related assignments that require additional written work daily (i.e. copywork, bulleted notes, outlines, video viewing guides, analysis of primary source documents, preparation for Socratic discussions, questions based on Bloom's Taxonomy, research topics, etc.); has preferably had experience with historical mapping, timeline entries, step-by-step sketching, and history projects (or is prepared to independently complete these things)	Is used to reading assigned history texts on his/her own according to a schedule; can independently read and follow extensive written directions well; is experienced in various types of oral narration: key word, summary, topic, detailed; can readily write a 15-25 sentence written narration; is prepared to complete history assignments that require additional written work daily (i.e. answers to critical thinking questions, graphic organizer notes on varying viewpoints from <i>You Are There...</i> listening sessions, written opinions, quotations in context, analysis of multiple primary source documents from the same event, support conclusions with primary source excerpts, etc.); is ready to interpret historical maps, create timeline entries, share talking points, and work on history-related activities