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Unit 1  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 2  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Hittite Empire, Ur of the Chaldees, Petra, and the Assyrian Empire
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 3  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Ancient Empires of Babylon, Minoa, Phoenicia, and Greece
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 4  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Persia’s Empire, Herodotus’ Travels, and Alexander’s Explorations
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 5  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Greek Geographers and Astronomers: Eratosthenes, Pytheas, and Strabo
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 6  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Julius Caesar Explores, Christ Is Born, and the Dead Sea Scrolls Are Written
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
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Unit 7  Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Roman Geographers: Pliny and Ptolemy
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 8  Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Sites in the Holy Land, Ireland, and Scotland
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 9  Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Arab Conquerors, Viking Explorers, Iceland’s Landscape, and Sinbad’s Travels
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 10 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: India’s Influence, Angkor’s Temples, and Marco Polo’s Tales of China
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 11 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Ibn Batuta Travels to Persia, China, and India; and Prince Henry Navigates Africa
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 12 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Printing Press, the Spice Trade, and Columbus and the Caribbean
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science
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Unit 13 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Greater Antilles, the Lesser Antilles, Britain, and Newfoundland
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 14 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Great Zimbabwe, the Taj Mahal, and da Gama’s Trip Around Africa to India
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 15 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Central America, the Amazon, Iguacu Falls, and South America
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 16 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Zheng He’s Treasure Ships, Tibetan Buddhism, and Borobudur’s Temple
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 17 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Portugal Takes Malacca, Balboa Sees the Southern Sea, Magellan Finds His Strait
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 18 Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Verrazzano and Cartier Explore North America’s Atlantic Coast
Learning the Basics (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science
| Unit 19 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** The Discovery of California, Mesa Verde, and Chichen Itza  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
| --- | --- |
| Unit 20 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** Pizarro, Peru, Machu Picchu, Scandinavia, and the Northeast Passage  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
| Unit 21 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** Mercator’s Maps, Drake’s Trip Around the World, and the First Arctic Explorers  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
| Unit 22 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** Davis’ Polar Journeys, Hudson’s and Baffin’s Bay, and Raleigh’s El Dorado  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
| Unit 23 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** Champlain in Canada, Adams in Japan, and the Dutch in New Zealand and Fiji  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
| Unit 24 | **Learning Through Geography** (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language  
**World Geography Focus:** Great Barrier Reef, Tasmania, Shark Bay, Dampier’s Strait, and Flinder’s Island  
**Learning the Basics** (includes the following subjects): Logic, Bible, Literature, Composition, Grammar, Math, and Science |
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Unit 25  Learning Through Geography (includes the following subjects): World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Longitude Problem and Mapping
Australia, Siberia, and Alaska
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 26  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Palace of Versailles, Neuschwanstein
Castle, and Cook in the South Seas
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 27  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Exploration of Hawaii, Rapa Nai, Vancouver
Island, and Canada
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 28  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Grand Canyon, Mammoth Cave, the Blue
Nile, and the Niger River
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 29  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: The Sahara Desert, Zambezi River, Victoria
Falls, and the Serengeti Plain
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 30  Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion & Culture’s Study, and Foreign Language
World Geography Focus: Livingstone, Burton, Speke, Grant, and Baker
Explore Central Africa
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science
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Unit 31
Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture's Study, and Foreign Language
World Geography Focus: Stanley Explores the Congo; and Ross, Perry, and
Franklin Explore the Arctic
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 32
Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture's Study, and Foreign Language
World Geography Focus: Franklin Discovers the Northwest Passage, and
Ross Explores the Antarctic
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 33
Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture's Study, and Foreign Language
World Geography Focus: Nansen, Peary, Amundsen, Scott, and
Shackleton Head to the Poles
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 34
Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture's Study, and Foreign Language
World Geography Focus: Mapping a Changing World and Looking at
the World with Wonder
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 35
Learning Through Geography (includes the following subjects):
World Geography, Geography Activities, Living Library, World Religion &
Culture's Study, and Foreign Language
World Geography Focus: The Dutch Dikes, the CN Tower, the Gateway
Arch, and the Akashi-Kaikyo Bridge
Learning the Basics (includes the following subjects):
Logic, Bible, Literature, Composition, Grammar, Math, and Science

Appendix
Bibliography: Living Library, Boy Set, and Girl Set
Narration Tips
Written Narration Tips and Written Narration Skills
Dictation Passages: Levels 7 and 8
“Preparing Your Heart for Prayer” Starters
Bookmarks for World Religion & Culture’s Assignments
Summary page for Living Library Assignments
List of Other Books by This Author
Overview

What makes the plans complete?

