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- Unit 1      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Age of Discovery and the New World  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 2      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Rise of England and Settlements at Roanoke, Jamestown, and Plymouth  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 3      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Settlers of New England and Colonies in Massachusetts and Connecticut  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 4      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Rhode Island Colony, Puritan Life and Poets, and Maryland Colony  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 5      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Colonies in Delaware, New York, New Jersey, and Pennsylvania  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 6      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Early American Indians, Navigation Acts, Salem Trials, and the Great Awakening  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 7      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Jonathan Edwards, America’s First Colleges, and the New Hampshire Colony  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 8      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Carolina Colony, the Georgia Colony, and the French and Indian War  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 9      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Proclamation of 1763, the Stamp Act, and the Wilderness Road  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 10     **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Boston Tea Party, the Intolerable Acts, *Common Sense*, and Bunker Hill  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 11      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Second Continental Congress and the Declaration of Independence  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 12      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Revolutionary War Begins, Boone Moves West, and Jones Sails the Seas  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 13      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Surrender at Yorktown, the American Dream, and the Northwest Territory  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 14      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Postwar Challenges, Forming a New Nation, and Framing a Government  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 15      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Constitution, the Issue of Slavery, and the Bill of Rights  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 16      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Forming a New Government and the Neutrality Proclamation  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 17      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** President Adams, Washington’s Death, Election of 1800, and Westward Travel  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 18      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** President Jefferson, the Louisiana Purchase, and Lewis and Clark’s Expedition  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 19      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Hamilton and Burr Duel, Jefferson’s Embargo, and Madison and the War of 1812  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 20      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Jackson at New Orleans, the Florida Cession, and the Missouri Compromise  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 21      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Monroe Doctrine, President John Quincy Adams, and the Election of 1828  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 22      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Westward Migration, *The Liberator*, and the Trail of Tears  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 23      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** “Remember the Alamo,” the Panic of 1837, and the *Amistad*  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 24      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Annexation of Texas, Jed Smith, and Trails West  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 25      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Pioneers in Oregon, the Mexican War, and the Treaty of Guadalupe-Hidalgo  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 26      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Compromise of 1850, Statehood for California, and the Fugitive Slave Law  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 27      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Railroad, the Lowell Mills, Women’s Rights, and *Uncle Tom’s Cabin*  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 28      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Frederick Douglass, the Kansas-Nebraska Act, and “A House Divided”  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 29      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** John Brown’s Raid, the Election of 1860, and Fort Sumter  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 30      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Civil War Begins, “Little Mac,” “Stonewall” Jackson, and Robert E. Lee  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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- Unit 31      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** *Hospital Sketches*, the Emancipation Proclamation, and the Gettysburg Address  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 32      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** General Grant, Surrender at Appomattox, and Lincoln’s Assassination  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 33      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** “King Andrew,” “Seward’s Folly,” and Reconstruction  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 34      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** Johnson’s Impeachment, Corruption and Grant’s Presidency, and Jim Crow Laws  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science
- Unit 35      **Learning Through History** (includes the following subjects):  
U.S. History, History Activities, Living Library, Government, and Foreign Language  
**U.S. History Focus:** The Fifteenth Amendment, America’s Centennial, and the End of Reconstruction  
**Learning the Basics** (includes the following subjects):  
Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, and Science

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	Double-Entry Journal Assignment Sheet
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	Preparing Your Heart for Prayer
	Narration Tips
	Written Narration Tips
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	Dictation Passages: Level 7
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	List of Other Books by This Author



## Overview

### What makes the plans complete?

*Hearts for Him Through High School: U.S. History I* features 35 units with complete daily plans for ages 15-17, extending to 12<sup>th</sup> grade with adjustments in the 3R's and science as needed. *Hearts for Him Through High School: U.S. History I* was written with the goal of equipping you to homeschool your student through high school. Each day of plans addresses both academic and spiritual needs, making sure not to neglect either area. Plans set forth clear guidance in what to expect of your high school student each day and are written with a balanced approach to learning. The guide uses narrative texts as the core of the student's education to cover needed academics in a living, engaging manner.

The *U.S. History I* 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 6½ total credits for this year of study, including 1 full credit in U.S. History I, ½ credit in Government, 1 full credit in Bible, 1 full credit in English, 1 full credit in Math, ½ credit in Constitutional Literacy, ½ credit in Foreign Language, and 1 full credit in Science, with or without lab.

### What makes the plans easy to use?

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

### What will students be doing in "Learning Through History?"

The "Learning Through History" part of the program provides a chronological approach to U.S. history that interweaves social, political, economic, military, cultural, and religious history with personages of the time. Narrative readings set the stage for the time period, relate events in detail, sprinkle in quotes from characters or literature, and shift into editorial mode on issues such as slavery, the treatment of Native Americans, and child-labor practices. Main characters are humanized through memorable physical descriptions and anecdotes. In covering history in this manner, students gain a sound basis for understanding how the United States was founded and the challenges and difficulties faced by those who labored to create a democratic republic. As students study varying time periods, they create historical maps, make corresponding entries in their *Book of Centuries*, read and reflect upon primary source documents, view documentaries on memorable moments in history, narrate orally and in writing, share talking points, and work on history-related activities.

