

*Hearts for Him  
Through High School:  
World Geography  
A Learning Program for  
Ages 13-15*

*(extending to 11<sup>th</sup> - 12<sup>th</sup> graders)*

*Includes:*

*Bible, Geography, World Religion & Culture, Logic,  
Literature, Grammar, Composition, Math, Science,  
and Foreign Language*

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## Learning Through Geography

### Focus: The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 1



#### World Geography

S

Read about geography in the resource below.

★ *A Book of Discovery* p. 1-8

After today's reading, orally narrate or retell to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed. Some possible key words or phrases to include in your narration might be *dawn of geography, God created heaven and earth, Eden, Tigris, Euphrates, Persian Gulf, Babylonia, Mesopotamia, Chaldea, Assyria, Mediterranean Sea, Ur, Abram, Egyptians, Thebes, Cairo, pyramids, shipping, navigation, Pharaoh, Punt, serpent, Red Sea, Queen Hatshepsut, presents, and Chief of Punt.*

Key Idea: God's Word tells of the origins of the world of the "dawn of geography," and of exploration.



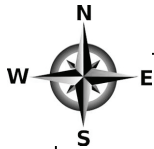
#### Living Library

I

Read the following assigned pages:

★ *The Sign Above the Door* p. 1-28  
After today's reading, photocopy the "Summary" page from the Appendix on both sides of a single sheet of paper. In the top box of the "Summary" page, write the book title and the page numbers you read today. In the remaining space in the box, copy the following one sentence summary of today's reading: *The rule of Lower Egypt weighed heavily on Martiesen, as his secretary Peshala secretly plotted revenge and Pharaoh's bondage of the Israelites brought plagues upon Egypt.* Fold the paper in half and keep it in your book.

Key Idea: Practice summarizing a living book.



#### Geography Activities

I

Open your *Expedition Journal* to Unit 1. In Box 1, view the map of the "Table of Nations" after the dispersion from the Tower of Babel. Read Genesis 10:1-2 and point to the places in Box 1 (mainly in Europe) where the sons of Japheth settled. Next, read Genesis 10:6 and point to the places in Box 1 (mainly in Africa) where the sons of Ham settled. Notice in the "Map Key" which nations came from each of Ham's sons. Who was the father of the Egyptian nation? Then, read Genesis 10:21-22 and point to the places in Box 1 (mainly in Asia) where the sons of Shem settled. Abram descended from Shem's son, Arphaxad, who settled in Chaldea. God called Abram out of Ur of the Chaldeans. During a famine, Abram spent time in Egypt. According to revised dating, this was during the 4<sup>th</sup> Egyptian Dynasty when the 3 great pyramids were built. For today's activities, use the resource below.

★ *Marvels of Mankind* DVD

On the DVD, select "Marvels of Mankind – Chapters." Then, select "Cairo." Watch the DVD from 8:26 – 15:09 on the counter.

Key Idea: Mizraim is the father of Egypt.



#### World Religion & Culture

I

Read about world religion and culture in the following resource:

★ *But Don't All Religions Lead to God?*  
Introduction – Chapter 1

After reading today's pages, open your *World Religion & Culture's Notebook* to Unit 1. Either select several memorable sentences from various parts of today's reading, or select one longer memorable passage. In Box 1, below the title, copy the sentences or passage you selected. At the end of each quoted sentence or passage, write the page number on which it appeared in *But Don't All Religions Lead to God?*

Key Idea: Sincerely believing something does not make that belief true.



#### Foreign Language

S

Choose **one** foreign language option below.

★ *Getting Started with Spanish:* "Preface," "How to Use This Book," and Lessons 1-2

★ Your own foreign language program

Key Idea: Introduce *articles* and *gender*.

## Learning the Basics

**Focus:** Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 1



### Logic

I

Read the assigned pages in the resource below.

★ *The Fallacy Detective* p. 10-13 “What Is a Fallacy?”

Key Idea: Introduce the meaning of a fallacy as “an error in logic” and read over the goals for the Logic course.