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

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

What makes the plans easy to use?

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

What will students be doing in “Learning Through Geography?”

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

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

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

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

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

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

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

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

High School credit in English is earned through a combination of literature, composition, and grammar. In the World Geography guide, the daily literature portion includes a combination of Fundamentals of Literature and the choice of either a Boy Set or a Girl Set of full-length novels/plays. Readings, discussions, literary analysis, Biblical worldview, and
Critical thinking questions are scheduled to accompany *Fundamentals of Literature*. Charlotte Mason style oral narrations, written narrations, *Common Place Book* entries, and student-led discussions are scheduled to accompany the readings of the full-length novels/plays.

For the composition portion, the *World Geography* guide schedules the DVD lessons and assignments from *Essentials in Writing* twice weekly. The lessons guide students to write personal, persuasive, expository, and compare and contrast essays, as well as a research paper. For the grammar and English portion, the *World Geography* guide schedules Rod and Staff English lessons twice weekly. These lessons provide a firm foundation in grammar, writing, and English skills. Scheduled studied dictation passages target proofreading and spelling skills daily.

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

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

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

Lesson plans are written so you can customize the program to suit your family's needs. Resources contained in the Economy Package are considered necessary for all students. The Economy Package includes the *World Geography* guide and other required resources to help your student earn 1 full-year credit in World Geography, 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 printable CD of *World Geography Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: World Geography.*
* *Book of Centuries* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
* *But Don’t All Religions Lead to God?* by Michael Green (Baker Books, 2002)
* *World Religions: An Indispensable Introduction* by Gerald R. McDermott (Thomas Nelson, 2011)
* *Mimosa* by Amy Carmichael, The Dohnavur Fellowship, 1924 (CLC Publications, 2010 by permission of Dohnavur Fellowship)
* *Sitting at the Feet of Rabbi Jesus* by Ann Spangler and Lois Tverberg (Zondervan, 2009)
* *Sundar Singh* by Janet and Geoff 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)
* *Japan Diary* by J. Lawrence Driskill (Hope Publishing House, 1993)
* *I Dared to Call Him Father* by Bilquis Sheikh with Richard H. Schneider (Chosen Books, 2003)
*Foreign to Familiar* by Sarah A. Lanier (McDougal Publishing, 2010)
*World Religions & Culture’s Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2013) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
*Rooted & Grounded: Student Text and Teacher’s Guide* by Howard Lisech, Bonnie Lisech, and Jan L. Harris (Deeper Roots Publications, 2008) Note: A copy of the Student Text is required for each student.

**Choose One:**
*Stepping Heavenward* by Elizabeth Prentiss (Barbour Publishing, Inc., 1998)
*Practical Happiness* by Bob Schultz (Great Expectations Book Co., 2008)

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

**Logic Package** (Required for ½ credit in Logic)
*The Fallacy Detective* by Nathaniel Bluedorn & Hans Bluedorn (Christian Logic, 2009)

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

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

**Complete English Packages:**
BJU Fundamentals of Literature Set + Essentials in Writing + Boy or Girl Set + Building Securely Set

**Literature and Composition Only Packages:**
BJU Fundamentals of Literature Set + Essentials in Writing + Boy or Girl Set

**Literature Only Packages:**
BJU Fundamentals of Literature Set + Boy or Girl Set

**Individual English Resource Listings:**
*Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens (Matthew B. Stephens, 2012)
*Building Securely* by Rod and Staff Publishers, Inc. (Rod and Staff Publishers, Inc., 1996)
*Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens (Matthew B. Stephens, 2012)