The history study integrates readings from *America: The Last Best Hope Volume I, Never Before in History, The Founding of a Nation, Faith of Our Fathers, The Book of Heroes, and Great Letters in American History*.

To delve more deeply into the study of U.S. History, students read along with the scheduled Charlotte Mason style "Living Library." This set of books was selected for its narrative quality and its connections to the *U.S. History I* plans. This set is not meant to

fulfill students' high school literature credit, as students are scheduled in the "Literature" portion of the *U.S. History I* guide to read separate higher-level literature to fulfill that need. Instead, the books in this set were chosen to make U.S. history come to life as students experience various time periods and places through the pages of these books. The "Living Library" readings are followed by a daily "Double-Entry Journal" assignment.

A balance of varied assessments is scheduled in the "Learning Through History" part of the plans. These include highlighted, key word, summary, topic, detailed, recorded, and opinion oral/written narrations; analysis of primary source documents using *Great Documents in U.S. History: Early Settlement to Reconstruction (1620-1870)*; graphic organizer style notes from *The American Testimony Video Set 1: United States History from 1492 to 1877* viewing sessions; portrait gallery and lined timeline entries in the *Book of Centuries*; creation of detailed historical maps using the *United States History Atlas* along with *U.S History Map Activities*; and written opinions, topical notes, quotations in context, critical thinking responses to primary source documents, talking points with visual aids, interpretation of maps, and multi-paragraph written narrations in the *U.S. History I Journal*.

A course in Government is another part of the "Learning Through History" side of the plans. Built around primary source documents and the classic film "Mr. Smith Goes to Washington," *A Noble Experiment's* conservative approach to the study of government combines video instruction with a consumable student workbook and a CD of teacher materials. The student workbook contains a course outline, a course syllabus, primary source readings, various student activities based on the readings and DVD lessons, and periodic assessments (quizzes, tests, and a two-part final exam). The teacher CD includes the course outline and syllabus, a grade book to record students' scores, answer keys for all graded assignments, and a transcript of each video lesson with highlighted key concepts. The transcript enables the teacher to quickly look up pertinent information without the need to watch the video lessons. Students may also use the transcript to review for assessments.

Designed to be student-directed with a minimum of teacher preparation and involvement, *A Noble Experiment* covers all the national standards for high school civics and government, as well as the subject matter traditionally included in secondary government courses. Students study the foundations, principles, and organization of U.S. government. They also explore the political heritage that impacted our nation, study the Declaration of Independence and the Constitution, and discuss contemporary issues affecting our nation such as immigration and globalization. Weekly readings from *Whatever Happened to Justice?* are also scheduled.

A foreign language option is also provided through the *Spanish Homeschool Curriculum Kit*, which is designed to teach Spanish systematically. Since this Spanish program moves quickly and is quite vocabulary and grammar intensive, it is best if students have completed a typical Spanish I course prior to beginning this program. This course builds skills in reading, writing, and speaking the Spanish language. In *Hearts for Him Through High School: U.S. History I*, we schedule the last 5 units of the *Spanish Homeschool Curriculum Kit*, as the first 5 units were scheduled within *Hearts for Him Through High School: World History*. Students who desire to study a different foreign language may substitute a different language course in place of this option to fulfill the foreign language requirement.

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

The "Learning the Basics" part of *U.S. History I* teaches essential skills that meet academic and spiritual needs. Credit in Bible is earned using the study guide *The Most Important Thing You'll Ever Study: A Survey of the New Testament*. This inductive Bible study demonstrates the Bible's overall picture. Memorizing Matthew 6:1-14, 25-34 and Romans 8:26-39; keeping a daily prayer journal based on the Biblical model of prayer; and singing hymns through *When Morning Gilds the Skies'* CD are also part of the Bible credit. A weekly study of either *Beyond Beautiful Girlhood* or *Everyday Battles/Thoughts for Young Men* combined with *Stay in the Castle* and *The Seven Royal Laws of Courtship* completes the Bible credit.

For *Constitutional Literacy*, constitutional expert Michael Farris uses a 25-part lecture series to walk through the history, theory, and application of the Constitution and what it means for the future of American self-government. The course features over 500 minutes of engaging video instruction by Farris, who has argued cases before the United States Supreme Court. Credit in *Constitutional Literacy* is earned through defining terms, reading case studies, watching video lectures, completing video viewing guides, and doing research to apply studied concepts to contemporary issues.

High School credit in English is earned through a combination of literature, composition, and grammar. In the *U.S. History I* guide, the daily literature portion includes a set of full-length novels/plays. Classic novel introductions, readings, annotations, oral narrations, written narrations, *Common Place Book* entries, guided *Literature Journal* reflections, Biblical worldview questions, “Literary Synthesis Sheet” graphic organizers, and novel discussions all provide higher level assessments without taking away the joy of reading.

For the composition portion, *U.S. History I* schedules *In Their Sandals* twice weekly. The lessons in the course guide students in note-taking, writing from notes, summarizing narrative stories from varying viewpoints, combining multiple references, researching for reports, practicing epistolary and creative writing, as well as in honing skills through the writing process (i.e. research/prewrite, outline plot, develop descriptions, write, apply, revise). Students use historical and cultural research along with their notes to construct eight different stories. For the grammar and English portion, the *U.S. History I* 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 in the Appendix of *U.S. History I* target proofreading and spelling skills.

