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

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

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

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

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

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

Overview

What makes the plans complete?

Hearts for Him Through High School: World Geography features 35 units with complete daily plans for ages 13-15, extending to 11th – 12th grades with adjustments in the 3R's and science as needed. *Hearts for Him Through High School: World Geography* was written with the goal of equipping you to homeschool your student through high school. Each day of plans addresses both academic and spiritual needs, making sure not to neglect either area. Plans set forth clear guidance in what to expect of your high school student each day and are written with a balanced approach to learning. The guide uses narrative books as the core of the student's education to cover needed academics in a living, engaging manner.

The *World Geography* Guide provides a year's worth of daily plans in all needed subject areas. A 4-day plan allows time each week for your child to pursue his/her own passions and areas of interest. As the studies shift to deeper, weightier material, Christ and His Word are kept at the center, leading your student to a deeper, more mature relationship with the Lord. Following the plans as written will allow your student to earn up to 6 ½ total credits for this year of study, including 1 full credit in World Geography, ½ credit in World Religion and Cultures, 1 full credit in Bible, 1 full credit in English, 1 full credit in Math, ½ credit in Logic, ½ credit in Foreign Language, and 1 full credit in Science, with or without lab.

What makes the plans easy to use?

Straightforward daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: "Learning Through Geography" and "Learning the Basics." Each segment of plans is further designated as "Teacher Directed = T," "Semi-Independent = S," or "Independent = I." In high school, a large portion of the plans are independent and are written mainly to the student. Students who desire to earn credit in all subject areas scheduled in our guide can expect to spend approximately 6 ½ hours completing each day of plans 4 days each week.

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

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

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

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

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

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

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

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

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

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

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

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

For the composition portion, the *World Geography* guide schedules the lessons and assignments from *How to Write a 5-Paragraph Essay* twice weekly. The lessons teach students the essay writing process through self-guided exercises on how to write an expository essay. After learning the process, students are then shown how to use this model to write other types of essays such as narrative, descriptive, and persuasive essays. For the grammar and English portion, the *World Geography* guide schedules Rod and Staff English lessons twice weekly. These lessons provide a firm foundation in grammar, writing, and English skills. Scheduled studied dictation passages target proofreading and spelling skills daily.

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

Students entering the *World Geography* guide should ideally be studying Algebra I, however students at a differing math level may still utilize this guide. Our recommendations for Algebra I include *No-Nonsense Algebra*, *Christian Light Algebra I*, *Math Help Algebra I*, or *Understanding Algebra I*.

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

Lesson plans are written so you can customize the program to suit your family's needs. Resources contained in the Economy Package are considered necessary for all students. The Economy Package includes the *World Geography* guide and other required resources to help your student earn 1 full-year credit in World Geography, 1/2 credit in World Religion & Cultures, and 1 full-year credit in Bible.

The Living Library Package provides carefully selected living books that coordinate well with the geography plans. These books are not intended to fulfill your student's high school literature credit, as students read separate higher-level literature in the "Literature" portion of the plans to fulfill that need. Instead, the books in this package were chosen to make geography come to life as students experience various places around the globe. The Living Library Package is highly recommended, unless you need to economize; however, it is not required to earn credit in World Geography.

Adding the Logic Package to the Economy Package adds 1/2 credit of Logic to your student's program.

Adding the foreign language option *Getting Started With Spanish* to your Economy Package adds 1/2 credit of Spanish to your student's program.

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

earn 1 full-year credit in English.

Adding the Science Package to the Economy Package adds 1 full-year credit of science (with or without lab) to your program. The focus of this year of science is integrated physics and chemistry. This package is required unless you have your own science.

Adding a Math Package to the Economy Package adds 1 full-year credit of math to your program. Students entering this guide are ideally studying Algebra I, however students at a differing math level may still utilize this guide.

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

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

What is included in each package?

Economy Package (Required for 1 full-year credit in World Geography, ½ credit in World Religion & Cultures, and 1 full-year credit in Bible)

**Hearts for Him Through High School: World Geography* by Carrie Austin (Heart of Dakota Publishing, Inc., 2013)

**The Archaeology Book* by David Down (Masterbooks, 2010)

**A Book of Discovery* by M.B. Synge (Yesterday's Classics, 2007)

**Mapping the World With Art* by Ellen Johnston McHenry (Ellen McHenry's Basement Workshop, 2009)

**The Seven Wonders of the World* by Ron Tagliapietra (Bob Jones University Press, 1999)

**Must See Places of the World* 6 DVD Set by Reader's Digest Association, Inc. (Questar, Inc.) Note: Includes *Must See Places of the World: Magnificent Planet/Marvels of Mankind*, *Wildlife Treasures*, *Journeys of a Lifetime*, *Australia the Beautiful*, *Mysteries of the Ancient World*, and *Scenic Cruises of the World*

**Hearts for Him Through High School: Expedition Journal* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.

**History Through the Ages: World Geography Timeline Figures* by Amy Pak (Homeschool in the Woods, 2013) Note: This download of *World Geography Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: World Geography*.