**Boy Set:** (Includes choice of *Shane* or *A Christmas Carol*)
Note: *Shane* is a terrific western with many good insights into manhood, however it contains quite a bit of language. Refer to the Appendix description of *Shane* and to the daily plans for warnings. To avoid the language, choose *A Christmas Carol* instead.
*Shane* by Jack Schaefer (Laurel-Leaf, Random House, Inc., 1949)
*A Christmas Carol* by Charles Dickens (Bantam Books, 2009)
*Treasure Island* by Robert Louis Stevenson (Signet Classic, 2008)
*Ragged Dick* by Horatio Alger, Jr. (Signet Classic, 2005)
*Men of Iron* by Howard Pyle (Bob Jones University Press, 1993)
*The Screwtape Letters* by C.S. Lewis (Harper Collins, 2001)
*Children of the New Forest* by Frederick Marryat (Yesterday’s Classics, 2007)
*Captains Courageous* by Rudyard Kipling (Townsend Press, 2007)

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

**Science Package** (Required for 1 full-year credit in Integrated Physics & Chemistry, with or without lab, unless you have your own science)
*Integrated Physics & Chemistry Kit* by John Hudson Tiner (Paradigm Accelerated Curriculum, 2005) Note: Kit includes 12 text chapters, 12 activity books, and Teacher’s Resource Kit

**Recommended Math Options** (Required for 1 full-year credit in Algebra I, unless you have your own math)
*Foerster’s Algebra I* by Paul A. Foerster (Pearson Prentice Hall 2006)
*No-Nonsense Algebra* by Richard Fisher (Math Essentials, 2011)
*VideoText Algebra* by Tom Clark (VideoText Interactive, 2006)

**Note:** Since resources sometimes go out of print or undergo changes, you may check the “Updates” portion of our website at www.heartofdakota.com for any needed replacement texts and schedules pertaining to our products. As the Internet is always changing, website addresses noted in the curriculum may change or become unavailable. Whenever possible, multiple options of Internet addresses have been included. If an address is no longer valid, and another option is not provided, check the “Updates” portion of our website for a replacement.
Earning Credits and Possible Grading Scale

Suggested Credits for Completion of All Assigned Coursework in *Hearts for Him Through High School - World Geography*:
World Geography (1 full-year credit)
World Religion & Cultures (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

<table>
<thead>
<tr>
<th><strong>Letter Grade</strong></th>
<th><strong>Percent Grade</strong></th>
<th><strong>4.0 Scale</strong></th>
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</thead>
<tbody>
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<td>97% - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96%</td>
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<tr>
<td>A-</td>
<td>90% - 92%</td>
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<td>87% - 89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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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 (printable CD)
Book of Centuries
Optional: “Living Library” Book Set

Course Materials:
1” three-ring binder with a place to insert a cover page for the Expedition Journal
1” three-ring binder with a place to insert a cover page for the Book of Centuries
Note: Beginning with Hearts for Him Through High School: World Geography, students add to their Book of Centuries with each consecutive guide for four years. So, this makes the Book of Centuries a one-time purchase.

Print the History Through the Ages: World Timeline Figures.
Refer to the “Tools and Materials You Will Need” page at the beginning of Mapping the World With Art and gather needed supplies.
Plan to print pages as scheduled throughout the year from the “PDF Curriculum” CD provided in the Mapping the World With Art guide.
Plan to photocopy pages as scheduled throughout the year from the “Activity Section” of Mapping the World With Art.
Plan to watch the drawing lessons as scheduled throughout the year from the three DVD’s provided in the Mapping the World With Art guide.
Plan to photocopy the “Summary” page as scheduled throughout the year from the Appendix of Hearts for Him Through High School: World Geography.
Plan to watch the DVD segments as scheduled throughout the year from Must See Places of the World (6 DVD Set).
Suggested Grading:

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

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

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

_____ Expedition Journal Entries (include assignments below rotated throughout the units) (25% of total grade) (Note: Each assignment below should be completed according to the directions provided in the plans.)
- Research
- Outlining
- Sketching
- Note-taking
- Socratic Discussion
- Primary Source Documents
- Answering Questions Based on Bloom’s Taxonomy
- Map Reading
- Written Narrations (Day 3 of Units 1-35) (Note: Students should follow the directions in the plans to write a 3-4 paragraph narration that retells the reading. For further guidance, refer to the Written Narration Tips in the Appendix. Narrations should be edited using the Written Narrations Skills in the Appendix.)
  - Unit 1 – Day 3
  - Unit 2 – Day 3
  - Unit 3 – Day 3
  - Unit 4 – Day 3
  - Unit 5 – Day 3
  - Unit 6 – Day 3
  - Unit 7 – Day 3
  - Unit 8 – Day 3
  - Unit 9 – Day 3
  - Unit 10 – Day 3
  - Unit 11 – Day 3
  - Unit 12 – Day 3
Completion of Map Drawings from *Mapping the World With Art* (25% of total grade) (Note: Students should accurately follow provided directions to complete and label required map drawings. Neatness is encouraged but is less of a requirement, since students are drawing maps freehand in pen on blank paper.)

1: Mesopotamia
2: The Nile River
3: Greece
4: The Roman “Boot” (the Italian peninsula)
5A: The “Holy Land” of the Crusaders
5B: The Arabian Peninsula
6A: The Black Sea
6B: The Caspian Sea
6C: The Aral Sea
7: The Iberian Peninsula
8A: France
8B: Adding France to the Iberian Peninsula
9: The Indian “Subcontinent”
10: The Greater Antilles
11: The Lesser Antilles
12A: Britain
12B: Newfoundland
13: Africa
14: Central America and the Caribbean
15: South America
16: The Malay Peninsula and southern Asia
17A: Sumatra, Java and other small islands
17B: Borneo
17C: Celebes
17D: New Guinea
17E: The Spice Islands
18A: The Strait of Magellan
18B: The Philippines
19: The eastern coast of North America
20: Gulf of St. Lawrence
21: The west coast of America
22: Scandinavia
23: The Low Countries
24: Northern Canada
25: Japan
26A/26B: Australia and New Zealand
27A: Alaska
27B: The Kamchatka peninsula and the Sea of Okhotsk
28A: The rest of North America
28B: The top of Asia
29A: New Britain, New Ireland, and the Solomon Islands
29B: Hawaii
29C: Tahiti
29D: Vanuatu
29E: Fiji
29F: New Caledonia
29G: Pacific Ocean
30: Antarctica

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

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

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

Optional - Living Library Readings (Extra Credit: Add 10% to your total grade for completion of “Living Library” readings and assignments)
The Sign Above the Door, Herodotus and the Road to History, Word to Caesar, Big John's Secret, A Silk Road Pilgrimage, Where Am I? The Story of Maps and Navigation, The Captive (Lamplighter Theater, 2 CD Set), God Spoke Tibetan, The King’s Fifth, In the Days of Drake, Wilfred Grenfell, Florence Young, Longitude, Kisses from Katie (for girls), Queen Sheba’s Ring (for boys), Mystery of the Frozen Lands, Sir Ernest Shackleton (3 CD Set, two-sided), and Around the World in 80 Days
Living Library Assignments:
______ One-sentence summary (Days 1, 2, and 3 of Units 1-35) (Note: Students should follow the provided directions in the plans to produce a one-sentence summary of the reading that includes the main character(s), the main action taken, any important conflict, the goal, and the setting.)

______ Oral narration (Day 4 of Units 1-35) (Note: Students should retell the reading to a teacher following the Narration Tips in the Appendix.)
Course Descriptions, Required Resources, Course Materials, and Grading

World Religion & Cultures

Course Description:
This World Religion & Culture’s course provides students with an overview of 8 of the world’s major religions, including Hinduism, Judaism, Buddhism, Confucianism, Daoism, Shinto, Islam, and Christianity. Students learn about the important beliefs, practices, and rituals in each religion and become acquainted with the basic answers each religion gives to life’s fundamental questions. As students compare the religions of the world and wrestle with the question, “But Don’t All Religions Lead to God?” they learn to engage people of other faiths, while better understanding their own Christian faith. An understanding of the ways in which values, traditions, and religious beliefs are reflected in various cultures, helps students gain a better understanding of their own culture. Students earn ½ credit in World Religion & Cultures upon completion of this course.