### Bible

I

**Bible Study:** Read and complete the assigned pages in the following resource:

★ *Rooted & Grounded: Introduction* p. VIII – XII

**Scripture Memory Challenge:** You will begin memorizing Scripture on Unit 1 - Day 2.

**Prayer:** Photocopy “Preparing Your Heart for Prayer” from the Appendix. Refer to the questions for praying with adoration, confession, thanksgiving, and supplication. Then, pray a prayer that includes all four parts of prayer. After your prayer, get your “Prayer Journal.” Write today’s date and list ‘A’, ‘C’, ‘T’, ‘S’ by writing each letter on its own line. Next to ‘A’, list key phrases to summarize the ‘adoration’ part of your prayer. Next to ‘C’, list key phrases to summarize the ‘confession’ part of your prayer. Next to ‘T’, list key phrases to summarize the ‘thanksgiving’ part of your prayer. Next to ‘S’, list key phrases to summarize the ‘supplication’ part of your prayer. Last, place the copy of “Preparing Your Heart for Prayer” inside your Bible.

Key Idea: Introduce *Rooted & Grounded*.



### Literature Study

I

Read the assigned pages in the resource below.

★ *Fundamentals of Literature* p. xiv-xix

Key Idea: Read the introduction about literary criticism and its value for “analyzing and evaluating literary works.” Become familiar with the design and layout of *Fundamentals of Literature*.



### Composition/Grammar

S

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Help students complete **one** English option.

★ *Building Securely: Lesson 1*

★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Math

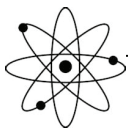
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Choose **one** of the math options listed below (see Appendix for details).

★ *Foerster’s Algebra I, No-Nonsense Algebra, or Videotext Algebra*

★ Your own math program

Key Idea: Use a math program for Algebra.



### Science with Lab

I

★ Perform Lab 1 “Scientific Investigation” as described on p. 1-7 of the *MicroPhySci: Second Edition Lab Manual*. As you perform the steps in the “Procedure” on p. 2-5, you will need to refer back to Equation 1.1. Record your “Results” on p. 6-7.

Key Idea: Learn how scientists conduct research and how to conduct a scientific experiment.

## Learning Through Geography

**Focus:** The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 2



### World Geography

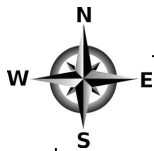
I

Read about geography in the resource below.

★ *The Archaeology Book* p. 6-19

After today's reading, open your *Expedition Journal* to Unit 1 – Box 2. Choose **one** of the questions below on which to take notes from today's reading. Copy your chosen question at the top of Box 2, and then beneath the question list bulleted notes from the corresponding text page(s). Questions from which to choose are as follows: *Why study archaeology?* (p. 6-7) *Why were cities built on hills?* (p. 9) *Why is pottery invaluable to archaeologists?* (p. 10) *How is pottery dated?* (p. 12) *What are some problems with the Iron Age?* (p. 13) *What are some difficulties in dating methods?* (p. 14) *What are the problems with Egyptian chronology?* (p. 15) *What archeological evidence is there that supports the Biblical history of the Israelites?* (p. 16-17) *Why is carbon dating unreliable?* (p. 18) *How can the biblical record of the Exodus be reconciled with Egyptian history?* (p. 19)

Key Idea: Through excavation and research, archaeologists reconstruct the past to discover what life was like long ago. For archaeologists, chronology, or dating, is a very challenging problem. This is because often kings and rulers ruled concurrently, making dating their reigns accurately difficult. This is especially true for Egyptian history, as questions still remain as to how many dynasties ruled Egypt at the same time.



### Geography Activities

I

Open your *Expedition Journal* to Unit 1. In Box 4, begin making a sketch of the location and sizes of the Pyramids at Giza based upon the map on p. 24 of *The Archaeology Book*. When completed, your sketch should include all of the labeled items shown on the map on p. 24. You will finish drawing, coloring, and labeling your sketch on Day 4.

Key Idea: The pyramids are archaeological wonders. The three tallest pyramids at Giza were built by Khufu, Khafre, and Menkaure.



