

## *Table of Contents*

- Unit 1      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Flood, the Fertile Crescent, and the First Civilizations  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 2      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Abraham, the Promised Son, the Israelites, and the Hyksos  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 3      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Hammurabi, Ancient China, the Indus Valley, and Joshua and David in Canaan  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 4      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Early American Tribes, Ancient Greeks, Hittites, Mayas, Olmecs, and Incas  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 5      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Minoans, Mycenaeans, Phoenicians, Solomon, and Quetzalcoatl  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 6      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Ancient Religions and Assyrian, Babylonian, and Persian Empires  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science

## Table of Contents

- Unit 7      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Battle of Thermopylae, Golden Age of Greece, and Empire of Alexander the Great  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 8      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Rome Rules, Caesar Dictates, and Christ is King  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 9      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Caesar Augustus' Reign, Boadicea's Revolt, Nero's Tyranny, and Masada's Fall  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 10     **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Pompeii's Destruction, Marcus Aurelius' Reign, and Christian Persecution  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 11     **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Celtic Tribes, German Barbarians, Martyrdom, and *"In This Sign Conquer"*  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 12     **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Western Roman Empire Falls and Christianity, Buddhism, and Islam Spread  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science

## *Table of Contents*

- Unit 13      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Anasazi, Ambrose, Augustine, Attila the Hun, and Gregory the Great  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 14      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Gospel Comes to England, Africa Embraces Islam, and Europe Is Feudalistic  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 15      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Charlemagne Is Crowned, Alfred’s Reign Is Great, and William Conquers England  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 16      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Crusades and Islam, Black Death, Mongol Hordes, and the End of Feudalism  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 17      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Francis of Assisi, Dante, Thomas Aquinas, Wycliffe, and Hus  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 18      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Joan of Arc, Guttenberg’s Movable Type, the Renaissance, and Savonarola’s Trial  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science

## *Table of Contents*

- Unit 19      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Erasmus, Luther, the Protestant Reformation, and the German Peasant Revolt  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 20      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Thomas ‘a Kempis, William Tyndale, Menno Simons, and John Calvin  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 21      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Reformation in England and Scotland, the “New World,” and Spanish Conquest  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 22      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Magellan’s Quest, French Huguenots, the “Elizabethan Era,” and Spain’s Armada  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 23      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Poets, Playwrights, Puritans, Men of Science, and the Thirty Years’ War  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 24      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Pilgrims, Praying Indians, Composers, and Cromwell vs. Charles I  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science

## Table of Contents

- Unit 25      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** *Pilgrim’s Progress*, Europe at War, and Russian Modernization and Expansion  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 26      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Revival and the “Great Awakening,” Missionaries, Expeditions, and Revolutions  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 27      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** France’s “Reign of Terror,” Modern Missions, and the Rise of Napoleon  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 28      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Napoleon Surrenders, Captain Cook Explores, & the Industrial Revolution Begins  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 29      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Transatlantic Slave Trade, the Crimean War, and the American Civil War  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 30      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Imperialism, African Colonization, Industrialization, and the Boxer Rebellion  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science

## Table of Contents

- Unit 31      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Revolution in China, Pancho Villa in Mexico, World War I, and Industrial Reform  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 32      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Russian Revolution, the Great Depression, and World War II  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 33      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** The Age of Invention, Space Travel, and the Spread of Communism  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 34      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** African Independence, the Common Market, Communism Falls & the Space Age  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 35      **Learning Through History** (includes the following subjects):  
World History, History Activities, Living Library, Fine Arts, and Foreign Language  
**World History Focus:** Wars Over Islam and Communism, Israel Becomes a Nation, and Terrorism Rises  
**Learning the Basics** (includes the following subjects):  
Health, Bible, Literature, Composition, Grammar, Math, and Science
- Appendix      Bibliography: Living Library and Literature Selections  
Literary Synthesis Sheet  
Word and Idea Helper (for the “Literary Synthesis Sheet”)  
Plot Diagram and Sample Answers: Plot Diagram  
Narration Tips  
Written Narration Tips and Written Narration Skills  
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: World History* features 35 units with complete daily plans for ages 14-16, extending to 11<sup>th</sup> – 12<sup>th</sup> grades with adjustments in the 3R's and science as needed. *Hearts for Him Through High School: World History* 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 *World History* 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 total credits for this year of study, including 1 full credit in World History, ½ - 1 full credit in Fine Arts, 1 full credit in Bible, 1 full credit in English, 1 full credit in Math, ½ credit in Health, 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 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 ½ - 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 cultural approach to world history based on studying the agriculture, architecture, communication, discoveries, dominant personalities, education, families, food, government, industry, energy, military, religion, sports, and transportation of ancient cultures up through modern cultures. In covering history in this manner, students gain a cultural as well as an historical perspective of life in various time periods, rather than following a strictly chronological approach to historical events. As students read about different time periods and places around the world, they study historical maps, make corresponding entries in their *Book of Centuries*, compare historical primary source documents, listen to re-enactments of memorable moments in history, narrate orally and in writing, share talking points, and work on history-related activities.

The history study integrates readings from *Unveiling the Kings of Israel*, *Short Lessons in World History*, *King Alfred's English*, *In Context: Stories Behind Seventy Memorable Sayings in Church History*, *Trial and Triumph: Stories from Church History*, *Courage and Conviction* and *People, Places & Principles of World History*,

To delve more deeply into the study of World History, students read along with the scheduled Charlotte Mason style "Living Library." This 20 book/audio set was selected for its narrative quality and its connections to the *World History* plans. This set is not meant to fulfill students' high school literature credit, as students are scheduled in the

“Literature” portion of the *World History* guide to read separate higher-level literature to fulfill that need. Instead, the books/ audios in this set were chosen to make world 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 literary synthesis exercises.

A balance of varied assessments is scheduled in the “Learning Through History” part of the plans. These include key word, summary, detailed, topic, typed, and opinion oral narrations; analysis of multiple documents about the same event using *Critical Thinking Using Primary Sources in World History*; answers to critical thinking questions from *Short Lessons in World History*; graphic organizer style notes showing varying viewpoints for “*You Are There!*” listening sessions; portrait gallery and lined timeline entries in the *Book of Centuries*; and written opinions, quotations in context, responses to primary source documents, talking points, interpretation of maps, and multi-paragraph written narrations in the *World History Journal*.

A course in Art History/Appreciation is another part of the “Learning Through History” side of the plans. This course offers Biblical insight into the great art and artists of the ages through *God & the History of Art* DVDs. The course also includes narrative readings from *Short Lessons in Art History* and showcases the struggles and successes of various artists. Follow-up activities and writing projects are scheduled using *Exercises and Activities for Short Lessons in Art History*. Viewing of beautiful artwork from each artist is accomplished through the *Art Gallery Notebook*. Students who wish to earn a full credit in Art History/Appreciation will also create art projects in a variety of mediums using *See the Light: Art Project* DVDs as their guide. These DVDs include art history, art elements, and art principles while providing step-by-step project tutoring. Biblical truths are integrated throughout the project DVDs.

A foreign language option is also provided through the *Spanish Homeschool Curriculum Kit*, which is designed to teach Spanish systematically. Since this Spanish program moves quickly and is quite vocabulary and grammar intensive, it is best if students have some previous Spanish exposure (like *Getting Started With Spanish*) prior to beginning this program. This course builds skills in reading, writing, and speaking the Spanish language. 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 *World History* teaches essential skills that meet academic and spiritual needs. Credit in Bible is earned using the study guide *The Most Important Thing You’ll Ever Study: A Survey of the Old Testament*. This inductive Bible study demonstrates the Bible’s overall picture. Memorization of the Ten Commandments, the books of the Bible, Psalm 23, Psalm 100, and Psalm 121; keeping a daily prayer journal based on the Biblical model of prayer; and singing hymns through *Selah: Greatest Hymns* CD are also part of the Bible credit. A weekly study of *Pilgrim’s Progress* with thought-provoking questions, Biblical connections, and discussions completes the Bible credit.

Credit in Health is earned through readings, discussions, assignments, quarterly projects, and assessments from *Total Health*.

High School credit in English is earned through a combination of literature, composition, and grammar. In the *World History* guide, the daily literature portion includes a set of full-length novels/plays. Classic novel introductions, readings, annotations, oral narrations, written narrations, *Common Place Book* entries, guided *Literature Journal*



reflections, Biblical worldview questions, plot diagram graphic organizers, and novel discussions all provide higher level assessments without taking away the joy of reading.

For the composition portion, the *World History* guide schedules the DVD lessons and assignments from *Essentials in Writing* twice weekly. The lessons guide students to write persuasive, expository, process analysis, and response to literature essays, as well as a research paper. For the grammar and English portion, the *World History* 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 Accelerated Christian Education's *Biology* course. This course includes 12 narrative PACE texts with readings followed by daily assignments that include vocabulary, multiple choice, true/false, fill-in-the-blank, and short answer questions. The course also comes with online video *Biology Labs* featuring 24 hands-on labs that are matched to the *Biology* topics. Science credit can be earned with or without a lab component. Plans in the *World History* Guide schedule all components.

Ideally, students entering the *World History* guide would be studying either Algebra II or Geometry, however, students at a differing math level may still utilize this guide. Our recommendations for Geometry include *Geometry: A Guided Inquiry*, *Math Help Geometry* (formerly *YourTeacher.com*), or *VideoText Geometry*.

### **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 History* Guide and other required resources to help your student earn 1 full-year credit in World History 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 World History.

Adding the Fine Arts Package to the Economy Package adds ½ - 1-full year credit of Fine Arts to your student's program (depending on which option you choose).

Adding the foreign language option *Spanish Homeschool Curriculum Kit* to your Economy Package adds 1-full credit of Spanish over the next two years to your student's program. The first half of this resource is scheduled daily in the *World History* Guide, earning your student ½ credit in Spanish. The remaining half of this resource will be scheduled in the guide that follows *World History*, earning your student another ½ credit of Spanish in that guide.

Adding the Health Package to the Economy Package adds ½ credit of Health 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 biology. 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 Algebra II or Geometry, 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 History* are available from Heart of Dakota Publishing. Resources may be ordered online at [www.heartofdakota.com](http://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 History and 1 full-year credit in Bible)

- \**Hearts for Him Through High School: World History* by Carrie Austin (Heart of Dakota Publishing, Inc., 2015)
- \**Unveiling the Kings of Israel* by David Down (Masterbooks, 2011)
- \**People, Places and Events of World History* by John R. Bennie III (Gene Hood and Ronald E. Johnson, 2014)
- \**You Are There! World History Collection Audio MP3* by Old Time Radio Shows (Jim Hodges Productions, 2007)
- \**In Context: The Stories Behind Seventy Memorable Sayings in Church History* by A. Kenneth Curtis and Dan Graves (Christian History Institute, 2012)
- \**Short Lessons in World History: Fifth Edition* by E. Richard and Linda R. Churchill (J. Weston Walch, 2019) Note: There are multiple versions of this text, and it is important to have the version that matches the Heart of Dakota plans and contains an answer key. Heart of Dakota carries the version that matches this guide. Plan to either reproduce needed pages or purchase one per student.
- \**Hearts for Him Through High School: World History Journal* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2014) Note: These pages are in full-color and are not reproducible. A *World History Journal* is required for each student.
- \**History Through the Ages: World History Timeline Figures* by Amy Pak (Homeschool in the Woods, 2014) Note: This printable CD of *World History Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: World History*.
- \**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.
- \**King Alfred's English* by Laurie J. White (Laurie J. White, 2009)
- \**Trial and Triumph: Stories from Church History* by Richard Hannula (Richard M. Hannula, 1999)
- \**Courage and Conviction: Volume 3: Chronicles of the Reformation Church* by Mindy and Brandon Withrow (Mindy and Brandon Withrow, 2006) Note: Different printings in this series sometimes contain differing page numbers. Heart of Dakota carries the version that matches our guide.
- \**Critical Thinking Using Primary Sources in World History* by Wendy S. Wilson and

Gerald H. Herman (Walch Publishing, 2004) Note: Either reproduce needed pages or purchase one per student.