**Book of Centuries* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.

**But Don't All Religions Lead to God?* by Michael Green (Baker Books, 2002)

**World Religions: An Indispensable Introduction* by Gerald R. McDermott (Thomas Nelson, 2011)

**Mimosa* by Amy Carmichael, The Dohnavur Fellowship, 1924 (CLC Publications, 2010 by permission of Dohnavur Fellowship)

**Sitting at the Feet of Rabbi Jesus* by Ann Spangler and Lois Tverberg (Zondervan, 2018)

**Sundar Singh* by Janet and Geoff Benge (YWAM Publishing, 2005)

**Queen of the Dark Chamber* by Christiana Tsai (Ambassadors for Christ, Inc., 1986, Reprinted with permission by A Heart 4 You: China, 2009)

- **Jesus Did Many Other Things As Well: Short Stories Out of Japan* by Anthony Schmidt (Anthony Schmidt, 2017)
- **I Dared to Call Him Father* by Bilquis Sheikh with Richard H. Schneider (Chosen Books, 2003)
- **God's Global Mosaic* by Paul-Gordon Chandler (InterVarsity Press, 2000)
- **Foreign to Familiar* by Sarah A. Lanier (McDougal Publishing, 2010)
- **World Religions & Culture's Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- **Rooted & Grounded: Student Text and Teacher's Guide* by Howard Lisech, Bonnie Lisech, and Jan L. Harris (Deeper Roots Publications, 2008) Note: A copy of the Student Text is required for each student.
- Choose One:**
- **Stepping Heavenward* by Elizabeth Prentiss (The Bible People, 2014)
- **Practical Happiness* by Bob Schultz (Great Expectations Book Co., 2008)

Living Library Package (Highly Recommended – Listed in Appendix)

Logic Package (Required for ½ credit in Logic)

- **The Fallacy Detective* by Nathaniel Bluedorn & Hans Bluedorn (Christian Logic, 2009)
- **The Art of Argument: Revised Edition* by Aaron Larsen, Joelle Hodge, and Chris Perrin (Classical Academic Press, 2022) Note: A copy of the Student Book is required for each student.

Foreign Language Option (Required for ½ credit in Spanish)

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

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

Complete English Packages:

BJU *Fundamentals of Literature* Set + *How to Write a 5-Paragraph Essay* + Boy **or** Girl Set + *Building Securely* Set

Literature and Composition Only Packages:

BJU *Fundamentals of Literature* Set + *How to Write a 5-Paragraph Essay* + Boy **or** Girl Set

Literature Only Packages:

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

Individual English Resource Listings:

- **Fundamentals of Literature: Second Edition* Student Text and Teacher's Edition (2 volumes) by Donnalynn Hess and June Cates (BJU Press, 2010)
- **How to Write a 5-Paragraph Essay* by Savera Mohammed (Successful Student Publications, 2022)
- **Building Securely* by Rod and Staff Publishers, Inc. (Rod and Staff Publishers, Inc., 1996)

Boy Set:

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

- **Shane* by Jack Schaefer (Houghton Mifflin Harcourt, Inc., 1949)
- **Treasure Island* by Robert Louis Stevenson (Signet Classic, 2008)
- **Ragged Dick* by Horatio Alger, Jr. (Signet Classic, 2014)
- **Men of Iron* by Howard Pyle (Bob Jones University Press, 1993)
- **The Screwtape Letters* by C.S. Lewis (Harper Collins, 2001)
- **Children of the New Forest* by Frederick Marryat (Yesterday's Classics, 2007)
- **Captains Courageous* by Rudyard Kipling (Townsend Press, 2007)

Girl Set:

- **A Lantern in Her Hand* by Bess Streeter Aldrich (Puffin Books, 1997)
- **Persuasion* by Jane Austen (Signet Classics, 2008)
- **Anne of Avonlea* by L.M. Montgomery (Dell Laurel-Leaf, 2003)
- **The Importance of Being Earnest* by Oscar Wilde (Dover, 1990)
- **Little Women* by Louisa May Alcott (Simon & Schuster, 2009)