Required Resources:
But Don’t All Religions Lead to God? by Michael Green
World Religions: An Indispensable Introduction by Gerald R. McDermott
Mimosa by Amy Carmichael
Sitting at the Feet of Rabbi Jesus by Ann Spangler and Lois Tverberg
Sundar Singh by Janet and Geoff Benge
Queen of the Dark Chamber by Christiana Tsai
Japan Diary by J. Lawrence Driskill
I Dared to Call Him Father by Bilquis Sheikh
God’s Global Mosaic by Paul-Gordon Chandler
Foreign to Familiar by Sarah A. Lanier
World Religions and Cultures Notebook by Heart of Dakota

Course Materials:
1/2" three-ring binder with a place to insert a cover page for the World and Religion and Culture’s Notebook
Plan to photocopy the “Bookmark” as scheduled throughout the year from the Appendix of Hearts for Him Through High School: World Geography.

Suggested Grading:
_____ Completion of daily readings from the books listed above (Required)

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

_____ Graphic Organizers (30% of total grade)
    _____ But Don’t All Religions Lead to God?
    _____ World Religions: An Indispensable Introduction
    _____ Hinduism
    _____ Judaism
    _____ Buddhism
    _____ Confucianism
    _____ Daoism
    _____ Shinto
    _____ Islam
    _____ Christianity
Reflections and Summaries (25% of total grade) (Note: Students should complete the assigned reflection and summary-style questions for each book to demonstrate understanding of what was read, to make connections between the book and Scripture, to reflect upon the life of the character, and to apply what was learned from the character’s life to their own lives.)

Mimosa
Sitting at the Feet of Rabbi Jesus
Sundar Singh
Queen of the Dark Chamber
Japan Diary
I Dared to Call Him Father

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

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

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

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

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

Required Resources:
Rooted and Grounded: A Guide for Spiritual Growth Student Workbook and Teacher’s Guide by Howard Lisech, Bonnie Lisech, and Jan L. Harris
Choose one:
Practical Happiness by Bob Schultz (for boys)
Stepping Heavenward by Elizabeth Prentiss (for girls)

Course Materials:
Rooted and Grounded: A Guide for Spiritual Growth Student Workbook (1 per student)
Either Practical Happiness or Stepping Heavenward (1 per student to annotate)
Prayer Journal (a bound book with lined pages; 1 per student)
Photocopy “Preparing Your Heart for Prayer” from the Appendix of Hearts for Him Through High School: World Geography (1 per student)

Suggested Grading:
_____ Completion of daily Bible Study Lessons and Reviews from Rooted and Grounded
(Lessons: 40% of total grade, and Reviews: 20% of total grade) (Note: Students should complete the assigned questions, reflections, and reviews according to the standards in the Rooted and Grounded Teacher’s Guide. If students are having difficulty with questions or are not demonstrating understanding, the teacher should help the students gain understanding by discussing the questions with the aid of the Teacher’s Guide.)
_____ Lesson 1: Be to the Praise of His Glory
_____ Review – Lesson 1 (discuss with teacher)
_____ Lesson 2: Walk As Jesus Walked
_____ Review – Lesson 2 (discuss with teacher)
_____ Lesson 3: A Pure and Holy Life
_____ Review – Lesson 3 (discuss with teacher)
_____ Lesson 4: The Love of God for Others
_____ Review – Lesson 4 (discuss with teacher)
_____ Lesson 5: Servanthood
_____ Review – Lesson 5 (discuss with teacher)
_____ Lesson 6: Unrealistic Expectations
_____ Review – Lesson 6 (discuss with teacher)
_____ Lesson 7: God Is Faithful
_____ Review – Lesson 7 (discuss with teacher)
_____ Lesson 8: The Forgiveness of God
_____ Review – Lesson 8 (discuss with teacher)
_____ Lesson 9: Forgiving Others
Review – Lesson 9 (discuss with teacher)