\**The Most Important Thing You'll Ever Study: A Survey of the Bible – Old Testament Volumes 1-2* and separate *Answer Key* by Starr Meade (Starr Meade, 2010) Note: A set of worktexts is required for each student.

\**Selah: Greatest Hymns* CD by Selah (Curb Productions, 2005)

\**All-In-One Curriculum for The Pilgrim's Progress* by John Bunyan (Answers in Genesis, 2006) Note: The curriculum includes copies of student pages to complete along with a link to download and print the pages for additional students. If preferred, the publisher also grants permission to photocopy the pages for students within your home instead.

### **Living Library Package** (Highly Recommended – Listed in Appendix)

#### **Fine Arts Package** (Required for ½ - 1 full-year credit in Fine Arts)

\**God & The History of Art* DVD Set by Barry Stebbing (American Family Production, 2010)

\**Short Lessons in Art History: Artists and Their Work* by Phyllis Clausen Barker (J. Weston Walch, 2002)

\**Exercises and Activities for Short Lessons in Art History: Artists and Their Work* by Phyllis Clausen Barker (J. Weston Walch, 2002) Note: Either reproduce or purchase one per student.

\**Art Gallery Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2014) Note: These pages are in full-color and are not reproducible. An *Art Gallery Notebook* is required for each student.

\**See the Light: Art Projects* 9 DVD Set by Pat Knepley (Legacy 4 God Publishing, LLC., 2012) Note: This DVD set is required to earn 1 full-year credit in Fine Arts. This DVD set is not required to earn ½ credit in Fine Arts.

#### **Foreign Language Option** (Required for ½ credit in Spanish)

\**Spanish Homeschool Curriculum Kit* by Vicki Seeley Milunich (Alpha Omega Publications, 2010) Note: Kit includes audio CDs, Teacher's Guide, and Student Books 1-10. A separate set of Student Books is required for each student.

#### **Health Package** (Required for ½ credit in Health)

\**Total Health: Choices for a Winning Lifestyle - A Health Textbook for High School* (Second Edition) by Susan Boe (ACSI, Purposeful Design Publications, 2005)

\**Total Health: Choices for a Winning Lifestyle - High School Test and Quiz Master Book* (Second Edition) by Susan Boe (ACSI, Purposeful Design Publications, 2005) Note: These pages are not reproducible.

**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 or without *Ben Hur* and *Les Miserables* audios) + *Essentials in Writing* (with pre-printed Student Book) + *Building Securely* Set

##### **Literature and Composition Only Packages:**

Literature Set (with or without *Ben Hur* and *Les Miserables* audios) + *Essentials in Writing* (with pre-printed Student Book)

##### **Literature Only Packages:**

Literature Set (with or without *Ben Hur* and *Les Miserables* audios)

**Individual English Resource Listings:**

\**Essentials in Writing: Grade 11* 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)

**Literature Set:** (with or without *Ben Hur* and *Les Miserables* audios)

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.

\**Ben Hur* by Lew Wallace (Wordsworth Editions Limited, 1996)

\**Ben Hur* Audio Drama by Focus on the Family Radio Theatre (abridged) (Focus on the Family, 2007)

\**No Fear Shakespeare: Julius Caesar* by Shakespeare (unabridged) (Spark Publishing, 2003)

\**Julius Caesar* Audio Drama CD Set by Arkangel (unabridged) (AudioGO, 2005)

\**Pearl Maiden* by H. Rider Haggard, Revised and Edited by Christopher D. Kou and Michael J. McHugh (Christian Liberty Press, 2003)

\**King Arthur and His Knights* by Howard Pyle (Signet Classic, 2006)

\**A Man for All Seasons* by Robert Bolt (Robert Bolt, 1990)

\**The Scarlet Pimpernel* by Baroness Emmuska Orczy (Simon & Schuster, 2009)

\**The Count of Monte Cristo* by Alexandre Dumas (abridged) (Simon & Schuster, 2009)

\**Les Miserables* by Victor Hugo (abridged) (Simon & Schuster, Inc. 2005)

\**Les Miserables* Audio Drama CD Set by Focus on the Family Radio Theatre (abridged) (Focus on the Family, 2007)

\**Animal Farm* by George Orwell (Harcourt Brace, 1946, renewed by Susan Brownell Orwell 1974)

\**The Celestial Railroad* by Nathaniel Hawthorne (Christian Light Publications, 2009)

**Science Package** (The package below is required for 1 full-year credit in Biology, with lab, unless you have your own science)

**Complete Science Package:**

Science Text/Activity 12-PACE Set + Answer Keys + Online Labs

**Optional:** Additional Text/Activity 12-PACE Set (for an extra student)

**Complete Science Package Components:**

\**Biology Science Text/Activity PACE* Set (4th Edition) by Accelerated Christian Education (12 texts with activities included - one set required per student)

\**Biology PACE Answer Key* Set (4th Edition) by Accelerated Christian Education

\*Online: *Biology Lab Videos* at [www.aceconnect.com](http://www.aceconnect.com) (matches 4th Edition PACEs) by Accelerated Christian Education (24 labs)

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

\**Geometry: A Guided Inquiry* by G.D. Chakerian, Calvin D. Crabill, and Sherman K. Stein (Chakerian, Crabill, and Stein 1987) Note: This text is available as a printable PDF on the *Math Without Borders: Geometry* flash drive. The drive also contains a full-text answer key, chapter introductions, and video solution guides.

\**Math Help Geometry* ([www.mathhelp.com/formerly>YourTeacher.com](http://www.mathhelp.com/formerly>YourTeacher.com)) courses designed by Mike Maggart

\**VideoText Algebra* by Tom Clark (VideoText Interactive, 2006) or *VideoText Geometry* by Tom Clark (VideoText Interactive, 2010)

**Note:** Resources sometimes go out of print or undergo changes. Brief schedule changes are posted on the “Updates” portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com). Lengthier schedule changes or updates are sent along with your purchase of the corresponding guide or book from Heart of Dakota. 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 History*:**

World History (1 full-year credit)

Fine Arts (1/2 - 1 full-year credit)

Bible: Old Testament Survey and *Pilgrim's Progress* (1 full-year credit)

Health (1/2 credit)

Foreign Language: Spanish I (1/2 credit)

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

Elements of Literature (1/2 credit) and English/Composition II (1/2 credit)

Science: Biology with Lab (1 full-year credit)

Math: Algebra II or Geometry (1 full-year credit)

**Total Credits Earned:** 6 1/2 - 7 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](http://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 History** (includes boxes in plans labeled “World History,” “History Activities,” and “Living Library”)

### Course Description:

This World History course provides students with an overview of the history of human society from early civilizations to the modern period, examining cultural, economic, social, religious, philosophical, military, political, literary, artistic, and scientific developments. The rise and fall of major civilizations and empires is included, as well as exploration, political and industrial revolutions, nationalism, imperialism, world wars, the “Cold War,” and the quest of countries seeking independence. Key people and events throughout history are highlighted, and Biblical and church history is integrated throughout the course. As part of this course, students analyze primary source documents and express that understanding in writing. Study and interpretation of historical maps is also required. Students earn one full credit in World History upon completion of this course.

### Required Resources:

*Unveiling the Kings of Israel* by David Down

*People, Places and Events of World History* by John R. Bennie III

*You Are There! World History Collection* Audio MP3

*In Context* by A. Kenneth Curtis and Dan Graves

*Short Lessons in World History: Fifth Edition* by E. Richard and Linda R. Churchill

*World History Journal* by Heart of Dakota

*King Alfred’s English* by Laurie J. White

*Trial and Triumph: Stories from Church History* by Richard Hannula

*Courage and Conviction* by Mindy and Brandon Withrow

*Critical Thinking Using Primary Sources in World History* by Wendy S. Wilson and Gerald H. Herman

*History Through the Ages: World History Timeline Figures* by Amy Pak (printable CD)

*Book of Centuries* by Heart of Dakota

Optional: “Living Library” Book Set

### World History Course Materials:

*World History Journal* (one per student)

1 1/2” three-ring binder with a place to insert a cover page for the *World History Journal*

*Book of Centuries* (one per student)

Note: You may already own the *Book of Centuries* if you previously did the *World Geography* Guide. If so, continue using that *Book of Centuries*.

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

Print the *History Through the Ages: World History Timeline Figures* (one set per student)

Students plan to listen to *You Are There! World History Collection* MP3 audio files as scheduled throughout the year in the *World History* Guide’s daily plans. (Note:

Audio files are playable on a computer CD drive, a DVD player, or an MP3 compatible CD player. They are not playable on a standard CD player. It works best if students listen using headphones and prepare to pause and backtrack as needed.)

Plan to photocopy pages from *Critical Thinking Using Primary Sources in World History* as scheduled throughout the year in the *World History* Guide’s plans.

If you have more than one student, and you did not purchase an additional book for each student, plan to photocopy pages from *Short Lessons in World History* as needed.



### **Living Library Course Materials:**

Plan to photocopy the “Literary Synthesis Sheet” and the “Word and Idea Helper Sheet” from the Appendix as scheduled throughout the year in the *World History* Guide’s plans. (Note: One set of sheets per student is needed for each Living Library book. There are 20 books. You may reuse the “Word and Idea Helper Sheet” from book to book if desired.)

### **Suggested Grading:**

\_\_\_\_\_ Completion of readings from *Unveiling the Kings of Israel; People, Places and Events of World History; In Context; Short Lessons in World History; King Alfred’s English; Trial and Triumph; Courage and Conviction; Critical Thinking Using Primary Sources in World History*, and audios from *You Are There! World History* Collection Audio MP3 **(Required)**

\_\_\_\_\_ *World History Journal* Entries (include assignments below rotated throughout the units) **(15% of total grade for assignments listed below through “Written Narrations”)** “Graphic Organizer Notes” from *You Are There!* and “Critical Reading Questions” and “Mock Trial” Verdicts from *Critical Thinking Using Primary Sources in World History* receive their own separate percentage of the total grade. (Note: Each assignment below should be completed according to the directions provided in the plans.)