### Living Library

I

Read the following assigned pages:

★ *The Sign Above the Door* p. 29-53

Get the "Summary" page that you placed in your book on Day 1. In the next box on the "Summary" page, write the book title and the page numbers you read today. In the remaining space in the box, write a **one sentence** summary of today's reading. To help you write your summary sentence, on scratch paper, first write a three sentence summary. Next, underline the most important parts in each sentence. Then, combine the underlined parts into a one-sentence summary. Your summary sentence should contain the main topic(s) or people, action verb(s), and the main idea(s).

Key Idea: Practice summarizing a living book.



### World Religion & Culture

I

Read about world religion and cultures in the following resource:

★ *But Don't All Religions Lead to God?* Ch. 2

After reading today's pages, open your *World Religion & Culture's Notebook* to Unit 1. In Box 2, under the headings *Islam*, *Buddhism*, *Hinduism*, and *Christianity*, list phrases to describe each religion's beliefs from p. 15-16 and p. 18 of *But Don't All Religions Lead to God?*

Key Idea: Religions differ in their views of God, their goals on earth, and life after death.



### Foreign Language

S

Choose **one** foreign language option below.

★ *Getting Started with Spanish:* Lessons 3-4

★ Your own foreign language program

Key Idea: Introduce *el* and *nino*.

## Learning the Basics

**Focus:** Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 2



### Logic

I

Read the assigned lesson in the resource below.

★ *The Fallacy Detective*: Lesson 1

After reading, complete the “Exercises” from p. 8 on paper. When you have finished writing either ‘a’, ‘b’, or ‘c’ for each exercise, compare your answers to those on p. 192 for Lesson 1.

Key Idea: Learn to exercise your mind.



### Literature Study

S

Meet with the teacher to discuss *Fundamentals of Literature* p. 1 “A Literary Joust.” Then, read and discuss p. 2-3 “Conflict.” After that, have students read the assigned pages below and complete the assignment that follows:

★ *Fundamentals of Literature* p. 4-18

After reading, meet with the teacher to discuss the questions on p. 18 “About the Story.” Then, read “About the Author” on p. 18.

Key Idea: Read *Miss Hinch* and focus on identifying the different types of conflict.



### Composition/Grammar

I

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Complete the writing lesson listed below.

★ *Essentials in Writing* DVD: Disk 1

On the DVD, select “Section 1: Sentences.” Then, select “Lesson 1.” After watching the lesson, open your *Student Text* and read the notes for Lesson 1. Then, choose at least two activities to complete from Lesson 1B of your *Student Text*. Omit Lesson 1A.

Key Idea: Use grammar skills in composition.



### Bible

I

**Bible Study:** Read and complete the assigned lesson in the following resource:

★ *Rooted & Grounded: Prayer Reminder and Lesson 1 – Day 1* p. 1 – middle of p. 4

**Scripture Memory:** Follow suggestion 1 for “Memory Challenge Reviews” on p. XI to memorize Ephesians 3:16-18 (NIV) or Ephesians 3:17-19 (KJV). Use your “Prayer Journal” to copy the verse as suggested.

**Prayer:** Get your copy of “Preparing Your Heart for Prayer” from your Bible. Refer to the questions for all four parts of prayer, and then pray a prayer that includes all four parts. Remember to pray for the Burman people that you read about today. In your “Prayer Journal,” write today’s date and list ‘A’, ‘C’, ‘T’, and ‘S’ by writing each letter on its own line. List key words or phrases next to each letter to summarize your prayer. Place “Preparing Your Heart for Prayer” inside your Bible.

Key Idea: Learn to glorify God in all you do.



### Math

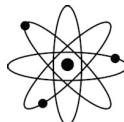
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Choose **one** of the math options listed below (see Appendix for details).

★ *Foerster’s Algebra I, No-Nonsense Algebra*, or *Videotext Algebra*

★ Your own math program

Key Idea: Use a math program for Algebra.