Science credit is earned through *Discovering Design with Chemistry*. This high school chemistry course is designed for students who have completed Algebra 1. This independent-study, college-preparatory course covers fundamental aspects of chemistry such as the classification of matter, atomic structure, spectroscopy, chemical bonding, molecular geometry, physical change, chemical change, stoichiometry, solutions, ideal gases, acid/base chemistry, reduction/oxidation reactions, thermochemistry, thermodynamics, kinetics, and chemical equilibrium. Weaving together concepts and their mathematical applications, the course teaches students how to think as a chemist, so they can analyze the major changes that occur in matter.

*Discovering Design with Chemistry* contains 46 separate experiments that illustrate various concepts being explored. Many are quantitative in nature, including measuring the wavelength of microwaves, determining the number of water molecules in a hydrated compound, calculating percent yield, measuring the concentration of a hydrogen peroxide solution, determining the concentration of acetic acid in vinegar, measuring the specific

heat of a metal, and determining the change in enthalpy for a chemical reaction. Others are qualitative, such as performing flame tests, examining the interference of light waves, comparing metals to nonmetals, exploring Boyle's Law, doing litmus tests, and electroplating.

Throughout the course, the student is shown how chemistry reveals the amazing design that exists all around us. From the details of atomic structure to the makeup of the very air that we breathe, chemistry shows us the marvelous handiwork of God. Plans in the *U.S. History I* guide schedule all components of *Discovering Design with Chemistry*.

Ideally, students entering the *U.S. History I* guide would be studying either Algebra II or Geometry; however, students at a differing math level may still utilize this guide. Our recommendations for Algebra II include *Math-U-See: Algebra 2*, *Math Help Algebra II* ([www.mathhelp.com](http://www.mathhelp.com)), or Master Books *Principles of Algebra 2*. For Geometry recommendations, please see our website [www.heartofdakota.com](http://www.heartofdakota.com) and view the descriptions for Geometry under *Hearts for Him Through High School: World History*.

### **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 *Hearts for Him Through High School: U.S. History I* guide and other required resources to help your student earn 1 full-year credit in U.S. History I and 1 full-year credit in Bible.

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

Adding the Government Package to the Economy Package adds ½ year credit of Government to your student's program.

Adding the Spanish Package to the Economy Package adds ½ credit of Spanish to your student's program. Students who used the *World History* guide already own this kit and do not need to purchase it. The first half of this Spanish resource was scheduled in the *World History* guide, so only the last half of this resource will be scheduled in the *U.S. History I* guide. Due to the advanced content of the last half of the *Spanish Homeschool Curriculum Kit*, students following the plans as scheduled in the *U.S. History I* guide will earn ½ credit in Spanish II.

Adding the Constitutional Literacy Package to the Economy Package adds ½ credit of Constitutional Literacy to your student's program. The publisher of this course notes that depending on how fully this course is pursued it can be worth up to one full credit. In our *U.S. History I* guide, we schedule the Constitutional Literacy course using the core material and selected projects to earn ½ credit. This plan allows us to also utilize *A Noble Experiment*, which provides a foundational study of government that we feel is needed to get the most out of the Constitutional Literacy course. For students in states that require a full credit in government, this course combined with *A Noble Experiment* earns a full credit in government.

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 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. Ideally, students entering this guide would be studying Algebra II or Geometry, however, students at a differing math level may still utilize this guide.

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

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

### **What is included in each package?**

#### **Economy Package** (Required for 1 full-year credit in U.S. History and 1 full-year credit in Bible)

- \**Hearts for Him Through High School: U.S. History I* by Carrie Austin (Heart of Dakota Publishing, Inc., 2016)
- \**America: The Last Best Hope Volume I* by William J. Bennett (Thomas Nelson, 2006)
- \**Never Before in History* by Gary Amos and Richard Gardiner (Foundation for Thought and Ethics, 2011)
- \**The Founding of a Nation: The Story of the 13 Colonies* by Elizabeth Richards (Tate Publishing & Enterprises, 2008)
- \**Faith of Our Fathers: Scenes from American Church History* edited by Mark Sidwell (Bob Jones University Press, 1991)
- \**The Book of Heroes* by George Roche with Lissa Roche (Regnery Publishing, 1998)
- \**Great Letters in American History* by Rebecca Price Janney (Heart of Dakota Publishing, 2015)
- \**Hearts for Him Through High School: U.S. History I Journal* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2015) Note: These pages are in full-color and are not reproducible. A *U.S. History I Journal* is required for each student.
- \**History Through the Ages: U.S. History I Timeline Figures* by Amy Pak (Homeschool in the Woods, 2015) Note: This printable download of *U.S. History I Timeline Figures* is specially made for Heart of Dakota to match *Hearts for Him Through High School: U.S. History I*.
- \**Book of Centuries* designed by Merlin DeBoer (Heart of Dakota Publishing, Inc., 2013) Note: These pages are in full-color and are not reproducible. A *Book of Centuries* is required for each student. This is a one-time purchase for the high school years.
- \**The American Testimony Video Set 1: United States History from 1492 to 1877* by EduMedia on USB drive (History2u.com, 2006)
- \**Great Documents in U.S. History: Early Settlement to Reconstruction (1620-1870)* by Richard Kollen (J. Weston Walch, Publisher, 2006) Note: Either reproduce needed pages or purchase one per student.
- \**U.S. History Map Activities* by E. Richard and Linda R. Churchill (J. Weston Walch, Publisher, 2002) Note: Either reproduce needed pages or purchase one per student.
- \**United States History Atlas* by Maps.com (Maps.com, 2012) Note: If you did *Revival to*

*Revolution or Missions to Modern Marvels*, you have the *United States History Atlas*. If not, add it to your Economy package, as it is required for *U.S. History I*.