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

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

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

- **No-Nonsense Algebra* by Richard Fisher (Math Essentials, 2011)
- **Christian Light Algebra I* by Mark Kardel (Christian Light Education, 2019)
- **Math Help Algebra I* (www.mathhelp.com) courses designed by Mike Maggart
- **Understanding Algebra I* by Terri Husted (Critical Thinking Co., 2017)

Note: Since resources sometimes go out of print or undergo changes, updates will be available along with the 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 Geography*:

World Geography (1 full-year credit)

World Religion & Cultures (½ credit)

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

Logic (½ credit)

Foreign Language: Spanish I (½ credit)

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

Fundamentals of Literature (½ credit) and English/Composition (½ credit)

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

Math: Algebra I (1 full-year credit)

Total Credits Earned: 6 ½ credits

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

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

According to the College Board at www.collegeboard.com

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

Course Descriptions, Required Resources, Course Materials, and Grading

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

Course Description:

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

Required Resources:

The Archaeology Book by David Down

A Book of Discovery by M.B. Synge

Mapping the World With Art by Ellen Johnston McHenry

The Seven Wonders of the World by Ron Tagliapietra

Must See Places of the World (6 DVD Set): *Magnificent Planet/Marvels of Mankind*,

Wildlife Treasures, Journey of a Lifetime, Australia the Beautiful, Mysteries of the

Ancient World, Scenic Cruises of the World

World Geography: Expedition Journal

History Through the Ages: World Geography Timeline Figures (download)

Book of Centuries

Optional: “Living Library” Book Set

Course Materials:

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

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

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

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

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

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

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

Plan to watch the online drawing lessons as scheduled throughout the year that correspond with the *Mapping the World With Art* guide.

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

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

Suggested Grading:

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

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

- _____ Key Word (Day 1 of Units 1, 6, 11, 16, 21, 26, and 31) (Note: Students should utilize many of the provided key words from the plans in the narration.)
- _____ Summary (Day 1 of Units 2, 7, 12, 17, 22, 27, and 32) (Note: Students should summarize the reading in 7-10 sentences.)
- _____ Detailed (Day 1 of Units 3, 8, 13, 18, 23, 28, and 33) (Note: Students should give a 5-7 minute detailed narration about the reading.)
- _____ Topic (Day 1 of Units 4, 9, 14, 19, 24, 29, and 34) (Note: Students should narrate upon the topics provided in the plans for each section of the reading.)
- _____ Key Word Typed (Day 1 of Units 5, 10, 15, 20, 30, and 35) (Note: Students should utilize many of the provided key words from the plans in the narration while the teacher types a written record of the narration.)

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

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

- _____ Research
- _____ Outlining
- _____ Sketching
- _____ Note-taking
- _____ Socratic Discussion
- _____ Primary Source Documents
- _____ Answering Questions Based on Bloom’s Taxonomy
- _____ Map Reading

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

- _____ Unit 1 – Day 3
- _____ Unit 2 – Day 3
- _____ Unit 3 – Day 3
- _____ Unit 4 – Day 3
- _____ Unit 5 – Day 3
- _____ Unit 6 – Day 3
- _____ Unit 7 – Day 3
- _____ Unit 8 – Day 3
- _____ Unit 9 – Day 3
- _____ Unit 10 – Day 3
- _____ Unit 11 – Day 3
- _____ Unit 12 – Day 3
- _____ Unit 13 – Day 3
- _____ Unit 14 – Day 3
- _____ Unit 15 – Day 3
- _____ Unit 16 – Day 3

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

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

- _____ 1: Mesopotamia
- _____ 2: The Nile River
- _____ 3: Greece
- _____ 4: The Roman “Boot” (the Italian peninsula)
- _____ 5A: The “Holy Land” of the Crusaders
- _____ 5B: The Arabian Peninsula
- _____ 6A: The Black Sea
- _____ 6B: The Caspian Sea
- _____ 6C: The Aral Sea
- _____ 7: The Iberian Peninsula
- _____ 8A: France
- _____ 8B: Adding France to the Iberian Peninsula
- _____ 9: The Indian “Subcontinent”
- _____ 10: The Greater Antilles
- _____ 11: The Lesser Antilles
- _____ 12A: The Isle of Britain
- _____ 2B: Newfoundland
- _____ 13: Africa
- _____ 14: Central America and the Caribbean
- _____ 15: South America
- _____ 16: Southeast Asia Basics
- _____ 17A: Sumatra, Java and other small islands
- _____ 17B: Borneo
- _____ 17C: Celebes
- _____ 17D: New Guinea
- _____ 17E: The Spice Islands
- _____ 18A: The Magellan Strait
- _____ 18B: The Philippines