### Science with Lab

I

★ Read *Integrated Physics & Chemistry Text*: Chapter 1, Lesson 1. After reading the lesson, answer the questions on p. 1-2 of *Integrated Physics & Chemistry Activities*: Chapter 1, Lesson 1.

Key Idea: The scientific method has helped scientists discover much about the Earth.



## Learning Through Geography

**Focus:** The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 3



### World Geography

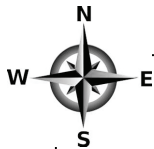
I

Read about geography in the resources below.

- ★ *The Archaeology Book* p. 20-24
- ★ *The Seven Wonders of the World* p. 3 – middle of p. 10

You will be writing a narration about **one** of today's readings. For more guidance on writing a narration, see *Written Narration Tips* in the Appendix. To prepare for writing your narration, look back over the pages that you read today. Think about the main idea and the most important moments in the reading. Then, turn to Unit 1 in your *Expedition Journal*. In Box 5, write a 3-4 paragraph narration about the reading. When you have finished writing, read your narration out loud to catch any mistakes. Check for the following things: *Did you stick to the **main topic** of who or what the reading was mainly about? Does each paragraph have a **main idea** with several supporting **details**? Did you write in a **style** that reflects the personality of the author? Did you include a strong **opening** and **closing sentence**?* If not, add those things. Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: The Pyramid of Khufu (or Cheops) was built at Giza, outside of Cairo. It is one of the Seven Wonders of the Ancient World.



### Geography Activities

I

For today's activities, use the resource below.

- ★ *Mysteries of the Ancient World* DVD  
On the DVD, select "Mysteries of Europe & the Mediterranean." Then, select and watch "Myths & Legends" and "Egypt." Watch the DVD up to 13:20 on the counter. After watching, open your *Expedition Journal* to Unit 1. In Box 3, make a colorful sketch based on the DVD that shows a possible way that heavy stones were moved into place to form the pyramids. Label your drawing.

Key Idea: How the huge stones were moved to build the pyramids has perplexed scientists.



### Living Library

I

Read the following assigned pages:

- ★ *The Sign Above the Door* p. 54-73  
Get the "Summary" page that you placed in your book on Day 1. In the next box on the "Summary" page, write the book title and the page numbers you read today. In the remaining space in the box, you will write a **one sentence** summary of today's reading. To help you write the sentence, first make a list on scratch paper of the major people, events, and actions in the chapter (i.e. Martiesen, Panas, Serah, Masarah, messengers to Zoan, Elisheba, Peshala, Egyptian banquet, coming of dawn, God of the Hebrews, fear, heavy darkness, gods of Egypt). Then, circle only the most important words on your lists. Next, combine your circled words into a one-sentence summary. Your summary sentence should contain the main topic(s) or people, action verb(s), and main idea(s).

Key Idea: Practice summarizing a living book.



### World Religion & Culture

I

Read about world religions and cultures in the following resource:

- ★ *But Don't All Religions Lead to God?* Ch. 3  
After reading today's pages, open your *World Religion & Culture's Notebook* to Unit 1. In Box 3, draw a labeled diagram of a wheel and a road based on p. 22 of *But Don't All Religions Lead to God?* that shows the two differing views of history held by Hindus and Christians.

Key Idea: Christians believe that history is purposeful with one way that leads to God.



### Foreign Language

S

Choose **one** foreign language option below.

- ★ *Getting Started with Spanish:* Lessons 5-6
- ★ Your own foreign language program

Key Idea: Introduce *la* and *nina*.

## Learning the Basics

**Focus:** Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 3



### Logic

T

Read the assigned lesson in the resource below.

★ *The Fallacy Detective: Lesson 2*

Meet with the teacher to discuss “Exercises” on p. 19-20. As you discuss the exercises, compare your responses to p. 192 Lesson 2.

Key Idea: Learn to be humble and to listen.



### Bible

I

**Bible Study:** Read and complete the assigned lesson in the following resource:

★ *Rooted & Grounded: Lesson 1 – Day 2*

**Scripture Memory:** Follow suggestion 2 for “Memory Challenge Reviews” on p. XI to memorize Ephesians 3:16-18 (NIV) or Ephesians 3:17-19 (KJV). You will need an adult to help you with this suggestion.