\**The Most Important Thing You'll Ever Study: A Survey of the Bible – New Testament Volumes 3-4* and separate *Answer Key* by Starr Meade (Starr Meade, 2010) Note: A set of worktexts is required for each student. If you did not use the *World History* guide, you will need to order the Answer Key.

\**When Morning Gilds the Skies: Great Hymns of Our Faith* with CD by Joni Eareckson Tada, John MacArthur, and Robert & Bobbie Wolgemuth (Crossway Books, 2002)

\*Girl Option: *Beyond Beautiful Girlhood Plus Companion Guide* by Margaret Elizabeth Sangster, Revised & Expanded by Shelley Noonan (Pumpkin Seed Press, 2007)

\*Boy Option: *Everyday Battles* by Bob Schultz (Heart of Dakota, 2018) and *Thoughts for Young Men* with Study Guide by J.C. Ryle and Warren Hagey (Warren Hagey, 2011)

\* Girl Option: *Stay in the Castle* by Pastor Jerry Ross (Ultimate Goal Publications, 2001)

\*Boy Option: *The Warrior Prince* by Pastor Jerry Ross (Ultimate Goal Publications, 2020)

\**Seven Royal Laws of Courtship* by Jerry L. Ross (Ultimate Goal Publications, Revised Edition 2020)

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

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

\**A Noble Experiment* DVD Video Lessons by Tim Spickler, M.Ed. (Zeezok Publishing, 2011)

\**A Noble Experiment* Teacher Resource CD by Tim Spickler, M.Ed. (Zeezok Publishing, 2011)

\**A Noble Experiment* Student Activity Book by Tim Spickler, M.Ed. (Zeezok Publishing, 2010) Note: This item is not reproducible. A Student Activity Book is required for each student.

\**Whatever Happened to Justice?* by Richard J. Maybury (Bluestocking Press, 2004)

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

\**Spanish Homeschool Curriculum Kit* by Vicki Seeley Milunich (Alpha Omega Publications, 2010) Note: Kit includes audio CDs, Teacher's Guide, and Student Books 1-10. A separate set of Student Books is required for each student. Students who used the *World History* guide already own this kit and do not need to purchase it. The first half of this Spanish resource was scheduled in the *World History* guide, so only the last half of this resource will be scheduled in the *U.S. History I* guide.

#### **Constitutional Literacy Package** (Required for ½ credit in Constitutional Literacy)

\**Constitutional Literacy* DVD Set: Revised 2<sup>nd</sup> Edition by Michael Farris (Michael Farris, 2011)

\**Constitutional Literacy* Workbook by Michael Farris (Apologia Educational Ministries, Inc., 2014) Note: These pages are not reproducible. A workbook is needed for each student.

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

#### **Complete English Packages:**

Girl Literature Set + *In Their Sandals* Workbook (one per student) + *Preparing for Usefulness* Set

Boy Literature Set + *In Their Sandals* Workbook (one per student) + *Preparing for Usefulness* Set

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

Girl Literature Set + *In Their Sandals* Workbook (one per student)

Boy Literature Set + *In Their Sandals* Workbook (one per student)

### **Literature Only Packages:**

Girl Literature Set

Boy Literature Set

### **Individual English Resource Listings:**

\**In Their Sandals* Workbook by Rand Hummel and Jim Lord (Positive Action for Christ, 2013)

\**Preparing for Usefulness* by Rod and Staff Publishers, Inc. (Rod and Staff Publishers, Inc., 1997)

### **Literature Set:**

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

\**The Robe* by Lloyd C. Douglas (Mariner Books, 1999)

\**The Prince and the Pauper* by Mark Twain (Simon and Schuster, 2006)

\**The Scarlet Letter* by Nathaniel Hawthorne (Penguin Books, 2016)

\**Christian Guides to the Classics: The Scarlet Letter* by Leland Ryken (Crossway, 2013)

\**Tale Blazers: The Autobiography of Benjamin Franklin* (excerpts) by Benjamin Franklin (Perfection Learning, 2002)

\**Sinners in the Hands of an Angry God* by Jonathan Edwards (Whitaker House, 2017)

\**Tale Blazers: "Rip Van Winkle"* by Washington Irving (Perfection Learning, 1979)

\**Tale Blazers: "The Man Without a Country"* by Edward Everett Hale (Perfection Learning, 1997)

\**Tale Blazers: My Bondage, My Freedom* (excerpts) by Frederick Douglas (Perfection Learning, 2002)

\**Up From Slavery* by Booker T. Washington (Dover Publications, Inc. 1995)

\*Either *Christy* by Catherine Marshall (Evergreen Farm, 2017) or *Rifles for Watie* by Harold Keith (Harper Trophy, 1987) and *Tale Blazers: "To Build a Fire"* by Jack London (Perfection Learning, 1979)