- _____ 19: The Eastern Coast of North America
- _____ 20: Gulf of St. Lawrence and Labrador
- _____ 21: The West Coast of America
- _____ 22: Scandinavia
- _____ 23A: The Low Countries
- _____ 23B: Ireland and Iceland
- _____ 24A: Greenland
- _____ 24B: Baffin Island
- _____ 24C: Hudson Bay
- _____ 25: Japan
- _____ 26A: Australia
- _____ 26B: New Zealand
- _____ 27A: Alaska
- _____ 27B: The Kamchatka Peninsula and the Sea of Okhotsk
- _____ 28A: North America
- _____ 28B: The top of Asia
- _____ 29A: New Britain, New Ireland, and the Solomon Islands
- _____ 29B: Hawaii
- _____ 29C: Tahiti
- _____ 29D: Vanuatu
- _____ 29E: Fiji
- _____ 29F: New Caledonia
- _____ 29G: The Pacific Islands
- _____ 30: Antarctica

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

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

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

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

Living Library Assignments:

- _____ One-sentence summary (Days 1, 2, and 3 of Units 1-35) (Note: Students should follow the provided directions in the plans to produce a one-sentence summary of the reading that includes the main character(s), the main action taken, any important conflict, the goal, and the setting.)
- _____ Oral narration (Day 4 of Units 1-35) (Note: Students should retell the reading to a teacher following the *Narration Tips* in the Appendix.)

Course Descriptions, Required Resources, Course Materials, and Grading

World Religion & Cultures

Course Description:

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

Required Resources:

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

World Religions: An Indispensable Introduction by Gerald R. McDermott

Mimosa by Amy Carmichael

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

Sundar Singh by Janet and Geoff Benge

Queen of the Dark Chamber by Christiana Tsai

Jesus Did Many Other Things As Well: Short Stories Out of Japan by Anthony Schmidt

I Dared to Call Him Father by Bilquis Sheikh

God's Global Mosaic by Paul-Gordon Chandler

Foreign to Familiar by Sarah A. Lanier

World Religions and Cultures Notebook by Heart of Dakota

Course Materials:

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

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

Suggested Grading:

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

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

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

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

_____ *World Religions: An Indispensable Introduction*

_____ Hinduism

_____ Judaism

_____ Buddhism

_____ Confucianism

_____ Daoism

_____ Shinto

_____ Islam

_____ Christianity

- _____ Reflections and Summaries **(25% of total grade)** (Note: Students should complete the assigned reflection and summary-style questions for each book to demonstrate understanding of what was read, to make connections between the book and Scripture, to reflect upon the life of the character, and to apply what was learned from the character’s life to their own lives.)
- _____ *Mimosa*
- _____ *Sitting at the Feet of Rabbi Jesus*
- _____ *Sundar Singh*
- _____ *Queen of the Dark Chamber*
- _____ *Jesus Did Many Other Things as Well: Short Stories Out of Japan*
- _____ *I Dared to Call Him Father*
- _____ Oral Narrations (Day 2 of Units 5, 6, 13, 15, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 30, 32, 33, 34, and 35) **(15% of total grade)** (Note: Students should retell the reading to a teacher following the *Narration Tips* in the Appendix.)
- _____ Bookmark Prompts Targeting Higher Level Thinking (Note: Students should accurately follow the prompts on the provided “Bookmark” to select lines to quote and comment upon; ask clarifying and probing questions; make connections between text, self, and world; and share observations, reflections, and musings.) **(20% of total grade)**
- _____ “At the Feet of the Rabbi” questions, reflections, and applications from *Sitting at the Feet of Jesus* **(10% of total grade)** (Note: Students should follow the directions provided in the plans to complete the assigned questions, reflections, and application assignments from *Sitting at the Feet of Rabbi Jesus*.)