Lesson 10: God Knows You

Review – Lesson 10 (discuss with teacher)

Lesson 11: Christ Accepts You

Review – Lesson 11 (discuss with teacher)

Lesson 12: God’s Awesome Power

Review – Lesson 12 (discuss with teacher)

Lesson 13: Don’t Worry or Be Anxious

Review – Lesson 13 (discuss with teacher)

Lesson 14: Submission and Obedience to Authority

Review – Lesson 14 (discuss with teacher)

Lesson 15: God Is Worthy of Praise

Review – Lesson 15 (discuss with teacher)

Lesson 16: The Mystery of Prayer

Review – Lesson 16 (discuss with teacher)

Lesson 17: The Privilege of Prayer

Review – Lesson 17 (discuss with teacher)

Lesson 18: The Patterns of Prayer

Review – Lesson 18 (discuss with teacher)

Lesson 19: The Test of Faith

Review – Lesson 19 (discuss with teacher)

Lesson 20: The Attitude of Christ

Review – Lesson 20 (discuss with teacher)

Lesson 21: Christ Must Increase – I Must Decrease

Review – Lesson 21 (discuss with teacher)

Lesson 22: The Way of Greatness

Review – Lesson 22 (discuss with teacher)

Lesson 23: Seeking Kingdom Treasure

Review – Lesson 23 (discuss with teacher)

Lesson 24: A Good Soldier

Review – Lesson 24 (discuss with teacher)

Lesson 25: Honor All Men

Review – Lesson 25 (discuss with teacher)

Lesson 26: Work With All Your Heart

Review – Lesson 26 (discuss with teacher)

Lesson 27: An Instrument for Noble Purposes

Review – Lesson 27 (discuss with teacher)

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

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

Ephesians 3:16-18 (NIV) or Ephesians 3:17-19 (KJV)

1 John 1:7-9

1 Corinthians 10:13

Psalm 119:11

1 John 4:9-11

Romans 12:1-3
Weekly Annotate either *Practical Happiness* or *Stepping Heavenward* (10% of total grade) (Note: Students should annotate their weekly readings to connect with the text by underlining things to remember, circling key words, starring important passages, placing a question mark next to things to wonder about, and writing brief questions, comments, or notes in the margins. The teacher may choose to require a minimum number of annotations, however since annotating is a new skill for students it may be better to allow the students to annotate based on personal interest rather than to achieve a required number of annotations.)
Course Descriptions, Required Resources, Course Materials, and Grading

Logic

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

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

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

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

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

_____ Chapter Reviews from The Art of Argument (15% of total grade) (Note: Students should complete the reviews as assigned in the plans.)
   _____ Chapter 1
   _____ Chapter 2
   _____ Chapter 3
   _____ Chapter 4
   _____ Chapter 5
   _____ Chapter 6

_____ Tests from The Art of Argument (25% of total grade) (Note: Students should complete the tests as assigned in the plans.)
   _____ Chapter 1 Test: Ad Fontem Fallacies
   _____ Chapter 2 Mid-Chapter Quiz
   _____ Chapter 2 Test: Appeals to Emotion
Chapter 3 Test: Red Herring Fallacies
Unit 1 Test (Chapters 1-3): Fallacies of Relevance
Chapter 4 Test: Fallacies of Presupposition
Chapter 5 Test: Fallacies of Induction
Unit 2 Test (Chapters 1-5): Fallacies of Presumption
Chapter 6 Test/Unit 3 Test: Fallacies of Clarity
Final Exam

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

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

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

Course Materials:
Getting Started with Spanish Student Workbook (1 per student)
Plan to listen and practice with the free pronunciation recordings for each lesson at www.GettingStartedWithSpanish.com

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

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

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

**English I** (includes English Grammar, Literature, and Composition) (1 full-year credit) **OR**
**Fundamentals of Literature** (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* (or *A Christmas Carol*), *Treasure Island*, *Ragged Dick*, *Men of Iron*, *Captains Courageous*, and others are read and studied. Students write compositions including literary analysis, personal, persuasive, expository, and compare and contrast essays, as well as a research paper. Students earn 1 full-credit in English I upon completion of this course.