\_\_\_\_\_ *In Context* Entries (which include quotes)

\_\_\_\_\_ Responses to “Critical Thinking” Questions from *Short Lessons in World History*

\_\_\_\_\_ Note-taking

\_\_\_\_\_ Reflection upon Primary Source Documents

\_\_\_\_\_ Historical Map Interpretation

\_\_\_\_\_ Written Narrations (Note: Students should follow the directions in the plans to write a 3-5 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 1

\_\_\_\_\_ Unit 2 – Day 1

\_\_\_\_\_ Unit 3 – Day 1

\_\_\_\_\_ Unit 4 – Day 1

\_\_\_\_\_ Unit 5 – Day 1

\_\_\_\_\_ Unit 6 – Day 1

\_\_\_\_\_ Unit 7 – Day 1

\_\_\_\_\_ Unit 9 – Day 1

\_\_\_\_\_ Unit 10 – Day 1

\_\_\_\_\_ Unit 11 – Day 1

\_\_\_\_\_ Unit 12 – Day 1

\_\_\_\_\_ Unit 13 – Day 1

\_\_\_\_\_ Unit 14 – Day 1

\_\_\_\_\_ Unit 15 – Day 1

\_\_\_\_\_ Unit 16 – Day 1

\_\_\_\_\_ Unit 17 – Day 1

\_\_\_\_\_ Unit 18 – Day 1

\_\_\_\_\_ Unit 19 – Day 1

\_\_\_\_\_ Unit 20 – Day 1

\_\_\_\_\_ Unit 21 – Day 1

\_\_\_\_\_ Unit 22 – Day 1

- \_\_\_\_\_ Unit 23 – Day 1
- \_\_\_\_\_ Unit 24 – Day 1
- \_\_\_\_\_ Unit 25 – Day 1
- \_\_\_\_\_ Unit 26 – Day 1
- \_\_\_\_\_ Unit 28 – Day 1
- \_\_\_\_\_ Unit 29 – Day 1
- \_\_\_\_\_ Unit 30 – Day 1
- \_\_\_\_\_ Unit 31 – Day 1
- \_\_\_\_\_ Unit 32 – Day 1
- \_\_\_\_\_ Unit 33 – Day 1
- \_\_\_\_\_ Unit 35 – Day 1

\_\_\_\_\_ Graphic Organizer Notes from *You Are There!* Audio Sessions **(15% of total grade)** (Note: While listening to the audio, students should follow the directions in the plans to list bulleted words or phrases to describe various characters and their viewpoints. Then, students should state their opinion as to whom they agreed with in this particular situation and why. Guidelines for stating opinions are outlined in the plans.)

- \_\_\_\_\_ Unit 4 – Day 2 “The Fall of Troy”
- \_\_\_\_\_ Unit 7 – Day 1 “Battle of Thermopylae”
- \_\_\_\_\_ Unit 7 – Day 2 “The Death of Socrates”
- \_\_\_\_\_ Unit 7 – Day 3 “Alexander the Great Part 1”
- \_\_\_\_\_ Unit 7 – Day 4 “Alexander the Great Part 2”
- \_\_\_\_\_ Unit 8 – Day 1 “Alexander the Great Part 3”
- \_\_\_\_\_ Unit 8 – Day 3 “Assassination of Julius Caesar”
- \_\_\_\_\_ Unit 10 – Day 1 “The Last Day of Pompeii”
- \_\_\_\_\_ Unit 15 – Day 1 “Charlemagne”
- \_\_\_\_\_ Unit 15 – Day 3 “The Battle of Hastings”
- \_\_\_\_\_ Unit 16 – Day 4 “The Signing of the Magna Carta”
- \_\_\_\_\_ Unit 18 – Day 1 “Joan of Arc Is Burned at the Stake”
- \_\_\_\_\_ Unit 18 – Day 3 “The Ordeal of Savonarola”
- \_\_\_\_\_ Unit 21 – Day 4 “The Death of Montezuma”
- \_\_\_\_\_ Unit 22 – Day 3 “Execution of Mary Queen of Scots”
- \_\_\_\_\_ Unit 22 – Day 4 “Drake Defeats Spanish Armada”
- \_\_\_\_\_ Unit 24 – Day 4 “The Trial and Sentencing of Charles I”
- \_\_\_\_\_ Unit 26 – Day 4 “The Storming of the Bastille”
- \_\_\_\_\_ Unit 27 – Day 1 “The Trial of Marie Antoinette”
- \_\_\_\_\_ Unit 27 – Day 4 “Napoleon Returns from Elba”
- \_\_\_\_\_ Unit 28 – Day 1 “Napoleon Recaptured & Exiled”
- \_\_\_\_\_ Unit 29 – Day 3 “Charge of the Light Brigade”

\_\_\_\_\_ ”Critical Reading Questions” and “Mock Trial” verdicts from *Critical Thinking Using Primary Sources in World History* **(15% of total grade)** (Note: Students read multiple primary source documents from varying viewpoints about the same event/person. Then, students complete the “Critical Reading Questions,” render a “Mock Trial” verdict, and support that verdict using excerpts from the primary source documents. Refer to the daily plans for more detailed guidelines. Unit numbers below refer to the unit within the *Hearts for Him Through Time: World History* Guide in which the assignment occurs.)

- \_\_\_\_\_ Unit 9 “Octavian Augustus and the Formation of the Roman Empire”

- \_\_\_\_\_ Unit 16 “Eleanor of Aquitaine and the Angevin Empire”
- \_\_\_\_\_ Unit 19 “Martin Luther and the Suppression of the Peasant Revolt”
- \_\_\_\_\_ Unit 24 “Oliver Cromwell and the English Civil War”
- \_\_\_\_\_ Unit 25 “Peter the Great and the Westernization of Russia”
- \_\_\_\_\_ Unit 26 “Maximilien Robespierre and the ‘Republic of Virtue’”
- \_\_\_\_\_ Unit 28 “Robert Peel and the Corn Laws
- \_\_\_\_\_ Unit 29 “John Newton and the Transatlantic Slave Trade”
- \_\_\_\_\_ Unit 30 “The Boxer Rebellion and the Westernization of China”
- \_\_\_\_\_ Unit 31 “Francisco (Pancho) Villa: Outlaw or Revolutionary?”
- \_\_\_\_\_ Unit 31 “Sylvia Pankhurst: Advocate or Subversive?”

\_\_\_\_\_ Timeline *Book of Centuries* Entries (Day 2 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*. 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)**

- \_\_\_\_\_ Key Word (Day 3 of Units 1, 13, 19, 31, and 35) (Note: Students should include in their narration the names, dates, places, important actions, brief quotes, and proper nouns they listed in their *World History Journal*.)
- \_\_\_\_\_ Summary (Day 3 of Units 2, 8, 14, 20, 26, and 32) (Note: Students should summarize the reading in 7-10 sentences.)
- \_\_\_\_\_ Detailed (Day 3 of Units 3, 9, 15, 21, 27, and 33) (Note: Students should give a 5-7 minute detailed narration about the reading.)
- \_\_\_\_\_ Topic (Day 3 of Units 4, 10, 22, 28, and 34) (Note: Students should narrate upon the topics they listed in their *World History Journal* from the reading.)
- \_\_\_\_\_ Recorded (Day 3 of Units 5, 11, 17, 23, and 29) (Note: Students should narrate into a recording device, listen to the narration, type or write the narrations while listening to the recording, and then tri-fold the typed or written narration into the provided box in the *World History Journal*.)
- \_\_\_\_\_ Opinion (Day 3 of Units 6, 12, 18, 24, and 30) (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.)

\_\_\_\_\_ Talking Points (Day 4 of Units 1-35) **(10% of total grade)** (Note: In the *World History Journal*, 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 from the reading. Then, students meet with an adult and use their list to informally share their talking points. A well-organized list of talking points, practice speaking from notes, and improvement in overall speaking skills are the progressive goals for this assignment.)

\_\_\_\_\_ Completion of Map Activities, Puzzles, and Reviews from *Short Lessons in World History (20% of total grade)* (Note: Students should accurately follow provided directions to complete the activities listed below. Chapters refer to chapter numbers within *Short Lessons in World History*. Points for all assignments within a chapter may be added together to earn one overall grade per chapter.)

\_\_\_\_\_ Chapter 1:

Review: Sumer and Egypt

Map Activity: Early Civilizations

Review: Cradles of Civilization

Crossword Puzzle: Early Civilizations

\_\_\_\_\_ Chapter 2:

Puzzle: Ancient Greece

Map Review: Ancient Greece

Map Review: Alexander the Great

Crossword Puzzle: The Roman Empire

Puzzle: The Roman Empire

\_\_\_\_\_ Chapter 3:

Review 1: Empires and Civilizations

Puzzle: Empires and Civilizations

Review 2: Empires and Civilizations

Map Review: Religions and Empires

\_\_\_\_\_ Chapter 4:

Puzzle: The Middle Ages

Crossword Puzzle: The Middle Ages

\_\_\_\_\_ Chapter 5:

Map Review: European Colonies in the Americas

Map Review: Russia

Puzzle: A Continent at War

Review 1: Revolutions

Review 2: Revolutions

\_\_\_\_\_ Chapter 6:

Map Review: Industrial Britain

Crossword Puzzle: The Industrial Revolution

Puzzle: Industrial Revolution (**omit due to time constraints**)

\_\_\_\_\_ Chapter 7:

Puzzle: Empire Building

Map Review: Africa in 1914

Map Review: Europe in 1914

Review: A Plan for Peace

\_\_\_\_\_ Chapter 8:

Map Review: Europe 1919-1929

Puzzle: The World Between the Wars

Crossword Puzzle: World War II

Review: World War II

\_\_\_\_\_ Chapter 9:

Map Review and Puzzle: Postwar Europe

Puzzle: Communism in Asia

Puzzle: Communism and the Cold War

\_\_\_\_\_ Chapter 10:

Map Review: Israeli-Palestinian and Arab-Israeli Conflict

Crossword Puzzle: The Middle East

Map Review: The Middle East Today

- \_\_\_\_\_ Chapter 11:  
Puzzle: Africa  
Review: Africa  
Map Review: Africa
- \_\_\_\_\_ Chapter 12:  
Review: China, South Korea, and North Korea  
Map Review: Asia  
Review: Asia
- \_\_\_\_\_ Chapter 13:  
Review: Western Europe  
Puzzle: Europe and Russia  
Map Review: Twenty-First Century Europe
- \_\_\_\_\_ Chapter 14:  
Map Review: Latin America  
Puzzle: The Americas  
Review: Promises and Problems

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

*The Cat of Bubastes, The Hero Schliemann, Cyrus the Persian, A Sparrow Alone, The Silas Diary, Spring Tide, The Lantern Bearers, **either** Son of Charlemagne **or** The King’s Shadow, The Magna Charta, Joan of Arc, Luther the Leader, Caught in the Web, Johannes Kepler, Stronger Than the Sword, **either** In Search of Honor **or** The Patriot’s Daughter, Great Stories: John Newton Audio, Lillian Trasher, Between the Sword and the Wall, Bonhoeffer: The Cost of Freedom Audio, and Basher Five-Two.*

Living Library Assignments:

\_\_\_\_\_ Completion of the “Literary Synthesis Sheet” using the “Word and Idea Helper” Sheet (Note: Students should follow the provided directions in the plans to complete a “Literary Synthesis Sheet” for each book/audio listed below. The “Literary Synthesis Sheet” is to be completed by the time the book is finished.) This sheet includes predictions for possible meanings for the title, listing main characters along with descriptions and their role in the story, listing the main settings along with words to reveal the mood or atmosphere of each setting, listing the elements of the plot (inciting event, rising action, climax, falling action, and resolution), circling the types of conflict found within the story (man vs. man, man vs. nature, man vs. society, man vs. self, man vs. God or fate/destiny), writing the central theme, explaining the tone taken by the story’s narrator through attitudes and emotions, and sharing any connections or conclusions drawn from the theme, between books, or from life.