Course Descriptions, Required Resources, Course Materials, and Grading

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

Course Description:

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

Required Resources:

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

Choose one:

Practical Happiness by Bob Schultz (for boys)

Stepping Heavenward by Elizabeth Prentiss (for girls)

Course Materials:

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

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

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

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

Suggested Grading:

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

_____ Lesson 1: Be to the Praise of His Glory

_____ Review – Lesson 1 (discuss with teacher)

_____ Lesson 2: Walk As Jesus Walked

_____ Review – Lesson 2 (discuss with teacher)

_____ Lesson 3: A Pure and Holy Life

_____ Review – Lesson 3 (discuss with teacher)

_____ Lesson 4: The Love of God for Others

_____ Review – Lesson 4 (discuss with teacher)

_____ Lesson 5: Servanthood

_____ Review – Lesson 5 (discuss with teacher)

_____ Lesson 6: Unrealistic Expectations

_____ Review – Lesson 6 (discuss with teacher)

_____ Lesson 7: God Is Faithful

_____ Review – Lesson 7 (discuss with teacher)

_____ Lesson 8: The Forgiveness of God

_____ Review – Lesson 8 (discuss with teacher)

_____ Lesson 9: Forgiving Others

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

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

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

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

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

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

Course Descriptions, Required Resources, Course Materials, and Grading

Logic

Course Description:

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

Required Resources:

The Fallacy Detective by Nathaniel Blueborn and Hans Blueborn

The Art of Argument: Revised Edition Student Workbook and Teacher's Edition by Aaron Larsen, Joelle Hodge, and Chris Perrin

Course Materials:

The Art of Argument: Revised Edition Student Workbook (1 per student)

Plan to photocopy the "Chapter Tests," "Unit Tests," and "Final Exam" as scheduled throughout the year from *The Art of Argument*.

Suggested Grading:

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

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

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

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

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

- _____ Chapter 1 Test: *Ad Fontem* Fallacies
- _____ Chapter 2 Mid-Chapter Quiz
- _____ Chapter 3 Test: Red Herring Fallacies

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

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

Course Descriptions, Required Resources, Course Materials, and Grading

Foreign Language - Spanish I:

Note: If desired, students can wait to list Spanish I as a full credit on their transcript after they have completed the last half of the Spanish I credit in the *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 introduce students to the Spanish language. This course emphasizes simple vocabulary, basic grammar and syntax, and the spoken accent so that students can read, write, speak, translate, and understand the language at a basic level. Students also practice pronunciation skills utilizing online recordings that feature a native speaker. Students earn ½ credit in Spanish I upon completion of this course.

Required Resources:

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

Course Materials:

Getting Started with Spanish Student Workbook (1 per student)

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

Suggested Grading:

_____ Completion of 177 lessons from *Getting Started with Spanish* **(80% of total grade)** (Note: Students should complete the lessons as assigned in the plans.)

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

Course Descriptions, Required Resources, Course Materials, and Grading

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

English I (includes English Grammar, Literature, and Composition) (1 full-year credit) **OR**
Fundamentals of Literature (½ credit) and **English/Composition** (½ credit)

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

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

This English I course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *Shane*, *Treasure Island*, *Ragged Dick*, *Men of Iron*, *Captains Courageous*, and others are read and studied. Students are taught the essay writing process to apply to compositions including expository, narrative, descriptive, and persuasive essays. Students earn 1 full-credit in English I upon completion of this course.

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

This English I course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *A Lantern in Her Hand*, *Persuasion*, *Anne of Avonlea*, *The Importance of Being Earnest*, *Little Women*, and others are read and studied. Students are taught the essay writing process to apply to compositions including expository, narrative, descriptive, and persuasive essays. Students earn 1 full-credit in English I upon completion of this course.

Fundamentals of Literature Course Description (for boys):

This Fundamentals of Literature course enables students to develop critical standards for evaluating short stories, excerpts, essays, prose, poetry, classic novels, and plays. The foundational elements of conflict, character, theme, point of view, structure, and tone are studied in works of recognized literary merit. Students also enrich their understanding of metaphor, irony, syntax, dialect, rhyme scheme, allusion, allegory, hyperbole, and more. Classic works including *Shane*, *Treasure Island*, *Ragged Dick*, *Men of Iron*, *Captains Courageous*, and others are read and studied. Students earn ½ credit in Fundamentals of Literature upon completion of this course.

Fundamentals of Literature Course Description: (for girls):

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

Importance of Being Earnest, *Little Women*, and others are read and studied. Students earn ½ credit in Fundamentals of Literature upon completion of this course.