**Prayer:** Get your copy of “Preparing Your Heart for Prayer” from your Bible. Refer to the questions for all four parts of prayer, and then pray a prayer that includes all four parts. Remember to pray for the Burman people that you read about at the beginning of Lesson 1. In your “Prayer Journal,” write today’s date and list ‘A’, ‘C’, ‘T’, and ‘S’ by writing each letter on its own line. List key words or phrases next to each letter to summarize your prayer. Place “Preparing Your Heart for Prayer” inside your Bible.

Key Idea: Strive to balance “being” and “doing” in your Christian life.



### Literature Study

I

Read the assigned pages in the resource below and complete the assignment that follows:

★ *Fundamentals of Literature* p. 19-33

After reading, answer the questions from p. 33 “About the Story” on notebook paper. Then, read “About the Author” on p. 33.

Key Idea: Read *Top Man* and focus on the different types of conflict found in the story.



### Composition/Grammar

S

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Help students complete **one** English option.

★ *Building Securely: Lesson 2*

★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Math

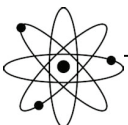
S

Choose **one** of the math options listed below (see Appendix for details).

★ *Foerster’s Algebra I, No-Nonsense Algebra, or Videotext Algebra*

★ Your own math program

Key Idea: Use a math program for Algebra.



### Science with Lab

I

★ Read *Integrated Physics & Chemistry Text: Chapter 1, Lesson 2*. After reading the lesson, answer the questions on p. 3-4 of *Integrated Physics & Chemistry Activities: Chapter 1, Lesson 2*.

Key Idea: Chemical substances can be mixtures, compounds, or elements. Chemists in the past have tried to combine chemicals to produce gold.

## Learning Through Geography

**Focus:** The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 4



### World Geography

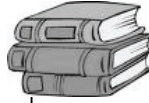
I

Read about geography in the resource below.

★ *The Archaeology Book* p. 25-29

You will be adding to the timeline in your *Book of Centuries* today. Each two-page spread of your *Book of Centuries* is divided into two different types of timelines. The timeline on each left page will be a gallery of portraits of people and events. The portraits will be printed from the *World Geography Timeline CD*, colored, and glued into the gallery to match the time period of the portrait. Each right page of the *Book of Centuries* contains a lined timeline divided into 10 year increments, with a page of lines equaling an entire century (or 100 years). In the case of the ancient times, however, a page of lines equals more than 100 years. Since many dates in ancient history are questionable, the dates you will be including in ancient times are approximations. First, in the *Book of Centuries*, find the line for the year 2300 B.C. On that line to the far left, write *Noah and the Flood*. Next, find the line for the year 1900 B.C. On that line to the far left, write *Abraham*. After that print the portraits of “Cheops (Khufu)” and “Moses and the Exodus” from the *World Geography Timeline CD*. Color the portraits, cut them out, and glue them on the “Creation to Joshua Portrait Gallery” page.

Key Idea: Israel’s history is linked to Egypt.



### Living Library

S

Read the following assigned pages:

★ *The Sign Above the Door* p. 74-91

After today’s reading, orally narrate or retell the portion of the story that was read today. See *Narration Tips* in the Appendix as needed.

Key Idea: Practice orally narrating, or retelling, a portion of a story.



### World Religion & Culture

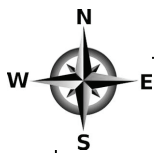
I

Read about world religions and cultures in the following resource:

★ *But Don’t All Religions Lead to God?*  
Chapter 4

After reading today’s pages, open your *World Religion & Culture’s Notebook* to Unit 1. In Box 4, copy Napoleon’s quote from the bottom of p. 28 to the top of p. 29 of *But Don’t All Religions Lead to God?* Make sure to attribute the quote to Napoleon by listing his name at the bottom of the quote. Then, read Napoleon’s quote aloud and explain to a parent how Jesus’ influence differs from other great men in history.