- \_\_\_\_\_ *The Cat of Bubastes*
- \_\_\_\_\_ *The Hero Schliemann*
- \_\_\_\_\_ *Cyrus the Persian*
- \_\_\_\_\_ *A Sparrow Alone*
- \_\_\_\_\_ *The Silas Diary*
- \_\_\_\_\_ *Spring Tide*
- \_\_\_\_\_ *The Lantern Bearers*
- \_\_\_\_\_ **Either** *Son of Charlemagne* **or** *The King’s Shadow*
- \_\_\_\_\_ *The Magna Charta*
- \_\_\_\_\_ *Joan of Arc*
- \_\_\_\_\_ *Luther the Leader*

\_\_\_\_\_ *Caught in the Web*  
\_\_\_\_\_ *Johannes Kepler*  
\_\_\_\_\_ *Stronger Than the Sword*  
\_\_\_\_\_ **Either** *In Search of Honor* **or** *The Patriot's Daughter*  
\_\_\_\_\_ *Great Stories: John Newton* Audio  
\_\_\_\_\_ *Lillian Trasher*  
\_\_\_\_\_ *Between the Sword and the Wall*  
\_\_\_\_\_ *Bonhoeffer: The Cost of Freedom* Audio  
\_\_\_\_\_ *Basher Five-Two*

## Course Descriptions, Required Resources, Course Materials, and Grading

Select **one** of the following options for listing credit in Fine Arts:

**Fine Arts:** (½ credit) **OR** (1 full-year credit)

Then, choose **only** the course description below that matches the option you selected above for claiming credit in Fine Arts.

### **Fine Arts: Art History/Appreciation Course Description (½ credit option):**

This Art History and Appreciation course introduces students to major artists and art movements from early Christian art to current times. Students learn about significant works of art, cultural and personal forces that shaped the work of various artists, and the historical times in which the artists lived. As part of this course, students examine representative works by artists that are reflective of the different periods of art. Emphasis is upon the life of the artist and upon the art forms, techniques, symbols, and themes within his/her work.

### **Fine Arts: Art History/Appreciation Course Description (1 full-year credit option):**

This Art History and Appreciation course introduces students to major artists and art movements from early Christian art to current times. Students learn about significant works of art, cultural and personal forces that shaped the work of various artists, and the historical times in which the artists lived. As part of this course, students examine representative works by artists that are reflective of the different periods of art. Emphasis is upon the life of the artist and upon the art forms, techniques, symbols, and themes within his/her work. Through guided *Art Project* DVD sessions, students also learn to use a variety of art techniques as they complete nine art projects in mediums ranging from acrylics to watercolor, from chalks to oil pastels, and from paper to tissue paper collages. Lessons in art history, art elements, and art principles are included as part of the *Art Project* DVD sessions.

### **Required Resources:**

*God & The History of Art* DVD Set by Barry Stebbing

*Short Lessons in Art History: Artists and Their Work* by Phyllis Clausen Barker

*Exercises and Activities for Short Lessons in Art History: Artists and Their Work* by Phyllis Clausen Barker

*Art Gallery Notebook* designed by Heart of Dakota

*See the Light: Art Projects 9* DVD Set by Pat Knepley

Note: This project DVD set is required to earn 1 full-year credit in Fine Arts. This project DVD set is not required to earn ½ credit in Fine Arts.

### **Course Materials:**

*Art Gallery Notebook* (one per student)

1" three-ring binder with a place to insert a cover page for the *Art Gallery Notebook*

Students plan to watch DVD Lessons from *God & the History of Art* as scheduled in the *World History* Guide and complete assigned writing in the *Art Gallery Notebook*.

If you have more than one student, and you did not purchase an additional book for each student, plan to photocopy pages from *Exercises and Activities for Short Lessons in Art History* as needed.

If you chose the *Art Project* DVD option, refer to "Materials Needed to Complete Project" on the back of each *Art Project* DVD and gather needed supplies for each art project. (Note: Project work is scheduled on Day 4 of each unit. Each

project contains 4 lessons, so a new project will begin every 4 units. At the beginning of each lesson on the *Art Project* DVD, Pat Knepley goes over any materials specifically needed for that lesson.)

### **Suggested Grading:**

\_\_\_\_\_ Completion of assigned readings from *Short Lessons in Art History* (**Required**)

\_\_\_\_\_ *God & the History of Art* DVD Viewings and Completion of Corresponding Viewing Guides in the *Art Gallery Notebook* (Note: Students should follow directions in the plans to complete the DVD viewings and assignments listed below.)

\_\_\_\_\_ Video Viewing Guides (**The assignments below count for 25% of the total grade for the ½ credit Fine Arts option or for 15% of the total grade for the 1 full-year Fine Arts option.**)

\_\_\_\_\_ Part 1: What Is Art?

\_\_\_\_\_ Part 2: The Second Commandment

\_\_\_\_\_ Part 3: Early Christian Art

\_\_\_\_\_ Part 4: The Byzantine Period (300 A.D. – 1400 A.D.)

\_\_\_\_\_ Part 5: Christian Artists

\_\_\_\_\_ Part 6: The Dark Ages & the Monasteries (500 A.D. – 1000 A.D.)

\_\_\_\_\_ Part 7: The Gothic Period (1100 A.D. – 1300 A.D.)

\_\_\_\_\_ Part 8: The Renaissance (1300 A.D. – 1600 A.D.)

\_\_\_\_\_ Part 9: The Reformation

\_\_\_\_\_ Part 10: French Neo-Classical Art (1750-1900)

\_\_\_\_\_ Part 11: American Artists

\_\_\_\_\_ Part 12: Other Artists & Styles

\_\_\_\_\_ *Exercises and Activities for Short Lessons in Art History* (**The assignments below count for 50% of the total grade for the ½ credit Fine Arts option or for 25% of the total grade for the 1 full-year Fine Arts option.**)

(Note: Students should complete assigned fill-in-the-blank, short answer, multiple choice, word puzzle, anagram, and matching questions for each listed artist below to demonstrate comprehension of what was read, to synthesize information, and to gain deeper insight into the life and work of the artist.)

“Artists of the Italian Renaissance:”

\_\_\_\_\_ Giotto di Bondone

\_\_\_\_\_ Sandro Botticelli

\_\_\_\_\_ Leonardo da Vinci

\_\_\_\_\_ Michelangelo Buonarroti

\_\_\_\_\_ Raphael Santi

“Great Artists of Northern Europe:”

\_\_\_\_\_ Jan van Eyck

\_\_\_\_\_ Albrecht Durer

\_\_\_\_\_ Peter Paul Rubens

\_\_\_\_\_ Rembrandt van Rijn

“Spanish Masters:”

\_\_\_\_\_ El Greco

\_\_\_\_\_ Diego Velazquez

“Two of England’s Finest Painters:”

\_\_\_\_\_ John Constable

\_\_\_\_\_ Joseph Mallord William Turner

“French Painters on the Edge of Change:”

\_\_\_\_\_ Theodore Gericault and Eugene Delacroix



- \_\_\_\_\_ Rosa Bonheur
- \_\_\_\_\_ Gustave Courbet
- “Impressionists and Postimpressionists:”
- \_\_\_\_\_ Claude Monet
- \_\_\_\_\_ Auguste Renoir
- \_\_\_\_\_ Mary Cassatt
- \_\_\_\_\_ Vincent van Gogh
- “Giants of Individual Style:”
- \_\_\_\_\_ Kathe Kollwitz
- \_\_\_\_\_ Henri Matisse
- \_\_\_\_\_ Pablo Picasso
- \_\_\_\_\_ Marc Chagall
- “Two Nineteenth-Century American Greats:”
- \_\_\_\_\_ Winslow Homer
- \_\_\_\_\_ Thomas Eakins
- “Outstanding Modern Painters:”
- \_\_\_\_\_ George Bellows
- \_\_\_\_\_ Edward Hopper
- \_\_\_\_\_ Georgia O’Keeffe
- \_\_\_\_\_ Romare Bearden
- \_\_\_\_\_ Andrew Wyeth
- “Three Contemporary Sculptors:”
- \_\_\_\_\_ Henry Moore
- \_\_\_\_\_ Barbara Hepworth
- \_\_\_\_\_ Alexander Calder

\_\_\_\_\_ *Art Gallery Notebook* Entries **(The assignments below count for 25% of the total grade for the ½ credit Fine Arts option or for 15% of the total grade for the 1 full-year Fine Arts option.)** (Note: Students will study, label, and utilize provided artwork within the *Art Gallery Notebook* as they complete *Exercises and Activities for Short Lessons in Art History*. Assigned research and writing projects are also included as part of the *Art Gallery Notebook* entries for the artists listed below. Assignments are to be completed according to directions within the plans and within *Exercises and Activities for Short Lessons in Art History*.)

- \_\_\_\_\_ Giotto di Bondone
- \_\_\_\_\_ Sandro Botticelli
- \_\_\_\_\_ Leonardo da Vinci
- \_\_\_\_\_ Michelangelo Buonarroti
- \_\_\_\_\_ Raphael Santi
- \_\_\_\_\_ Jan van Eyck
- \_\_\_\_\_ Albrecht Durer
- \_\_\_\_\_ Peter Paul Rubens
- \_\_\_\_\_ Rembrandt van Rijn
- \_\_\_\_\_ El Greco
- \_\_\_\_\_ Diego Velazquez
- \_\_\_\_\_ John Constable
- \_\_\_\_\_ Joseph Mallord William Turner
- \_\_\_\_\_ Eugene Delacroix
- \_\_\_\_\_ Rosa Bonheur
- \_\_\_\_\_ Gustave Courbet
- \_\_\_\_\_ Claude Monet
- \_\_\_\_\_ Auguste Renoir

\_\_\_\_\_ Mary Cassatt  
\_\_\_\_\_ Vincent van Gogh  
\_\_\_\_\_ Kathe Kollwitz  
\_\_\_\_\_ Winslow Homer  
\_\_\_\_\_ Thomas Eakins  
\_\_\_\_\_ George Bellows  
\_\_\_\_\_ Edward Hopper  
\_\_\_\_\_ Barbara Hepworth

**Required for 1 full-year credit in Fine Arts:**

\_\_\_\_\_ *See the Light: Art Project DVDs* (Day 4 of Units 1-35) **(The assignments below count for 45% of the total grade for the 1 full-year Fine Arts option.)** (Note: Students will learn and use a variety of art techniques to complete the nine (four-part) art projects listed below. Lessons in art history, art elements, and art principles are included as part of the *Art Project* DVD sessions. Art projects are to be graded on effort, appropriate use of materials and techniques, understanding of art elements and principles shown within projects, and self-evaluation of completed projects. It is important to note that grades for art projects are not based on artistic ability, but rather upon working to the best of one's ability and in demonstrating progress in the use of various art techniques.)