\**Tale Blazers: "The Purloined Letter"* by Edgar Allan Poe (Perfection Learning, 1980)

\*Either *A Girl of the Limberlost* by Gene Stratton-Porter (Dover Publications, 2007) or *The Hoosier Schoolmaster* by Edward Eggleston (Indiana University Press, 1984)

\**The Virginian* by Owen Wister (Simon and Schuster, Inc., 2002)

\* *Tale Blazers: "The Bride Comes to Yellow Sky"* by Stephen Crane (Perfection Learning, 1980)

\* *Tale Blazers: "The Ransom of Red Chief"* by O. Henry (Perfection Learning, 1979)

\**The Miracle Worker* by William Gibson (Scribner, 2008)

\**Tale Blazers: "Mammon and the Archer"* also "The Gift of the Magi" by O. Henry (Perfection Learning, 1980)

\**Tale Blazers: "The One-Million Pound Bank-Note"* by Mark Twain (Perfection Learning, 1980)

\**The Lilies of the Field* by William E. Barrett (Grand Central Publishing, 1995)

\*Online texts of "I Have a Dream" and "Letter from a Birmingham Jail" by Martin Luther King, Jr.

\**Tale Blazers: "Bartleby the Scrivener"* by Herman Melville (Perfection Learning, 1980)

**Science Package** (Required for 1 full-year credit in Chemistry, with lab, unless you have your own science)

***Discovering Design with Chemistry Package:***

*Discovering Design with Chemistry* Textbook by Dr. Jay Wile (Berean Builders, 2015)

*Discovering Design with Chemistry* Answer Key and Test Booklet by Dr. Jay Wile (Berean Builders, 2015)

*Discovering Design with Chemistry* Lab Kit by Nature's Workshop

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

\**Math-U-See: Algebra 2* by Steve Demme (Math-U-See, Inc., 2010)

\**Math Help Algebra II* ([www.mathhelp.com](http://www.mathhelp.com)) courses designed by Mike Maggart

\**Principles of Algebra 2* by Katherine A. Hannon, Dr. Adam F. Hannon (Master Books, 2021)

**Note:** Resources sometimes go out of print or undergo changes. Brief schedule changes between editions will be available under the "Updates" portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com). Lengthier replacement schedules will be sent along with the purchase of the corresponding guide or book from Heart of Dakota. As the Internet is always changing, website addresses noted in the curriculum may change or become unavailable. Whenever possible, multiple options of Internet addresses have been included. If an address is no longer valid, and another option is not provided, check the "Updates" portion of our website for a replacement.



## Earning Credits and Possible Grading Scale

### **Suggested Credits for Completion of All Assigned Coursework in *Hearts for Him Through High School – U.S. History I:***

U.S. History I (1 full-year credit)

Government (1/2 credit)

Bible: New Testament Survey (1 full-year credit)

Constitutional Literacy (1/2 credit)

Foreign Language: Spanish II (1/2 credit)

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

American Literature (1/2 credit) and English/Composition III (1/2 credit)

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

Math: Algebra II (1 full-year credit)

**Total Credits Earned:** 6 1/2 credits

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

### **Possible Grading Scale (Including One Way to Convert Your GPA to a 4.0 Scale)**

According to the College Board at [www.collegeboard.com](http://www.collegeboard.com)

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

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

**U.S. History I** (includes boxes in plans labeled “U.S. History,” “History Activities,” and “Living Library”)

### Course Description:

This U.S. History I course covers United States history from its pre-colonial days through the Civil War and Reconstruction period. The purpose of this course is for students to acquire an understanding of the political, economic, social, religious, military, scientific, and cultural events that have shaped our nation. Significant issues and individuals are highlighted helping students relate to history as a well-told story full of vivid struggle and triumph by men and women living in other times and places. As students study varying time periods, they create historical maps; analyze and interpret primary source documents; sharpen their oral and written communication skills; share talking points; demonstrate the ability to read and comprehend a variety of materials; make connections between historical events; learn the skills involved in critical thinking in order to question the meaning of what they read, hear, think, and believe; view events from a variety of perspectives through the use of fiction and nonfiction sources; and situate key events in terms of chronology. Topics such as American settlement and diversity, the shaping of democracy, the founding of a nation, the search for opportunity, the creation of the federal government, Westward expansion, the coming of the Civil War, and the end of Reconstruction are included. Students earn one full credit in U.S. History I upon completion of this course.

### Required Resources:

*America: The Last Best Hope Volume I* by William J. Bennett

*Never Before in History* by Gary Amos and Richard Gardiner

*The Founding of a Nation: The Story of the 13 Colonies* by Elizabeth Richards

*Faith of Our Fathers: Scenes from American Church History* edited by Mark Sidwell

*The Book of Heroes* by George Roche with Lissa Roche

*Great Letters in American History* by Rebecca Price Janney

*The American Testimony Video Set 1: United States History from 1492 to 1877* by EduMedia

*Hearts for Him Through High School: U.S. History I Journal* by Heart of Dakota

*History Through the Ages: U.S. History I Timeline Figures* by Amy Pak (download)

*Book of Centuries* by Heart of Dakota

*Great Documents in U.S. History: Early Settlement to Reconstruction (1620-1870)* by Richard Kollen

*U.S. History Map Activities* by E. Richard and Linda R. Churchill

*United States History Atlas* by Maps.com

Optional: “Living Library” Book Set (See Appendix)

### U.S. History I Course Materials:

*U.S. History I Journal* (one per student)

1 ½” three-ring binder with a place to insert a cover page for the *U.S. History I Journal*

Set of 3” x 5” index cards (on which to list “Talking Points” to insert in the *U.S. History I Journal*)

Yellow highlighter **and** a pink or green highlighter (or small yellow **and** pink or green sticky notes) (Note: All students need a yellow highlighter for key word narrations.