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

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

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

**Required Resources:** (includes boxes in plans labeled “Literature Study” and “Composition/Grammar”)
*Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens
*Building Securely* by Rod and Staff Publishers, Inc.
*Essentials in Writing: Grade 10* DVD and Student Text by Matthew Stephens

**Boy Set** (includes choice of *Shane* or *A Christmas Carol*):
Note: *Shane* is a terrific western with many good insights into manhood, however it contains quite a bit of language. Refer to the Appendix description of *Shane* and to the daily plans for warnings. To avoid the language, choose *A Christmas Carol* instead.
*Shane* by Jack Schaefer
*A Christmas Carol* by Charles Dickens
*Treasure Island* by Robert Louis Stevenson
*Ragged Dick* by Horatio Alger, Jr.
*Men of Iron* by Howard Pyle
*The Screwtape Letters* by C.S. Lewis
*Children of the New Forest* by Frederick Marryat
*Captains Courageous* by Rudyard Kipling

**Girl Set:**
*A Lantern in Her Hand* by Bess Streeter Aldrich
*Pride and Prejudice* by Jane Austen
*Papa’s Wife* by Thyra Ferre Bjorn
*The Importance of Being Earnest* by Oscar Wilde
*Little Women* by Louisa May Alcott

**Course Materials:**
*Essentials in Writing: Grade 10* Student Text (1 per student)
Either 3 bound and lined composition books (1 for English Grammar, 1 for literature, and 1 for composition), **OR** 1 large bound and lined composition book with 3 section dividers (1 section for English Grammar, 1 section for literature, and 1 section for composition)
Index cards for research paper

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

Completion of assigned written portion of lessons from *Building Securely*

Completion of Reviews:
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5

Application of English/Grammar concepts to written work

Completion of Composition assignments (listed below):

*Writing Character Sketches:*
- Lesson 4: Writing a Character Sketch
- Lesson 8: Proofreading Your Writing

*Writing Paragraphs:*
- Lesson 13: Topic Sentences and Paragraph Unity
- Lesson 16: Sentence Order and Paragraph Coherence
- Lesson 17: Sentence Transitions and Paragraph Coherence

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

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

*Writing Letters:*
- Lesson 51: Writing Friendly Letters
- Lesson 52: Writing Social Notes
- Lesson 55: Writing Business Letters

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

*Fundamentals of Literature*
- Completion of Readings: Short Stories, Essays, Excerpts, Prose, Poetry, and the Full-Length Play *Cyrano de Bergerac*
- Discussion Questions with the Teacher
- “About the Story” Written Responses
- Thinking Zone (2 per Unit)
- Unit Reviews:
  - Unit I: Conflict
  - Unit II: Character
  - Unit III: Theme
  - Unit IV: Point of View
  - Unit V: Structure of Prose and Poetry
  - Unit VI: Tone
Classic Novels (Boy Set or Girl Set)
Completion of Classic Novel Readings
Written Narrations (See “Written Narration Tips” and “Written Narration Skills” in the Appendix for guidance in this area.)
Oral Narrations (See “Narration Tips” in the Appendix for guidance in this area.)
Common Place Book Entries (See directions in the plans for guidance in this area.)
Student-Led Novel Discussions (See directions in the plans for guidance in this area. Students should demonstrate preparation, effort, and participation.)

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

Completion of daily lessons (including DVD component)
Completion of writing assignments below (grading rubric provided in Essentials in Writing):
Expository Paragraph
Persuasive Paragraph
Descriptive Paragraph
Compare and Contrast Paragraph
Writing a Summary
Personal Essay
Persuasive Essay
Expository Essay
Compare and Contrast Essay
Research Paper
Course Descriptions, Required Resources, Course Materials, and Grading

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

Science: Integrated Physics & Chemistry without Lab
Course Description:
This course integrates the disciplines of physics and chemistry at the introductory level. Topics studied include: matter, atomic structure, Periodic Table, compounds and bonding, solutions, chemical equations, acids and bases, Newton’s Laws, momentum, velocity, acceleration, force and motion, waves, mechanical energy, work energy, machines, thermal energy, power sources, electricity, circuits, magnetism, and more. The focus is upon the people, concepts, and principles of chemistry and physics. Students earn 1 full-year credit in Integrated Physics & Chemistry upon completion of this course.