\_\_\_\_\_ Tiffany Window (stained glass window effect in the style of Louis Comfort Tiffany)

- Part 1: Planning Your Composition
- Part 2: Rule of Thirds
- Part 3: Color Theory
- Part 4: Completed Masterpiece

\_\_\_\_\_ Pointillism Fruit (pointillism in the style of Georges Seurat)

- Part 1: Color Theory and Initial Drawing
- Part 2: Laying Down Base Color
- Part 3: Optical Color Mixing
- Part 4: Finished Still Life

\_\_\_\_\_ Horsing Around (chalk pastel in the style of Edgar Degas)

- Part 1: Draw the Horse with Basic Shapes
- Part 2: Lay the Base Colors with Chalk Pastels
- Part 3: Add Layers of Pastel for Realistic Horses
- Part 4: Layer in Fields of Color

\_\_\_\_\_ Repeated Sweets (watercolor patterning in the style of Wayne Thiebaud)

- Part 1: Select Motif and Draw
- Part 2: Two Types of Watercolor: Wash-Flat and Graded
- Part 3: Paint in the Details
- Part 4: Finish Up with Shade and Shadow

\_\_\_\_\_ Sunflowers (oil pastel technique in the style of Vincent Van Gogh)

- Part 1: Plan the Composition and First Layer of Color
- Part 2: Detail in the Petals and Leaves
- Part 3: Fill in the Negative Space
- Part 4: Value Changes for Shadows and Highlights

\_\_\_\_\_ Dreams of Joseph (wet-on-wet painting in the style of Marc Chagall)

- Part 1: Outline Key Elements in Black
- Part 2: Paint the Background
- Part 3: Paint Joseph's Colorful Robe
- Part 4: Finish Your Painting and Joseph's Dream Details

\_\_\_\_\_ Peaceful Seas (watercolor technique in the style of Winslow Homer)

Part 1: Set the Scene and Basic Wash  
Part 2: Beach Foreground with Salt and Plastic Bag Techniques  
Part 3: Creating the Water in Watercolor  
Part 4: Final Details of Boat and Shore

\_\_\_\_\_ Poppy Collage (tissue paper collage in the style of Georgia O'Keeffe)

Part 1: The Abstracted Flower Drawing  
Part 2: Tissue Paper Collage Technique  
Part 3: Layering Translucent Hues  
Part 4: Final Details to Create Interest

\_\_\_\_\_ Paper Jungle (paper collage in the style of Henri Rousseau)

Part 1: Background: Cutting Trees  
Part 2: Foreground: Grass and Leaf Shapes  
Part 3: Focal Points: Flora and Fauna  
Part 4: The Final Step: Overlapping and Gluing

## Course Descriptions, Required Resources, Course Materials, and Grading

**Bible: Old Testament Survey and *Pilgrim's Progress*** (includes boxes in plans labeled "Bible" and "*Pilgrim's Progress*")

### Course Description:

This Bible course provides a chronological survey of the Old Testament books, teaching students to read for the main argument and important points in each book of the Bible. An overview of the Bible is provided, showing how the individual books relate to one another and comprise the whole message revealed in God's Word. Thoughtful, inductive questions lead students to read for understanding and mastery. Students are challenged to study and analyze Scripture to discover what God is like, what He requires, and how to be in a right relationship with Him. Memorization, daily prayer, and hymn study are included to help students gain a greater knowledge and a deeper love of God and His Word. Readings, questions, and discussions from the unabridged *Pilgrim's Progress* are also a part of the Bible credit. Students earn one-full credit in Bible: Old Testament Survey and *Pilgrim's Progress* upon completion of this course.

### Required Resources:

*The Most Important Thing You'll Ever Study: A Survey of the Bible – Old Testament Volumes 1-2* and separate *Answer Key* by Starr Meade

*Selah: Greatest Hymns* CD by Selah

*All-In-One Curriculum for The Pilgrim's Progress* by John Bunyan and Answers in Genesis

### Course Materials:

*The Most Important Thing You'll Ever Study: A Survey of the Bible – Old Testament* (2 volumes – one set per student)

*Holy Bible*

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

Students should plan to listen to the assigned *Selah: Greatest Hymns'* CD as scheduled in the *World History* Guide's plans.

Plan to either print (from an included downloadable link) or photocopy the student pages assigned from *All- in-One Curriculum for The Pilgrim's Progress* as scheduled in the *World History* Guide's plans (one set of student pages needed per student).

Optional: If you purchased *The Pilgrim's Progress Audio Drama*, plan to listen and follow along with the scheduled CD tracks.

### Suggested Grading:

\_\_\_\_\_ Daily Bible Study Lessons and Tests from *The Most Important Thing You'll Ever Study: A Survey of the Bible – Old Testament* (**Lessons: 40% of total grade, and Tests: 20% of total grade**) (Note: Students should follow directions within the daily plans to complete the readings, questions, and tests below from *The Most Important Thing You'll Ever Study: A Survey of the Bible – Old Testament*. Tests are open book.)

\_\_\_\_\_ Test #1: The Books of the Bible and General Information

\_\_\_\_\_ Genesis: Part 1

\_\_\_\_\_ Lesson 2: Walk As Jesus Walked

\_\_\_\_\_ Test #2: The Garden of Eden and the Tower of Babel

\_\_\_\_\_ Genesis: Part 2

\_\_\_\_\_ Test #3: God's Covenant of Grace

\_\_\_\_\_ Exodus

- \_\_\_\_\_ Test #4: Escape from Egypt
- \_\_\_\_\_ Leviticus
- \_\_\_\_\_ Numbers
- \_\_\_\_\_ Deuteronomy
- \_\_\_\_\_ Test #5: Into the Wilderness
- \_\_\_\_\_ Joshua
- \_\_\_\_\_ Judges
- \_\_\_\_\_ Ruth
- \_\_\_\_\_ Test #6: Looking for a Leader
- \_\_\_\_\_ 1-2 Samuel
- \_\_\_\_\_ Test #7: The Life of King David
- \_\_\_\_\_ Kings and Chronicles: Part 1
- \_\_\_\_\_ Can You...?
- \_\_\_\_\_ Kings and Chronicles: Part 2
- \_\_\_\_\_ Test #8: Israel Divided
- \_\_\_\_\_ Kings and Chronicles: Part 3
- \_\_\_\_\_ Amos
- \_\_\_\_\_ Hosea
- \_\_\_\_\_ Jonah
- \_\_\_\_\_ Kings and Chronicles: Part 4
- \_\_\_\_\_ Test #9: More Kings and More Prophets
- \_\_\_\_\_ Kings and Chronicles: Part 5
- \_\_\_\_\_ Micah
- \_\_\_\_\_ Isaiah
- \_\_\_\_\_ Joel
- \_\_\_\_\_ Kings and Chronicles: Part 6
- \_\_\_\_\_ Zephaniah
- \_\_\_\_\_ Obadiah
- \_\_\_\_\_ Nahum
- \_\_\_\_\_ Habakkuk
- \_\_\_\_\_ Test #10: Hope for a Glorious Future
- \_\_\_\_\_ Jeremiah and Lamentations
- \_\_\_\_\_ Ezekiel
- \_\_\_\_\_ Daniel
- \_\_\_\_\_ Test #11: The Fall of Jerusalem
- \_\_\_\_\_ Ezra, Nehemiah, Haggai, and Zechariah
- \_\_\_\_\_ Esther
- \_\_\_\_\_ Malachi
- \_\_\_\_\_ Test #12: The Old Testament Books (excluding Poetry Books)
- \_\_\_\_\_ Hebrew Poetry
- \_\_\_\_\_ Proverbs
- \_\_\_\_\_ Psalms
- \_\_\_\_\_ Ecclesiastes
- \_\_\_\_\_ Song of Solomon
- \_\_\_\_\_ Job
- \_\_\_\_\_ Test #13: The Poetry Books

\_\_\_\_\_ Daily Prayer Log of the 4 Parts of Prayer: Praise God (Adoration), Offer Thanks (Thanksgiving), Confess (Confession), Ask God (Supplication) **(5% 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.”)

\_\_\_\_\_ Scripture Memorization (Days 2 and 4 of Units 1-35) **(5% of total grade)** (Note: Students should complete the memory work below as assigned in the plans. Recitation of memory work for exam purposes occurs on the unit and day listed behind each memory work assignment.)

\_\_\_\_\_ Books of the Bible (in order – including Old Testament and New Testament) (Unit 9 – Day 4)

\_\_\_\_\_ The Ten Commandments: Exodus 20:1-17 (Unit 18 – Day 4)

\_\_\_\_\_ Psalm 23 (Unit 27 – Day 4)

\_\_\_\_\_ Psalm 100 (Unit 30 – Day 4)

\_\_\_\_\_ Psalm 121 (Unit 35 – Day 4)

\_\_\_\_\_ Hymn Singing (Days 1 and 3 of Units 1-35) **(Required)** (Note: Students should sing hymns along with the *Selah: Greatest Hymns* CD as assigned in the plans. Singing of selected hymns from memory occurs on the unit and day listed behind assignments below.)

\_\_\_\_\_ Sing one hymn from Tracks 1-4 (Unit 9 – Day 3)

\_\_\_\_\_ Sing one hymn from Tracks 5-8 (Unit 18 – Day 3)

\_\_\_\_\_ Sing one hymn from Tracks 9-12 (Unit 27 – Day 3)

\_\_\_\_\_ Sing one hymn from Tracks 13-15 (Unit 34 – Day 3)

\_\_\_\_\_ Completion of assigned readings from *Pilgrim's Progress* (Day 1 of Units 1-34, Unit 34 - Day 4, and all of Unit 35) **(Required)**

\_\_\_\_\_ Completion of "Truths to Ponder" or "Digging Deeper" Questions from *All-in-One Curriculum for Pilgrim's Progress* (Day 1 of Units 1-34, Unit 34 - Day 4, and all of Unit 35) **(30% of total grade)** (Note: Students complete and/or discuss the "Truths to Ponder" or "Digging Deeper" questions assigned in the *Hearts for Him Through High School: World History* plans for the chapters listed below from *All-in-One Curriculum: Pilgrim's Progress*. Grades are based upon completion of work, participation in discussions, and demonstration of understanding of *Pilgrim's Progress* readings.)