Key Idea: Jesus’ influence is far-reaching across continents and time. His teaching is memorable, powerful, profound, and without error. Furthermore, He taught as one having authority. Jesus’ character is above reproach. His words always matched His actions.



### Geography Activities

I

For today’s activities, use the resource below.

★ *Journey of a Lifetime* DVD

On the DVD, select “Europe & the Middle East.” Then, select and watch “Egypt.” Watch the DVD up to 26:58 on the counter. After watching, open your *Expedition Journal* to Unit 1. In Box 4, finish the sketch that you began on Day 2. When completed, your sketch should include all of the labeled items shown on the map on p. 24 of *The Archaeology Book*. When you finish drawing, make sure to color and label your sketch.

Key Idea: Seti I’s pyramid shows life in Egypt.



### Foreign Language

S

Choose **one** foreign language option below.

★ *Getting Started with Spanish:* Lessons 7-8

★ Your own foreign language program

Key Idea: Introduce *y* and *un*.



## Learning the Basics

**Focus:** Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 4



### Devotional Study

I

Read and annotate the assigned pages in **one** resource below. Use a pencil to annotate, or if your parent does not wish you to mark in your book, use sticky notes on which to annotate instead. An annotation is a way to connect with the text by underlining something you'd like to remember, circling key words, starring an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin. Boys should annotate and answer the questions at the end of the chapter too.

#### Girl or Boy Option:

★ **Girls:** *Stepping Heavenward* p. 5-12

★ **Boys:** *Practical Happiness* p. 9-13

Key Idea: Seek to be a Godly man or woman.



### Literature Study

S

Read the assigned pages in the resource below and complete the assignment that follows:

★ *Fundamentals of Literature* p. 34-41  
After reading, meet with the teacher to discuss the questions on p. 41 "About the Story." Then, read "About the Author" on p. 41.

Key Idea: Read *Through the Tunnel* and focus on the different types of conflict in the story.



### Composition/Grammar

I

Have students complete one studied dictation exercise (see Appendix for passages).

Complete the writing lesson listed below.

★ *Essentials in Writing* DVD: Disk 1  
On the DVD, select "Section 1: Sentences." Then, select "Lesson 2." After watching the lesson, open your *Student Text* and read the notes for Lesson 2. Then, complete Lesson 2B from your *Student Text*. Omit Lesson 2A.

Key Idea: Use grammar skills in composition.



### Bible

I

**Bible Study:** Read and complete the assigned lesson in the following resource:

★ *Rooted & Grounded: Lesson 1 – Day 3*

**Scripture Memory:** Follow suggestion 3 for "Memory Challenge Reviews" on p. XI to memorize Ephesians 3:16-18 (NIV) or Ephesians 3:17-19 (KJV).

**Prayer:** Get your copy of "Preparing Your Heart for Prayer" from your Bible. Refer to the questions for all four parts of prayer, and then pray a prayer that includes all four parts. Remember to pray for the Burman people that you read about at the beginning of Lesson 1. In your "Prayer Journal," write today's date and list 'A', 'C', 'T', and 'S' by writing each letter on its own line. List key words or phrases next to each letter to summarize your prayer. Place "Preparing Your Heart for Prayer" inside your Bible.

Key Idea: As believers, we are to glorify God by "being like Him."



### Math

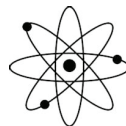
S

Choose **one** of the math options listed below (see Appendix for details).

★ *Discovering Mathematics, No-Nonsense Algebra, or Videotext Algebra*

★ Your own math program

Key Idea: Use a math program for Algebra.



### Science with Lab

I

★ Read *Integrated Physics & Chemistry Text*: Chapter 1, Lesson 3. After reading the lesson, answer the questions on p. 5-6 of *Integrated Physics & Chemistry Activities*: Chapter 1, Lesson 3.

Key Idea: Robert Boyle is known as the "Father of Modern Chemistry." He redefined the meaning of a chemical element.