English/Composition Course Description:

In this course students build upon previous writing skills to develop the writing processes necessary for producing successful compositions. Students explore and practice skills needed to write different types of multi-paragraph essays such as expository, narrative, descriptive, and persuasive compositions. Students earn ½ credit in English/ Composition upon completion of this course.

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

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

How to Write a 5-Paragraph Essay by Savera Mohammed

Building Securely by Rod and Staff Publishers, Inc.

Boy Set:

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

Shane by Jack Schaefer

Treasure Island by Robert Louis Stevenson

Ragged Dick by Horatio Alger, Jr.

Men of Iron by Howard Pyle

The Screwtape Letters by C.S. Lewis

Children of the New Forest by Frederick Marryat

Captains Courageous by Rudyard Kipling

Girl Set:

A Lantern in Her Hand by Bess Streeter Aldrich

Persuasion by Jane Austen

Anne of Avonlea by L.M. Montgomery

The Importance of Being Earnest by Oscar Wilde

Little Women by Louisa May Alcott

Course Materials:

How to Write a 5-Paragraph Essay Student Text (1 per student)

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

Common Place Book (1 per student) (Note: This is a bound, composition book with lines to copy memorable passages. The same *Common Place Book* may be used for multiple years, so you may wish to purchase a cloth bound or hardback volume.)

Index cards for research paper

Suggested Grading:

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

- _____ Completion of oral lessons from *Building Securely* with the teacher
- _____ Completion of assigned written portion of lessons from *Building Securely*
- _____ Completion of Reviews:
 - _____ Chapter 1
 - _____ Chapter 2
 - _____ Chapter 3
 - _____ Chapter 4
 - _____ Chapter 5
- _____ Application of English/Grammar concepts to written work
- _____ Completion of Composition assignments (listed below):
 - Writing Character Sketches:
 - _____ Lesson 4: Writing a Character Sketch
 - _____ Lesson 8: Proofreading Your Writing
 - Writing Paragraphs:
 - _____ Lesson 13: Topic Sentences and Paragraph Unity
 - _____ Lesson 16: Sentence Order and Paragraph Coherence
 - _____ Lesson 17: Sentence Transitions and Paragraph Coherence
 - Developing Paragraphs:
 - _____ Lesson 21: Developing Paragraphs by Adding Details or Giving Steps
 - _____ Lesson 25: Developing Paragraphs by Using Examples or Telling an Incident
 - _____ Lesson 31: Developing Paragraphs by Giving Definitions
 - Writing Outlines:
 - _____ Lesson 36: Outlining
 - _____ Lesson 40: Outlining Written Material
 - _____ Lesson 44: Using an Outline to Write a Composition
 - _____ Lesson 46: Taking Notes on a Sermon
 - Writing Letters:
 - _____ Lesson 51: Writing Friendly Letters
 - _____ Lesson 52: Writing Social Notes
 - _____ Lesson 55: Writing Business Letters
- _____ Literature (using *Fundamentals of Literature* and Boy Set or Girl Set of Classic Novels) **(The Literature portion of the credit counts for 50% of the total grade for the 1 full-year English I combined credit option or 100% of the total grade for the ½ credit Literature only option.)** (Note: Students should complete the lessons as assigned in the plans.)
 - _____ *Fundamentals of Literature*
 - _____ Completion of Readings: Short Stories, Essays, Excerpts, Prose, Poetry, and the Full-Length Play *Cyrano de Bergerac*
 - _____ Discussion Questions with the Teacher
 - _____ “About the Story” Written Responses
 - _____ Thinking Zone (2 per Unit)
 - _____ Unit Reviews:
 - _____ Unit I: Conflict
 - _____ Unit II: Character
 - _____ Unit III: Theme
 - _____ Unit IV: Point of View
 - _____ Unit V: Structure of Prose and Poetry
 - _____ Unit VI: Tone