\_\_\_\_\_ Chapter 1: Historical Background, Author's Apology

\_\_\_\_\_ Chapter 2: Christian & Evangelist

\_\_\_\_\_ Chapter 3: Obstinate & Pliable

\_\_\_\_\_ Chapter 4: Slough of Despond & Help

\_\_\_\_\_ Chapter 5: Mr. Worldly Wiseman

\_\_\_\_\_ Chapter 6: Sinai & Evangelist

\_\_\_\_\_ Chapter 7: Goodwill

\_\_\_\_\_ Chapter 8: House of the Interpreter, Picture on the Wall, Parlor of Dust

\_\_\_\_\_ Chapter 9: Patience & Passion, Fire on the Wall, Valiant Man

\_\_\_\_\_ Chapter 10: Man in Iron Cage, Man with Dream

\_\_\_\_\_ Chapter 11: Salvation

\_\_\_\_\_ Chapter 12: Formalist & Hypocrisy

\_\_\_\_\_ Chapter 13: Timorous & Mistrust

\_\_\_\_\_ Chapter 14: Porter & Discretion

\_\_\_\_\_ Chapter 15: Piety, Prudence, Charity

\_\_\_\_\_ Chapter 16: Peace in the Palace

\_\_\_\_\_ Chapter 17: Battle with Apollyon

\_\_\_\_\_ Chapter 18: Evil Report, Valley of Shadow of Death

\_\_\_\_\_ Chapter 19: Faithful, Adam & Moses

\_\_\_\_\_ Chapter 20: Discontent & Shame

\_\_\_\_\_ Chapter 21: Talkative, Christian & Faithful

- \_\_\_\_\_ Chapter 22: Faithful & Talkative
- \_\_\_\_\_ Chapter 23: Evangelist Reunion
- \_\_\_\_\_ Chapter 24: Vanity Fair, Hubbub in the Fair, in the Cage
- \_\_\_\_\_ Chapter 25: Trial of Faithful, Defense & Death
- \_\_\_\_\_ Chapter 26: Hopeful & By-ends, By-ends' Friends
- \_\_\_\_\_ Chapter 27: Money-Love vs. Christian
- \_\_\_\_\_ Chapter 28: Hill Lucre & Demas
- \_\_\_\_\_ Chapter 29: By-Path Meadow, Giant Despair, Doubting Castle
- \_\_\_\_\_ Chapter 30: Castle-Yard Bones, Escape from Castle
- \_\_\_\_\_ Chapter 31: Mountains & Shepherds
- \_\_\_\_\_ Chapter 32: Ignorance, Turn-Away & Little Faith
- \_\_\_\_\_ Chapter 33: Christian & Hopeful, Great-Grace
- \_\_\_\_\_ Chapter 34: Flatterer & Shining One, Atheist
- \_\_\_\_\_ Chapter 35: Enchanted Grounds, Hopeful's Testimony
- \_\_\_\_\_ Chapter 36: Argument with Ignorance, Of Ignorance
- \_\_\_\_\_ Chapter 37: Temporary, Beulah Land
- \_\_\_\_\_ Chapter 38: River of Death, Shining Ones
- \_\_\_\_\_ Chapter 39: Celestial City, Conclusion

## Course Descriptions, Required Resources, Course Materials, and Grading

### Health

#### Course Description:

This Health course addresses total health, covering physical, mental, social, and spiritual health from a Biblical perspective. Bodily systems, nutrition, fitness and exercise, infectious and noninfectious diseases, stress and anxiety management, eye and ear care, dental care, safety, basic first aid, responsible behavior, drug and alcohol abuse prevention, healthy relationships, and spiritual lifestyle are some of the topics covered. Through academically sound, spiritually insightful readings and assignments that include word definitions, written explanations, discussion topics, test questions, essays, and personal projects, students learn to address all areas of their own health: physically, mentally, socially, and spiritually. Students earn 1/2 credit in Health upon completion of this course.

#### Required Resources:

*Total Health: Choices for a Winning Lifestyle - A Health Textbook for High School*  
(Second Edition) by Susan Boe

*Total Health: Choices for a Winning Lifestyle - High School Test and Quiz Master Book*  
(Second Edition) by Susan Boe

#### Course Materials:

1 bound and lined composition book to write “Chapter Review” word definitions and answers to “Explain” questions as assigned in the *World History Guide’s* plans  
Plan to either have students write directly on the tests or quizzes from the *Total Health: Test and Quiz Master Book* or write their answers on paper instead. Tests and quizzes are not reproducible.

Meet to have “Chapter Review” discussions with the students from *Total Health* as assigned in the *World History Guide’s* plans.

#### Suggested Grading:

\_\_\_\_\_ Completion of assigned readings from *Total Health: Choices for a Winning Lifestyle* (**Required**)

\_\_\_\_\_ Chapter Reviews from *Total Health: Choices for a Winning Lifestyle* (**30% of total grade**) (Note: Students should complete the Chapter Reviews listed below as assigned in the plans. Note the “Suggested Grading” below the “Discuss” portion of the Chapter Reviews receives its own separate percentage of the total grade.)

##### Physical Health:

\_\_\_\_\_ Chapter 1: Welcome to the Human Body

\_\_\_\_\_ Chapter 2: Eleven Systems: One Body (This Chapter Review is replaced by Quiz A and Quiz B.)

\_\_\_\_\_ Chapter 3: Nutrition

\_\_\_\_\_ Chapter 4: Fitness and Exercise

\_\_\_\_\_ Chapter 5: Infectious Disease

\_\_\_\_\_ Chapter 6: Noninfectious Disease

##### Mental Health:

\_\_\_\_\_ Chapter 7: Stress and Anxiety

\_\_\_\_\_ Chapter 8: L.I.F.E. Management

\_\_\_\_\_ Chapter 9: Made in His Image



Social Health:

- \_\_\_\_\_ Chapter 10: Head to Toes
- \_\_\_\_\_ Chapter 11: Risky Business
- \_\_\_\_\_ Chapter 12: What's Your Responsibility?
- \_\_\_\_\_ Chapter 13: Maturity: What's It All About?
- \_\_\_\_\_ Chapter 14: Changing Relationships

Spiritual Health:

- \_\_\_\_\_ Chapter 15: Building Your Spiritual Muscles
- \_\_\_\_\_ Chapter 16: Reaching Your Potential

\_\_\_\_\_ Health Discussions with the teacher as scheduled in the guide **(15% of total grade)** (Note: Students should actively participate in the discussion questions from the "Discuss" section of the Chapter Reviews as scheduled in the plans.)

\_\_\_\_\_ Tests from *Total Health: Choices for a Winning Lifestyle* **(40% of total grade)** (Note: Students should complete the tests as assigned in the plans.)

Physical Health:

- \_\_\_\_\_ Chapter 1: Test
- \_\_\_\_\_ Chapter 2: Quiz A
- \_\_\_\_\_ Chapter 2: Quiz B
- \_\_\_\_\_ Chapter 3: Test
- \_\_\_\_\_ Chapter 4: Test
- \_\_\_\_\_ Chapter 5: Test
- \_\_\_\_\_ Chapter 6: Test
- \_\_\_\_\_ Chapter 7: Test
- \_\_\_\_\_ Chapter 8: Test
- \_\_\_\_\_ Chapter 9: Test
- \_\_\_\_\_ Chapter 10: Test
- \_\_\_\_\_ Chapter 11: Test
- \_\_\_\_\_ Chapter 12: Test
- \_\_\_\_\_ Chapter 13: Test
- \_\_\_\_\_ Chapter 14: Test
- \_\_\_\_\_ Chapter 15: Test
- \_\_\_\_\_ Chapter 16: Test

\_\_\_\_\_ Projects from *Total Health: Choices for a Winning Lifestyle* **(15% of total grade)** (Note: Students should complete the projects as assigned in the plans. Unit numbers behind each project reflect the unit and day within the *Hearts for Him Through High School: World History* plans in which each health project is due. Projects are graded on effort, accuracy, neatness, and on either overall presentation or conclusions drawn from the project.)

- \_\_\_\_\_ Physical Health Project (Unit 13 – Day 3)
- \_\_\_\_\_ Mental Health Project (Unit 19 – Day 4)
- \_\_\_\_\_ Social Health Project (Unit 30 – Day 4)
- \_\_\_\_\_ Spiritual Health Project (Unit 34 – Day 3)

## Course Descriptions, Required Resources, Course Materials, and Grading

### Foreign Language - Spanish I:

Note: If desired, if students have already completed the Spanish scheduled in the *World Geography* Guide, they can wait to list Spanish I as a full credit on their transcript after they complete the last half of the Spanish I credit in this *World History* Guide. Otherwise, students may list ½ credit of Spanish I for the *World Geography* Guide and ½ credit of Spanish I for the *World History* Guide on their transcripts instead. Either option will work. The description below is used for the ½ credit transcript option.

#### Course Description:

This Spanish I course is designed to build Spanish skills through reading, writing, speaking, and listening to the Spanish language. Vocabulary practice related to school, home, family, numbers, months, seasons, time, clothing, parts of speech, culture, and the geography of Spanish speaking countries is included. Students learn basic Spanish grammar such as verb conjugation and adjective agreement and practice the skills of speaking, listening, reading and writing in the present tense with an emphasis upon correct oral and written expression and listening comprehension. Students are also introduced to various aspects of Hispanic culture in Mexico, Central America, and the Caribbean Islands as illustrated in the text, which includes some historical, social, and cultural topics. Pronunciation and conversational skills are practiced utilizing recordings that feature a native speaker and through dialogue practice with a tutor or teacher. Students earn ½ credit in the last half of Spanish I upon completion of this course.

#### Required Resources:

*Spanish Homeschool Curriculum Kit* by Vicki Seeley Milunich

#### Course Materials:

*Spanish I:* Student Books 1-10 (one set per student to use over two consecutive years)

Students plan to listen and practice with assigned *Spanish* CD Tracks as scheduled in the *Spanish I: Student Books*. Use the *Spanish I: 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 I: Student Books*.

#### Suggested Grading:

\_\_\_\_\_ Completion of daily lessons in Students Books 1-5 from *Spanish Homeschool Curriculum Kit* (**20% 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. (**10% 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 (**40% 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
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6
- \_\_\_\_\_ Self Test 7

Unit 3:

- \_\_\_\_\_ 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 4:

- \_\_\_\_\_ Self Test 1
- \_\_\_\_\_ Self Test 2
- \_\_\_\_\_ Self Test 3
- \_\_\_\_\_ Self Test 4
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6

Unit 5:

- \_\_\_\_\_ Self Test 1
- \_\_\_\_\_ Self Test 2
- \_\_\_\_\_ Self Test 3
- \_\_\_\_\_ Self Test 4
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6

\_\_\_\_\_ Unit Tests from *Spanish Homeschool Curriculum Kit (30% 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
- \_\_\_\_\_ Unit 5: Test

## Course Descriptions, Required Resources, Course Materials, and Grading

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

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

Then, choose **only** the course description(s) below that matches the option you selected above for claiming credit in English, Literature, and Composition.

### **English II Course Description:** (includes English Grammar, Literature, and Composition)

This English II course challenges students to improve written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the context in which the works were written. Literature selections including *Julius Caesar*, *The Scarlet Pimpernel*, *A Man for All Seasons*, *The Count of Monte Cristo*, *Les Miserables*, *Animal Farm*, *The Celestial Railroad*, and others are read and studied. Plot analysis, study of literary devices, annotation, narration, thoughtful discussion, Biblical connections, interpretive reader responses, and reflective *Literature Journal* entries are part of the coursework. Students also strengthen their formal composition skills through writing personal, expository, persuasive, process analysis, and literary response essays, as well as a research paper. Students earn 1 full-credit in English II upon completion of this course.