Students may choose whether to use sticky notes or highlighters for highlighted oral and written narrations.)

*Book of Centuries* (one per student)

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

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

Insert in your *Book of Centuries* the extra pages needed for “Seventeenth Century A.D.,” “Eighteenth Century A.D.,” and “Nineteenth Century A.D.” (which you received as part of your Economy Package purchase).

Print the *History Through the Ages: U.S. History I Timeline Figures* (one set per student).

Plan to watch the Video segments from the *American Testimony Video Set 1* as scheduled throughout the year in the *U.S. History I* guide’s daily plans.

Plan to photocopy pages from *U.S. History Map Activities* as scheduled throughout the year in the *U.S. History I* Guide’s plans. Note: An answer key is provided in the back of the book.

Plan to photocopy pages from *Great Documents in U.S. History* as scheduled throughout the year in the *U.S. History I* guide’s plans. Note: An answer key is provided in the back of the book.

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

Photocopy the “Double-Entry Journal Assignment” sheet from the Appendix as scheduled in the *U.S. History I* guide’s plans.

1 notebook (preferably a bound and lined composition book) for double-entry journal assignments scheduled in the “Living Library” plans.

### **Suggested Grading:**

\_\_\_\_\_ Completion of readings from *America: The Last Best Hope Volume I, Never Before in History, The Founding of a Nation, Faith of Our Fathers, The Book of Heroes, Great Letters in American History, Great Documents in U.S. History*, and videos from *The American Testimony Video Set 1* (**Required**)

\_\_\_\_\_ Oral Narrations (**15% of total grade**) (Note: Students should follow the directions in the plans to give the various types of oral narrations listed and described below. For further guidance on oral narrations, refer to *Narration Tips* in the Appendix.)

\_\_\_\_\_ Highlighted (Day 1 of Units 1, 8, 15, 22, and 29) (Note: Students should read each topic sentence highlighted in their text, pausing after each topic to expound further in their own words using additional highlighted information from the text. See plans for a more detailed description of this type of narration.)

\_\_\_\_\_ Key Word (Day 1 of Units 2, 9, 16, 23, and 30) (Note: Students should include in their narration the names, dates, places, important actions, brief quotes, and proper nouns they listed in their *U.S. History I Journal*.)

\_\_\_\_\_ Summary (Day 1 of Units 3, 10, 17, 24, and 31) (Note: Students should summarize the reading in 8-10 sentences. A visual aid is often a required part of this narration.)

\_\_\_\_\_ Topic (Day 1 of Units 4, 11, 18, 25, and 32) (Note: Students should narrate upon the topics they listed in their *U.S. History I Journal* from the reading. Suggested topics are provided with the plans.)

\_\_\_\_\_ Detailed (Day 1 of Units 5, 12, 19, 26, and 33) (Note: Students should give a 6-8 minute detailed narration about the reading. A visual aid is often a required part of this narration.)

\_\_\_\_\_ Opinion (Day 1 of Units 6, 13, 20, 27, and 34) (Note: Students should retell the reading in their own words, inserting any thoughts,

opinions, and/or connections that the reading brought to mind. See plans for a more detailed description of this type of narration.)

\_\_\_\_\_ Recorded (Day 1 of Units 7, 14, 21, 28, and 35) (Note: Students should narrate into a recording device, listen to the narration, and refer to “How to Narrate: Student’s Short List” in the Appendix to consider any areas that could be improved. Then, the student should play the narration for a parent and refer to “After Narrating” and “Other Helpful Narrating Tips” within the Appendix to discuss the narration.)

\_\_\_\_\_ Timeline *Book of Centuries* Entries (Day 2 of Units 1-35) **(10% of total grade)** (Note: Students should neatly and accurately complete required “Portrait Gallery” and lined timeline entries, making sure to create a visually appealing *Book of Centuries*. Note: Timeline entries in the “Portrait Gallery” are placed in the century most representative of a person’s life, rather than placed by birth date.)

\_\_\_\_\_ Talking Points (Day 3 of Units 1-35) **(10% of total grade)** (Note: On a 3” x 5” index card, students should list headings for the main topics, people, or events from the reading. Suggested topic headings are provided in the plans. Under each heading, students should list words, phrases, or brief sentences from the reading to keep their mind focused on points they wish to talk about or share. Then, students meet with an adult and refer to their card to share their talking points. As a required part of the talking points, a visual aid is assigned in the plans. A well-organized list of talking points, practice speaking from notes, integration of a visual aid, and improvement in overall speaking skills are the progressive goals for this assignment. Index cards of talking points are taped within the *U.S. History I Journal*.)

\_\_\_\_\_ Written Narrations **(20% of total grade)** (Note: Students should follow the directions in the plans to retell the reading using the various types of written narrations listed and described below. Narrations are written within the *U.S. History I Journal*. For further guidance, refer to the *Written Narration Tips* in the Appendix. Narrations should be edited using the *Written Narrations Skills* in the Appendix.)