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

- _____ Composition (using *How to Write a 5-Paragraph Essay*) (**The Composition part of the credit counts for 30% of the total grade for the 1 full-year combined English I credit option or for 60% of the total grade for the ½ credit English/Composition only option.**) (Note: Students should complete the lessons as assigned in the plans.)
 - _____ Completion of Composition Assignments from *How to Write a 5-Paragraph Essay* listed below:
 (Note: Answer Key provided in back of *How to Write a 5-Paragraph Essay*)
 - Prewriting: Planning the Perfect Essay
 - _____ Lesson 2.1: Choosing Your Essay Topic
 - _____ Lesson 2.2: Getting a Grip on Your Prompt
 - _____ Lesson 2.3: Identifying Your Audience
 - _____ Lesson 2.4: Brainstorming
 - _____ Lesson 2.5: Doing Your Research
 - _____ Lesson 2.6: Stating Your Claim
 - _____ Lesson 2.7: Backing Up Your Claim
 - _____ Lesson 2.8: Coming Up with a Killer Thesis Statement
 - Prewriting: Outlining Your Way to Success
 - _____ Lesson 3.1: Formal Essay Outline
 - _____ Lesson 3.2: The Handy Hamburger Graphic Organizer
 - _____ Lesson 3.3: Mind Maps
 - _____ Lesson 3.4: Timeline Graphic Organizer
 - _____ Lesson 3.5: Flowchart
 - Drafting: Writing Your Essay
 - _____ Lesson 4.1: How to Write a Compelling Essay Introduction
 - _____ Lesson 4.2: How to Build Body Paragraphs for Your Essay
 - _____ Lesson 4.3: How to Write an Intriguing Conclusion
 - _____ Lesson 4.4: Transitions
 - _____ Lesson 4.5: How to Come Up with an Effective Title for Your Essay
 - _____ Lesson 4.6: Citing and Referencing Your Work
 - Polish and Shine: Cleaning Up Your Essay
 - _____ Lesson 5.1: Revising
 - _____ Lesson 5.2: Editing
 - _____ Lesson 5.3: Proofreading
 - Going Above and Beyond: Types of 5-Paragraph Essays to Master
 - _____ Lesson 6.1: Expository Essay
 - _____ Lesson 6.2: Narrative Essay
 - _____ Lesson 6.3: Descriptive Essay
 - _____ Lesson 6.4: Persuasive Essay

Going Above and Beyond: Going Pro with Essay Writing

_____ Lesson 7.1: Making Your Writing More Creative

_____ Lesson 7.2: Adding Your Voice

_____ Lesson 7.3: Reflecting on What You've Done

_____ Lesson 7.4: Reading the "Write" Way

_____ Completion of Comprehension Quizzes:

_____ Chapter 1

_____ Chapter 2

_____ Chapter 3

_____ Chapter 4

_____ Chapter 5

_____ Chapter 6

_____ Chapter 7

_____ Final Essay-Writing Assignments:

(Note: For grading, see chapter "Eight Must-Dos When Evaluating Student Essays" in *How to Write a 5-Paragraph Essay*.)

_____ Expository Essay (with citations)

_____ Narrative or Descriptive Essay

Course Descriptions, Required Resources, Course Materials, and Grading

Science: Integrated Physics & Chemistry with Lab

Course Description:

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

Science: Integrated Physics & Chemistry without Lab

Course Description:

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

Required Resources:

Integrated Physics & Chemistry Text Booklets (12 chapters)

Integrated Physics & Chemistry Activity Booklets (12 chapters)

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

Course Materials:

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

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

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

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

Suggested Grading:

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

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

_____ Perform 35 labs and complete 35 corresponding lab reports (**40% of total grade**)

(Note: Students should complete the labs and the lab reports as assigned in the plans.)

Labs:

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

Course Descriptions, Required Resources, Course Materials, and Grading

Math

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

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

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

**No-Nonsense Algebra* by Richard W. Fisher

**Christian Light Algebra I* by Mark Kardel

**Math Help Algebra I* (www.mathhelp.com) courses designed by Mike Maggart

**Understanding Algebra I* by Terri Husted

Course Materials:

Hearts for Him Through High School: World Geography recommends a choice of *No-Nonsense Algebra*, *Christian Light Algebra I*, *Math Help Algebra I* (www.mathhelp.com), *Understanding Algebra I*, or your own math program. Algebra I descriptions and pacing suggestions are listed below. A math instruction reminder is listed in the plans daily.

No-Nonsense Algebra uses short, concise lessons to explain each topic in Algebra I in a way that is easy to understand. Multiple examples with fully explained step-by-step solutions, ample reviews built into each of the lessons, and chapter tests help students measure their progress and improve their test scores. Each lesson in the book has a corresponding online video lesson taught by award-winning math teacher and author Richard W. Fisher.