### **Elements of Literature Course Description:**

This English II course challenges students to improve written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the context in which the works were written. Literature selections including *Julius Caesar*, *The Scarlet Pimpernel*, *A Man for All Seasons*, *The Count of Monte Cristo*, *Les Miserables*, *Animal Farm*, *The Celestial Railroad*, and others are read and studied. Plot analysis, study of literary devices, annotation, narration, thoughtful discussion, Biblical connections, interpretive reader responses, and reflective *Literature Journal* entries are part of the coursework. Students earn 1/2 credit in Elements of Literature upon completion of this course.

### **English/Composition II Course Description:**

In this course students continue to build skills in grammar, usage, sentence structure, and mechanics as they use these skills to write personal, expository, persuasive, process analysis, and literary response essays, as well as a research paper. Students earn 1/2 credit in English/Composition II upon completion of this course.

### **Required Resources for Composition/Grammar:**

*Essentials in Writing: Grade 11* DVD and pre-printed Student Text by Matthew Stephens  
*Building Securely* by Rod and Staff Publishers, Inc.

### **Required Literature Set:**

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

*Ben Hur* by Lew Wallace (unabridged)

*Ben Hur* Audio Drama by Focus on the Family Radio Theatre (abridged)

*No Fear Shakespeare: Julius Caesar* by Shakespeare (unabridged)  
*Julius Caesar* Audio Drama CD Set by Arkangel (unabridged)  
*Pearl Maiden* by H. Rider Haggard, Revised and Edited by Christopher D. Kou and Michael J. McHugh  
*King Arthur and His Knights* by Howard Pyle  
*A Man for All Seasons* by Robert Bolt  
*The Scarlet Pimpernel* by Baroness Emmuska Orczy  
*The Count of Monte Cristo* by Alexandre Dumas (abridged)  
*Les Miserables* by Victor Hugo (abridged)  
*Les Miserables* Audio Drama CD Set by Focus on the Family Radio Theatre (abridged)  
*Animal Farm* by George Orwell  
*The Celestial Railroad* by Nathaniel Hawthorne

### Course Materials:

A set of novels/audios from Heart of Dakota that correspond with the “Literature Study” 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 novels, or you may choose to have students share the same books and each use a different colored pen or pencil for their annotations.)  
 A bound composition book with lined pages to use as a *Common Place Book* (one per student)  
 A bound journal with lined pages to use as a *Literature Journal* (one per student)  
 Plan to photocopy the “Plot Diagram” from the Appendix as assigned in the *World History Guide’s* plans (one per student).  
 Either 3 bound and lined composition books (1 for English Grammar, 1 for studied dictation, and 1 for composition) **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 composition)  
*Building Securely* Pupil Text by Rod and Staff Publishers  
*Essentials in Writing: Grade 11* Student Text (one per student)  
 Students plan to watch assigned *Essentials in Writing* DVD Lessons as scheduled in the *World History Guide’s* plans.  
 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 II 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 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):

Giving Oral Reports:

- \_\_\_\_\_ Lesson 59: Taking Notes for an Oral Report
- \_\_\_\_\_ Lesson 62: Organizing Your Notes
- \_\_\_\_\_ Lesson 65: Developing Your Report from an Outline
- \_\_\_\_\_ Lesson 66: Giving an Oral Report

Writing Descriptions:

- \_\_\_\_\_ Lesson 69: Using Figures of Speech
- \_\_\_\_\_ Lesson 73: Descriptive Writing
- \_\_\_\_\_ Lesson 78: Writing a Descriptive Composition

Giving Book Reports and Explanations:

- \_\_\_\_\_ Lesson 81: Writing a Book Report
- \_\_\_\_\_ Lesson 85: Giving an Oral Explanation

Studying Poetry:

- \_\_\_\_\_ Lesson 90: Poetry
- \_\_\_\_\_ Lesson 94: Rhythm in Poetry
- \_\_\_\_\_ Lesson 98: Rhyme and Repetition in Poetry
- \_\_\_\_\_ Lesson 99: The Message of Poetry

Writing Stories:

- \_\_\_\_\_ Lesson 102: Story Writing: Portraying the Main Character
- \_\_\_\_\_ Lesson 105: Story Writing: Developing Conflict
- \_\_\_\_\_ Lesson 109: Story Writing: Using Good Style
- \_\_\_\_\_ Lesson 112: Story Writing: The First Draft
- \_\_\_\_\_ Lesson 114: Story Writing: The Second Draft

Writing Effective Sentences:

- \_\_\_\_\_ Lesson 118: Writing Effective Sentences
- \_\_\_\_\_ Lesson 122: Sentence Variety in Paragraphs

\_\_\_\_\_ Literature (using the required set of classic novels listed below) **(The Literature portion of the credit counts for 50% of the total grade for the 1 full-year English II 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.)

\_\_\_\_\_ Completion of Classic Novel Readings (Daily) (Note: Specific versions of the classic novels/plays below are needed for use with our plans. These versions are listed above and are available from Heart of Dakota. Classic novels/plays include *Ben Hur* (unabridged) *Ben Hur* Audio Drama (abridged), *No Fear Shakespeare: Julius Caesar* (unabridged), *Julius Caesar* Audio Drama CD (unabridged), *Pearl Maiden*, *King Arthur and His Knights*, *A Man for All Seasons*, *The Scarlet Pimpernel*, *The Count of Monte Cristo* (abridged), *Les Miserables* (abridged) *Les Miserables* Audio Drama CD (abridged), *Animal Farm*, and *The Celestial Railroad*.)

\_\_\_\_\_ Introductions (Daily) (See directions in the plans for guidance in this area. Introductions set the stage for the day's reading by providing or explaining helpful historical information, directing attention to important text read previously, showing links among characters or events, posing questions to ponder while reading, or highlighting 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 pertain to literary elements and devices such as character motive, allusion, symbolism, or foreshadowing.)

\_\_\_\_\_ *Common Place Book* Entries (2-3 Days in each Unit) (See directions in the

plans for guidance in this area. At times, the plans designate a specific entry to make.)

\_\_\_\_\_ *Literature Journal Reflections* (Days 1, 3, and 4) (See directions in the plans for guidance in this area. Specific topics for 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. Literary elements, quotes, and Biblical connections are often a part of the *Literature Journal Reflections*.)

\_\_\_\_\_ *Written Narrations* (Day 2 of alternating Units) (Directed written narration topics are provided on alternating Day 2's within the plan's units. 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 alternating 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 alternating Day 2's of the units.)

\_\_\_\_\_ *Plot Diagrams* (one per novel/play) (Note: Students should complete the Plot Diagrams as assigned in the plans. Sample answers for each novel/play are listed in the Appendix of the guide and include exposition, inciting event, rising action, climax, falling action, resolution, types of conflict - man vs. man, man vs. nature, man vs. society, man vs. self, man vs. God or "fate/destiny"- and theme.)

\_\_\_\_\_ *Final Book Discussions with Teacher* (Note: Students should participate in book discussions at the end of each book as assigned in the plans. Questions are provided within the plans to help students analyze important changes that characters go through, thread together key parts of the plot, interpret the overarching theme of the story, identify symbolic elements, weigh character 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.)

\_\_\_\_\_ *Composition* (using *Essentials in Writing: Grade 11*) (**The Composition part of the credit counts for 30% of the total grade for the 1 full-year combined English II credit option or for 60% of the total grade for the 1/2 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

\_\_\_\_\_ Cause and Effect Paragraph

\_\_\_\_\_ Expository Essay

\_\_\_\_\_ Persuasive Essay

\_\_\_\_\_ Process Analysis Essay

\_\_\_\_\_ Response to Literature Essay

\_\_\_\_\_ Research Paper

## Course Descriptions, Required Resources, Course Materials, and Grading

### Science: Biology, Anatomy & Physiology with Lab

#### Course Description:

This course focuses on fundamental concepts surrounding biology, anatomy, and physiology and emphasizes biology as a study of God's creation. Topics studied include: six-kingdom analysis; characteristics, body structures, and reproduction of birds, mammals, fish, amphibians, reptiles, sponges, cnidarians, mollusks, echinoderms, worms, arthropods, eukaryotes, and prokaryotes; cell structures and functions; cell division and cellular respiration; plant structures including leaves, stems, roots, flowers, seeds, and fruit; photosynthesis; modes of plant reproduction and adaptation; structures and functions of the human body, including the anatomy and physiology of each of the organ systems; nutrition; growth; reproduction; genetics; embryology; ecology and biomes and more. 24 laboratory experiments enhance and reinforce the concepts studied in this course, stressing the process of scientific investigation and observation of biological processes. Students earn 1 full-year credit in Biology with Lab upon completion of this course.

#### Required Resources:

*Biology Science Text/Activity 12-PACE Set* (4th Edition) by School of Tomorrow/  
Accelerated Christian Education (12 texts with included activities)

*Biology PACE Answer Key Set* (4th Edition) by School of Tomorrow/Accelerated  
Christian Education

Online: *Biology Video Labs* (matches 4th Edition PACEs) by School of Tomorrow/  
Accelerated Christian Education (24 labs.)

#### Course Materials:

*Biology Text/Activity 12-PACE Set* (one set per student)

Students plan to watch the online Biology Lab sessions at [www.aceconnect.com](http://www.aceconnect.com) as assigned in the *World History* guide's plans.

**Note:** The labs can simply be watched as a part of the coursework; however, if you desire for your student to work along with some of the labs, you can choose to have your student do so by using the "Apologia Biology Dissection Kit" from <http://homesciencetools.com>. This kit includes the following specimens: frog, perch, crayfish, and worm (all of which are dissected as a part of ACE Biology as well). Students can just follow along with the ACE online biology labs at [www.aceconnect.com](http://www.aceconnect.com) and dissect along with the instructor for those labs. Specimens do expire (lasting about 9 months). They are not in formaldehyde, making the specimens have less of an odor. All specimens can be disposed of in the household garbage. We would not encourage you to do the starfish dissection, as it is easy to cut yourself on that particular lab. The fetal pig dissection could also be performed if desired along with the online lab; however, that lab moves fairly quickly through the dissection, so you would have to be willing to pause quite a bit as you go. A fetal pig specimen can be ordered separately at <http://homesciencetools.com>.

If you desire for your student to gain physical experience with a microscope, you could consider adding either the "Apologia Biology Microscope Kit" or the "Microscope Starter Kit" <http://homesciencetools.com>. Both will require the use of a microscope, which you can purchase from <http://homesciencetools.com> or from various other homeschool vendors. The labs in ACE Biology do include microscope work in the videos online,



meaning that you are not required to purchase a microscope unless you desire to do so. If your child is not destined for a biology related field, you could consider simply having your child watch the labs and record the results without the aid of working along with the lab kits. This is how the labs will be scheduled within our guide.

**Suggested Grading:**

\_\_\_\_\_ Daily readings from the *Biology Science Text 12-PACE Set* (4th Edition)  
**(Required)**

\_\_\_\_\_ Questions and Answers from the *Biology Science Text 12-PACE Set* (4th Edition) (includes multiple choice, matching, true/false, fill-in-the-blank, vocabulary, and short answer questions) **(30% of total grade)** (Note: Students should complete the activities as assigned in the plans.)