Required Resources:
* Integrated Physics & Chemistry Text Booklets (12 chapters)
* Integrated Physics & Chemistry Activity Booklets (12 chapters)
* MicroPhySci: Second Edition Lab Manual and Lab Kit (omit if not earning credit with lab)

Course Materials:
* Integrated Physics & Chemistry Activity Booklets (12 consumable booklets) (one set per student)
* MicroPhySci: Second Edition Lab Manual (one per student) and Lab Kit (contains enough materials to perform each experiment 5 times)


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

Suggested Grading:
- Completion of 180 readings from the 12 Chapters of *Integrated Physics & Chemistry* (Required)
- Questions and answers for 180 Activity Book sections in the *Integrated Physics and Chemistry* Activity Books (includes multiple choice, true/false, fill-in-the-blank, vocabulary, and short answer questions) *(60% of total grade)* (Note: Students should complete the activities as assigned in the plans.)
- Perform 35 labs and complete 35 corresponding lab reports *(40% of total grade)* (Note: Students should complete the labs and the lab reports as assigned in the
plans.)

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

Math

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

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

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

* Foerster’s Algebra I by Paul A. Foerster (optional:  *Math Without Borders* DVD Set)
* No-Nonsense Algebra by Richard Fisher
* VideoText Algebra by Tom Clark

Course Materials:

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

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

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

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

Students who are going into 8th or 9th grade and have come up through Heart of Dakota's recommended math **successfully** through Singapore 6A/6B should be able to transition into *Foerster’s Algebra I* well.  The first two chapters of *Foerster’s Algebra I* include some Pre-Algebra.  For those families who have a younger student, have a student who has struggled with math, or have a student who has taken a different math path, you will want to be sure to have had the equivalent of Pre-Algebra prior to entering *Foerster’s Algebra I*.  **
**Table of Contents (Foerster’s Algebra I):**
Chapter 1 Expressions and Equations
Chapter 2 Operations with Negative Numbers
Chapter 3 Distributing: Axioms and Other Properties
Chapter 4 Harder Equations
Chapter 5 Some Operations with Polynomials and Radicals
Chapter 6 Quadratic Equations
Chapter 7 Expressions and Equations Containing Two Variables
Chapter 8 Linear Functions, Scattered Data, and Probability
Chapter 9 Properties of Exponents
Chapter 10 More Operations with Polynomials
Chapter 11 Radical Algebraic Expressions
Chapter 12 Rational Algebraic Expressions
Chapter 13 Inequalities
Chapter 14 Functions and Advanced Topics

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

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

**Table of Contents (No-Nonsense Algebra):**
Chapter 1 Necessary Tools for Algebra
Chapter 2 Solving Equations
Chapter 3 Graphing and Analyzing Linear Equations
Chapter 4 Solving and Graphing Inequalities
Chapter 5 Systems of Linear Equations and Inequalities
Chapter 6 Polynomials
Chapter 7 Rational Expressions (Algebraic Fractions)
Chapter 8 Radical Expressions and Geometry
Chapter 9 Quadratic Equations
Chapter 10 Algebra Word Problems
You may purchase No-Nonsense Algebra directly from Heart of Dakota.

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

The main components of VideoText are the video lessons and the worktext. However, unlike textbooks that may use a video supplement, in this case the video lessons “are” the
textbook. With each module of the course, you receive the video lessons (each 5-10 minutes in length, either on DVD or online), course notes, worktext, solutions manual, progress tests, and an instructor’s guide with detailed solutions to all quizzes and test problems. Students will like the brief lessons and the clear explanations of concepts in VideoText Algebra. If you desire a video-based Algebra I and Algebra II course, this is an excellent option to consider. To view samples and purchase VideoText Algebra visit http://www.videotext.com.

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

**Suggested Grading:**
Refer to your selected Algebra I text.