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

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

Chapter 1 Necessary Tools for Algebra

Chapter 2 Solving Equations

Chapter 3 Graphing and Analyzing Linear Equations

Chapter 4 Solving and Graphing Inequalities

Chapter 5 Systems of Linear Equations and Inequalities

Chapter 6 Polynomials

Chapter 7 Rational Expressions (Algebraic Fractions)

Chapter 8 Radical Expressions and Geometry

Chapter 9 Quadratic Equations

Chapter 10 Algebra Word Problems

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

Christian Light Algebra I is a good choice for students who desire a textbook approach to Algebra and who benefit from clear, systematic examples and line-by-line problem-solving instruction. This program is written directly to the student with practice problems rising in difficulty throughout the assignment. *Christian Light Algebra I* includes an Answer Key with fully worked solutions. Students should use the Answer Key as a teaching tool both to

check their answers and to identify where they made mistakes. The *Christian Light Algebra I Package* includes a Textbook, Solutions Keys 1-10, and Quizzes and Tests.

General pacing suggestions for *Christian Light Algebra I* include doing a lesson each day (being sure to do all parts labeled “Today’s Lesson”). The “Review” and the “Extra Practice” sections in the daily lessons should be downsized to assign only a few selected problems (or may be omitted entirely if needed due to time constraints). Quizzes include connections to real-life math application and may be combined with the lessons that precede it to save work days. We recommend using the “Quiz” as a fun assignment to read, discuss, and work through with help from the Answer Key, rather than grading it as a quiz. It is good to note that this program spirals the topics it introduces and works toward mastery through review. This means each chapter will cover many different topics. A few of these topics are listed for each chapter below.

Table of Contents with Selected Topics (*Christian Light Algebra I*):

Chapter 1 Measurements (Types of Numbers)

Chapter 2 Chinese Beginnings (Exponents, Properties, Equations)

Chapter 3 Greek Discoveries (Polynomials, Greatest Common Factor, Radicals)

Chapter 4 Michael Faraday (Multiplying Binomials and Polynomials, Graphing)

Chapter 5 Hindu & Arabic Concepts (Slope Formula, Inequalities)

Chapter 6 Music (Trinomials, Systems of Linear Equations)

Chapter 7 Blaise Pascal (Factoring Trinomials, Inverse Variation)

Chapter 8 Robert Boyle (Whisker Plots, Least Common Denominator, Functions)

Chapter 9 Isaac Newton (Quadratic Equations, Scatter Plot, Complex Rational Equations)

Chapter 10 Matthew Maury (Fractional Exponents, Absolute Value, Probability)

You may purchase *Christian Light Algebra I* directly from Heart of Dakota.

Math Help Algebra I (www.MathHelp.com) is a year-long online option for Algebra I. This program works well for students who desire a solid, video-based Algebra program with clear, systematic video instruction, fully-worked video solutions for assigned problems, and an online gradebook that keeps track of grades. Parents may either have students go straight through the program or select which lessons to have their students complete as needed. This plan earns 1-full credit in Algebra I.

Each lesson of *Math Help Algebra I* includes:

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

Understanding Algebra I works well for students who want a visual, critical-thinking focused Algebra I course. A simple Answer Key is included in the back of the book. A fully worked solutions manual is available as a free download on the publisher’s website.

General pacing suggestions for *Understanding Algebra I* include doing 2-3 pages a day for regular lessons. For pages labeled “More Practice,” weigh if your student needs more practice. If so, assign only selected problems on those pages. If your student does not need more practice, omit those pages. Due to time constraints, unless you have a math-loving student, you may skip the pages labeled “Enrichment Problems” and “Challenge” pages. For “Reviews,” we recommend breaking up the lesson over 2 days. Be sure to print the fully worked solution manual that is available for free download under *Understanding Algebra I* on the publisher’s website.

Understanding Algebra I helps students see the connection between mathematics that they already know and algebra, so that learning algebra becomes less abstract. This program provides students with real strategies to succeed in solving algebra by using charts and needed visuals. This worktext provides a one-year Algebra I course that prepares students well for SAT problems.

Table of Contents (*Understanding Algebra I*):

Chapter 1 Our Number System
Chapter 2 Evaluating Expressions and Solving Equations
Chapter 3 Algebra Word Problems
Chapter 4 More Word Problems
Chapter 5 Inequalities
Chapter 6 Polynomials
Chapter 7 Factoring
Chapter 8 Working With Radicals
Chapter 9 Linear Functions
Chapter 10 Systems of Equations and Inequalities
Chapter 11 Other Types of Functions
Chapter 12 Working With Algebraic Fractions

You may purchase *Understanding Algebra I* directly from Heart of Dakota.

Suggested Grading:

Refer to your selected Algebra I text.