\_\_\_\_\_ Self Tests from the *Biology Science Text 12-PACE Set* (4th Edition) **(30% of total grade)**

- \_\_\_\_\_ Biology – 1097 Science Text: Self Test
- \_\_\_\_\_ Biology – 1098 Science Text: Self Test
- \_\_\_\_\_ Biology – 1099 Science Text: Self Test
- \_\_\_\_\_ Biology – 1100 Science Text: Self Test
- \_\_\_\_\_ Biology – 1101 Science Text: Self Test
- \_\_\_\_\_ Biology – 1102 Science Text: Self Test
- \_\_\_\_\_ Biology – 1103 Science Text: Self Test
- \_\_\_\_\_ Biology – 1104 Science Text: Self Test
- \_\_\_\_\_ Biology – 1105 Science Text: Self Test
- \_\_\_\_\_ Biology – 1106 Science Text: Self Test
- \_\_\_\_\_ Biology – 1107 Science Text: Self Test
- \_\_\_\_\_ Biology – 1108 Science Text: Self Test

\_\_\_\_\_ 24 Online Biology labs at [www.aceconnect.com](http://www.aceconnect.com) and corresponding lab reports within *Biology Science Text 12-PACE Set* (4th Edition) **(40% of total grade)** (Note: Students should complete the labs and the lab reports listed below as assigned in the plans.)

- Biology – 1097 PACE Labs: Birds
  - \_\_\_\_\_ Lab 1: Introduction to Biology Research
  - \_\_\_\_\_ Lab 2: Chicken Embryology
- Biology – 1098 PACE Labs: Mammals
  - \_\_\_\_\_ Lab 1: Introduction to Anatomy and Dissection
  - \_\_\_\_\_ Lab 2: Frog Dissection (Part 1)
- Biology – 1099 PACE Labs: Fish, Amphibians, and Reptiles
  - \_\_\_\_\_ Lab 1: Frog Dissection (Part 2)
  - \_\_\_\_\_ Lab 2: Frog Dissection (Part 3)
- Biology – 1100 PACE Labs: Sponges, Mollusks, and Echinoderms
  - \_\_\_\_\_ Lab 1: Perch Dissection
  - \_\_\_\_\_ Lab 2: Sea Star Dissection
- Biology – 1101 PACE Labs: Worms and Arthropods
  - \_\_\_\_\_ Lab 1: Earthworm Dissection
  - \_\_\_\_\_ Lab 2: Crayfish Dissection
- Biology – 1102 PACE Labs: Plants
  - \_\_\_\_\_ Lab 1: Plant Growth
  - \_\_\_\_\_ Lab 2: Photosynthesis

Biology – 1103 PACE Labs: Eukaryotes and Prokaryotes

\_\_\_\_\_ Lab 1: Introduction to the Microscope

\_\_\_\_\_ Lab 2: Microbiology

Biology – 1104 PACE Labs: Integumentary, Skeletal, and Muscular Systems

\_\_\_\_\_ Lab 1: Fetal Pig Dissection (Part 1)

\_\_\_\_\_ Lab 2: Fetal Pig Dissection (Part 2)

Biology – 1105 PACE Labs: Nervous, Circulatory, and Respiratory Systems

\_\_\_\_\_ Lab 1: Blood and Blood Typing

\_\_\_\_\_ Lab 2: Lung Demonstration

Biology – 1106 PACE Labs: Digestive, Excretory, and Endocrine Systems

\_\_\_\_\_ Lab 1: Nutrient Analysis

\_\_\_\_\_ Lab 2: Digestion/Absorption

Biology – 1107 PACE Labs: Embryology and Genetics

\_\_\_\_\_ Lab 1: Mitosis

\_\_\_\_\_ Lab 2: Plant Genetics

Biology – 1108 PACE Labs: Ecology and Biomes

\_\_\_\_\_ Lab 1: Soil Biodiversity

\_\_\_\_\_ Lab 2: Environmental Field Study

## Course Descriptions, Required Resources, Course Materials, and Grading

### Math

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

This Geometry course emphasizes an abstract, formal approach to the study of geometry using postulates, theorems, and proofs. Plane, solid, and coordinate geometry are studied using logic and deductive reasoning. Topics include parallel lines and polygons, perimeter and area analysis, rules of angle measurement in triangles, volume and surface area analysis, similarity and congruence, an introduction to trigonometry, and analytic geometry. Emphasis is placed on developing critical thinking skills in relation to both abstract mathematical concepts and real-world problem situations. Students are required to use various tools to discover and explain the course content. Students earn 1 full-year credit in Geometry upon completion of this course.

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

*Geometry: A Guided Inquiry* by G.D. Chakerian, Calvin D. Crabill, and Sherman K. Stein

Note: This text is available as a printable PDF on the *Math Without Borders: Geometry* flash drive. The drive also contains a full-text Answer Key, chapter introductions, and video solution guides.

*VideoText Geometry* by Tom Clark

*Math Help Geometry* ([www.mathhelp.com/formerly>YourTeacher.com](http://www.mathhelp.com/formerly>YourTeacher.com)) courses designed by Mike Maggart

### Course Materials:

*Hearts for Him Through High School: World History* recommends a choice of *Geometry: A Guided Inquiry*, *VideoText Geometry*, *Math Help Geometry* at [www.mathhelp.com](http://www.mathhelp.com) (formerly *YourTeacher.com*), or your own math program. A math instruction reminder is listed in the plans daily.

*Geometry: A Guided Inquiry* is written directly to the student. Since this text has gone out of print, you will need the *Math Without Borders* flash drive, which contains a complete, printable PDF of the entire *Geometry: A Guided Inquiry* text. The *Math Without Borders* flash drive also contains lessons that provide a video introduction to each chapter, acting as a chapter overview, as well as complete worked out solutions (not just answers) to all problems in the Central and Project sections of the text. The printable pdf solution manual contains additional commentary to supplement the presentation of the text. The *Math Without Borders* flash drive also includes a collection of hundreds of demonstrations using *Geogebra*, covering most of the main concepts, and many additional explorations, in the Central and Projects sections of each chapter. Accompanying each demonstration, or cluster of demonstrations, is an activity guide that will help you get the most out of the *Geogebra* explorations and teach you how to use *Geogebra* as a tool on your own as well.

To utilize *Geometry: A Guided Inquiry* for math, the *Math Without Borders* flash drive can be purchased through Heart of Dakota. Note: There is no complete answer key for *Geometry: A Guided Inquiry* without the *Math Without Borders* flash drive (which contains a printable PDF of fully worked solutions and also contains video solutions worked step-by-step.) Some answers are provided within *Geometry: A Guided Inquiry* text, which is also available on the *Math Without Borders* flash drive.

### Materials:

Compass

Protractor  
Ruler  
A bound lined notebook that lays flat easily  
Graph paper

**General pacing suggestions for *Math: A Guided Inquiry* are as follows:**

1. There are 12 chapters within *Geometry: A Guided Inquiry*. If you desire to keep a 4-day school week, then you need to plan approximately three weeks (or 11-12 school days per chapter). Some chapters are much longer than others, so please be aware that this is just a general guideline.

If you are using the *Math Without Borders* flash drive, then extension sections have been added to Chapters 3, 4, 6, 8, 10, and 11. These extensions can take up to 5 days per chapter, so if you plan to do the extensions, then you will need to school 5 days a week for math, instead of 4 days a week, to account for the 30 extra days needed for the extensions. The *Math Without Borders* extensions were originally added to bring the text content of *Geometry: A Guided Inquiry* into alignment with California State Standards. The extensions included are: Isometrics and Symmetry; More on Proofs; Surface Areas of Prisms and Pyramids; Introduction to Trigonometry; Surface Area of Cylinders, Cones, and Spheres; and More on Coordinate Geometry. Students not affected by mandatory statewide testing can treat the extension topics as optional topics. The text *Geometry: A Guided Inquiry* is often used as a stand-alone text, so it is acceptable to omit the extensions if you choose to do so.

2. At the beginning of the school year, download the free program *Geogebra* as directed for use with the *Math Without Borders* demonstrations. It is currently available for download here: <http://www.geogebra.org/cms/en/>
3. If you purchased the *Math Without Borders* flash drive, watch the short video introduction to the current chapter on the flash drive.
4. Print the pdf solutions' guide for the current chapter from the *Math Without Borders* flash drive.
5. Work through the Central problem section of the text as quickly as the student is able, referring to the printed pdf solution's guide as needed. It is helpful to understand that the Central problem starts out being quite difficult and begins to make more sense as you progress through the chapter and learn needed concepts and steps to solve the problem. The light orange box near the end of each chapter titled "Important Ideas in This Chapter" represents key concepts. Other light orange boxes throughout the chapter are important as well. You may wish to set a timer for your math sessions (for approximately 45 min. up to 1 hour and 15 min.) and work alongside your student as he/she goes through the Central problem section of *Geometry: A Guided Inquiry*. Check your work as you go, using the pdf solution guide. *Geogebra* demonstrations can be viewed on the *Math Without Borders* flash drive as needed at any time in the chapter.
6. Complete the "Central Self Quiz" at the end of the Central section. The answers for this are in the text.
7. After completing the Central section of the chapter, do the Review section. These problems are typically more challenging than those in the Central section. Then, view the video

solution guide for the Review on the *Math Without Borders* flash drive. Rework any missed problems.

8. The “Review Self Test” can be optional if desired. The answers for this are in the text.
9. The “Algebra Review” can be downsized or even omitted to fit your specific needs. The answers for this are in the text, although not much guidance is given in solving the Algebra problems. If this area becomes difficult or time-consuming it can be skipped, as the focus for this year of math is Geometry.
10. After completing items 3-9 above, use the remainder of the approximately 3 weeks allotted for each chapter to work through selected problems in the “Projects” section of the chapter. Students who are not especially mathematical may get to only a few of the projects. Students who are more mathematical will enjoy more of the projects. As you work on the projects, refer to the printable pdf solutions’ guide on the *Math Without Borders* flash drive. There are also *Geogebra* demonstrations on the flash drive that will be of help.
11. If you are choosing to utilize the *Math Without Borders* extensions for chapters 3, 4, 6, 8, 10, and 11, do these at the end of the rest of the chapter’s work.

Both VideoText and MathHelp.com are alternatives to *Geometry: A Guided Inquiry*. If your student began with *VideoText Algebra* in the *World Geography* Guide, then he/she will need to complete the course prior to beginning Geometry. This is because *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 same is true for *VideoText Geometry*, which teaches Geometry, Trigonometry, and Pre-Calculus.

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 Algebra* or *VideoText Geometry* visit <http://www.videotext.com>

Each lesson of *MathHelp.com* (Geometry) 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 throughout 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)

This math program works well for students who have struggled with math in the past and who are likely to find Geometry a challenge. It also works well for students who may have begun another Geometry program that was not successful and need to switch to a different program mid-stream to complete the learning, or for students who may not have a long period of time to complete Geometry and need to get it done in a timely fashion, or for students who must do much of their work for math alone without help from a parent.

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 Geometry text.