

"Hearts for Him Through High School" Series Program Placement Chart: Part 2



If you have completed the first part of our Program Placement Chart and are still not sure if the *World Geography* or *World History* Guide fits your child, you can use the additional information shown below to help you decide. If your child is a junior or senior in high school, you may also consider our *U.S. History I* or *U.S. History II* guides. If the skills listed below are too difficult for your child, then move to the placement charts for our "Hearts for Him Through Time" series instead. Keep in mind your student's age and skill level to make sure you choose a guide in your student's range.

PROGRAM	<i>Hearts for Him Through High School: World Geography</i>	<i>Hearts for Him Through High School: World History</i>
AGE	13-15 years old extending to 11th - 12th graders	14-16 years old extending to 12th graders
BIBLE	Has had experience with formal Bible study; is ready to develop a deeper faith that is rooted and grounded in God's Word; can follow written directions for a daily quiet time focused on Scripture study, thought-provoking questions, evaluation and application of what was read, memorization of Scripture, and daily prayer time for both the unreached peoples of the world and for personal needs; will keep a prayer journal and read and annotate either <i>Practical Happiness</i> or <i>Stepping Heavenward</i> to focus on becoming a Godly young man or woman	Is prepared to study and analyze the Bible chronologically to see the overarching story and themes; desires to develop a deeper understanding of what God is like, what He requires, and how to have a right relationship with Him; can follow written directions for a daily quiet time focused on Scripture study, guided questions and topical exercises, synthesis of what was read, memorization of Scripture, daily prayer time based on a Biblical model of prayer, keeping a prayer journal, and singing and memorizing classic hymns; will take part in a study of <i>Pilgrim's Progress</i> including "Digging Deeper" questions, charts, discussion, and Scripture references
SCIENCE	Regularly reads assigned science material on his/her own according to a schedule; can use the text to independently answer questions based upon what was read; is able to internalize vocabulary necessary to the study; has had experience in conducting experiments and recording results using the scientific method; is prepared to conduct classic chemistry and physics experiments and record results within a lab manual; is ready to synthesize scientific information, investigate connections, and draw conclusions between chemistry and physics	Is used to reading assigned science material on his/her own according to a schedule; can use the text to independently answer matching, underlining, multiple choice, true/false, categorizing, fill-in-the-blank, vocabulary, and short answer questions based upon what was read; is able to internalize vocabulary necessary to the study; has had experience in conducting lab experiments and recording results using the scientific method; is prepared to categorize scientific information in an organized way, investigate connections, draw conclusions, and retain vocabulary rich subject matter
GUIDE SPECIFIC COURSES	<p>WORLD RELIGION & CULTURES:</p> <p>Is prepared to read books that correspond with the study of world religion and cultures, complete graphic organizers to take notes on what was read, reflect on what was learned, and respond to bookmark prompts targeting higher-level skills (i.e. 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)</p>	<p>FINE ARTS:</p> <p>Can independently read biographical vignettes about famous artists; is prepared to view DVD segments offering Biblical insight into great art and artists through the ages and answer guided questions in response to viewing; can appreciate "Art Gallery" paintings and write reflective notebook entries; is prepared to complete scheduled follow-up activities, writing, and research projects; is able to follow step-by-step directions to create art projects using a variety of mediums; is ready to learn about art history, art elements, and art principles</p>
GUIDE SPECIFIC COURSES	<p>LOGIC:</p> <p>Ready to read, discuss, and respond to exercises designed to help you logically recognize and identify fallacies (i.e. Red Herring, Ad Hominem, Tu Quoqe, Straw Man, loaded question, equivocation, circular reasoning, either-or, generalization, analogy, propaganda, etc.); learn how to reason with clarity, purpose, and relevance</p>	<p>HEALTH:</p> <p>Is ready to read, discuss, and respond to mature physical, social, and mental health related topics; is seeking to develop a moral basis for a healthy lifestyle based on Scriptural principles; is prepared to define terms, answer textual and Biblical application questions, participate in discussions with a parent, select and complete quarterly projects, and take chapter tests</p>
FOREIGN LANGUAGE	Is ready for a gradual, systematic approach to beginning Spanish; is ready to learn new vocabulary, translate practice sentences, practice pronunciation exercises, and listen to Spanish spoken by a native speaker	Has had the equivalent of <i>Getting Started with Spanish</i> ; is ready to learn new vocabulary, understand Spanish grammar, translate words and sentences, answer questions in Spanish, practice dialogue in Spanish with native speaker audios, write and read Spanish words and sentences, and learn about Spanish-speaking cultures