\_\_\_\_\_ Highlighted (Day 4 of Units 1, 8, 15, 22, and 29) (Note: Students should highlight 4-5 topic sentences from the text to reword as topic sentences for a 4-5 paragraph narration within the *U.S. History I Journal*. After each topic sentence, students should expound further in their own words using pink/green highlighted information from the text to support the topic sentence. See plans for a more complete description of this type of narration.)

\_\_\_\_\_ Key Word (Day 4 of Units 2, 9, 16, 23, and 30) (Note: In the provided box in the *U.S. History I Journal*, students should list important key words from the text such as names, dates, places, actions, brief quotes, and proper nouns to include within a 4-5 paragraph narration. After writing the narration within the *U.S. History I Journal*, students should highlight in yellow the key words used within the narration.)

\_\_\_\_\_ Summary (Day 4 of Units 3, 10, 17, 24, and 31) (Note: In preparation for the summary narration, students should highlight the main topics within the reading. Then, on scratch paper, students should use their highlighted topics to make a brief list of 10 big ideas to include in their summary narration. Each big idea will be summarized in a single sentence as students write a 3-paragraph narration within the *U.S. History I Journal*. See plans

for a more complete description of this type of narration.)

\_\_\_\_\_ Topic (Day 4 of Units 4, 11, 18, 25, and 32) (Note: Students should list 4-5 topics down the left side of the provided box in the *U.S. History I Journal*. Suggested topics are provided within the plans. Each topic will become the starting point for a new paragraph of the narration. As students write their narration within the *U.S. History I Journal*, they should refer to the text to accurately include names, dates, and places within the narration. See plans for a more complete description of this type of narration.)

\_\_\_\_\_ Detailed (Day 4 of Units 5, 12, 19, 26, and 33) (Note: To prepare for the narration, students should reread the first sentence in each paragraph of the reading to choose 4-5 topics upon which they can narrate in detail. Students should list these 4-5 topics in the provided box in the *U.S. History I Journal*. Then, within the *U.S. History I Journal*, students should write a 4-5 paragraph narration on their chosen topics being sure to write so that the reader can visualize people, places, and events. After writing, students should highlight any detail words used within the narration.)

\_\_\_\_\_ Opinion (Day 4 of Units 6, 13, 20, 27, and 34) (Note: Students should write a 4-5 paragraph narration within the *U.S. History I Journal* to retell the reading in their own words, inserting any thoughts, opinions, and/or connections that the reading brought to mind. After writing, students should highlight the opinion sentences within their narration. See plans for a more detailed description of this type of narration.)

\_\_\_\_\_ Typed (Day 4 of Units 7, 14, 21, 28, and 35) (Note: Students should type a 3-5 paragraph narration, print, and glue it within the provided box in the *U.S. History I Journal*. See plans for a more complete description of this type of narration.)

\_\_\_\_\_ Viewing/Assignments for *The American Testimony Video Set 1 (15% of total grade)* (Note: Students should watch the assigned video segments noted below and complete any follow-up assignments designated in the plans. Follow-up assignments may include answering provided questions, summarizing information, making connections, taking notes, selecting topics to explore, referencing historical maps, or orally narrating from provided picture cues. Needed graphic organizers, video viewing guides, and maps for these assignments are provided within the *U.S. History I Journal*.)

\_\_\_\_\_ Unit 1 – Day 1 “The Age of Discovery”

\_\_\_\_\_ Unit 2 – Day 2 “English Expansion”

\_\_\_\_\_ Unit 2 – Day 3 “Jamestown”

\_\_\_\_\_ Unit 3 – Day 4 “Freedom of Faith”

\_\_\_\_\_ Unit 5 – Day 1 “Colonial Expansion”

\_\_\_\_\_ Unit 6 – Day 2 “The Commerce Colonies”

\_\_\_\_\_ Unit 6 – Day 3 “The Dominion of New England”

\_\_\_\_\_ Unit 7 – Day 2 “Border Skirmishes, Population Growth, and Spiritual Renewal”

\_\_\_\_\_ Unit 9 – Day 2 “Natural Law and the French and Indian War”

\_\_\_\_\_ Unit 9 – Day 3 “Seeds of Discord”

\_\_\_\_\_ Unit 10 – Day 2 “Intolerable Acts”

\_\_\_\_\_ Unit 11 – Day 2 “Liberty or Death”

\_\_\_\_\_ Unit 12 – Day 2 “The Continental Army”

\_\_\_\_\_ Unit 12 – Day 4 “Hardship, Perseverance, and Victory”

\_\_\_\_\_ Unit 14 – Day 1 “Postwar Challenges”

\_\_\_\_\_ Unit 14 – Day 4 “The Constitutional Convention”

- \_\_\_\_\_ Unit 15 – Day 4 “Ratification”
- \_\_\_\_\_ Unit 16 – Day 1 “The Washington Administration” (first part)
- \_\_\_\_\_ Unit 16 – Day 3 “The Washington Administration” (last part)
- \_\_\_\_\_ Unit 17 – Day 2 “Rationalism and Revival”
- \_\_\_\_\_ Unit 19 – Day 1 “The Jefferson Years”
- \_\_\_\_\_ Unit 19 – Day 4 “James Madison and the War of 1812”
- \_\_\_\_\_ Unit 20 – Day 2 “The Moral Victory”
- \_\_\_\_\_ Unit 21 – Day 2 “Days of Prosperity and Restlessness”
- \_\_\_\_\_ Unit 21 – Day 3 “John Quincy Adams and King Andrew”
- \_\_\_\_\_ Unit 22 – Day 1 “Upheaval”
- \_\_\_\_\_ Unit 23 – Day 1 “Jacksonian Democracy”
- \_\_\_\_\_ Unit 24 – Day 1 “Manifest Destiny”
- \_\_\_\_\_ Unit 26 – Day 1 “Elusive Harmony”
- \_\_\_\_\_ Unit 27 – Day 4 “Misguided Notions and Political Divisions”
- \_\_\_\_\_ Unit 28 – Day 3 “Bleeding Kansas”
- \_\_\_\_\_ Unit 29 – Day 3 “The Rise of Abraham Lincoln and the Secession of the South”
- \_\_\_\_\_ Unit 30 – Day 2 “The War Begins”
- \_\_\_\_\_ Unit 31 – Day 2 “1862”
- \_\_\_\_\_ Unit 31 – Day 4 “The Turning Tide”
- \_\_\_\_\_ Unit 34 – Day 1 “The Fall of the South”
- \_\_\_\_\_ Unit 35 – Day 2 “Reconstruction and Corruption”

\_\_\_\_\_ Maps from *U.S. History Map Activities* (**15% of total grade**)

(Note: Students should accurately follow provided directions to complete the mapping assignments listed below from *U.S. History Map Activities*. Units and days noted in parentheses behind each map designate the days where that map is assigned. Completion of map assignments requires research and use of multiple resources. Extensive directions to aid in the completion of the map assignments are provided within the *U.S. History I* plans. Grading for the mapping assignments should be withheld until the map is complete. An “Answer Key” is provided in the back of *U.S. History Map Activities*. Maps should be filed within the *U.S. History I Journal*.)

- \_\_\_\_\_ “Columbus and the New World” (Unit 1 – Day 2)
- \_\_\_\_\_ “Exploration Period” (Unit 1 – Day 3, Unit 1 – Day 4)
- \_\_\_\_\_ “Early American Indians and Their Culture” (Unit 6 – Day 1)
- \_\_\_\_\_ “Early English Settlement” (Unit 8 – Day 2)
- \_\_\_\_\_ “French and Indian War” (Unit 8 – Day 4)
- \_\_\_\_\_ “North America in 1763” (Unit 9 – Day 1)
- \_\_\_\_\_ “American Revolution” (Unit 12 – Day 1, Unit 12 – Day 2, Unit 12 – Day 3, Unit 13 – Day 1)
- \_\_\_\_\_ “Settlement of Northwest Territory” (Unit 13 – Day 4)
- \_\_\_\_\_ “Thirteen States and the Constitution” (Unit 15 – Day 2, Unit 15 – Day 3)
- \_\_\_\_\_ “Expansion of United States to 1833” (Unit 17 – Day 4, Unit 18 – Day 1)
- \_\_\_\_\_ “Louisiana Purchase and Western Expansion” (Unit 18 – Day 2, Unit 18 – Day 4)
- \_\_\_\_\_ “War of 1812” (Unit 19 – Day 3, Unit 20 – Day 1)
- \_\_\_\_\_ “United States Before the Civil War” (Unit 20 – Day 3, Unit 26 – Day 4)
- \_\_\_\_\_ “Texas and the Mexican War” (Unit 23 – Day 4)
- \_\_\_\_\_ “The Way West” (Unit 24 – Day 3, Unit 24 – Day 4)
- \_\_\_\_\_ “Territorial Acquisitions” (Unit 25 – Day 1, Unit 25 – Day 4)
- \_\_\_\_\_ “Texas and Mexican War” (Unit 25 – Day 3)

\_\_\_\_\_ “War Between the States” (Unit 30 – Day 1, Unit 32 – Day 2, Unit 32 – Day 4)

\_\_\_\_\_ Primary Source Document Readings/Responses from *Great Documents in U.S. History* and the *U.S. History I Journal* (**15% of total grade**) (Note: Students should read the primary source documents listed below. Readings include “Historical Context” as well as the “Importance” of the document. After reading, students should respond to the document through provided comprehension, critical thinking, and/or making connections exercises. Student responses will be included in the spaces provided within the *U.S. History I Journal*. Units and days noted in parentheses behind each document designate when that document was assigned. Directions as to which assignments to complete for each document are found within the *U.S. History I* plans. An “Answer Key” is provided in the back of *Great Documents in U.S. History*. Additional primary source document readings are also assigned from *Great Letters in American History*. These readings are not listed below. Brief follow-ups for the readings are also part of the *U.S. History I Journal*.)

\_\_\_\_\_ “The Mayflower Compact” (Unit 3 – Day 1)

\_\_\_\_\_ “Common Sense” (Unit 10 – Day 3)

\_\_\_\_\_ “Remember the Ladies” (Unit 11 – Day 1)

\_\_\_\_\_ “The Declaration of Independence” (Unit 11 – Day 3, Unit 11 – Day 4)

\_\_\_\_\_ “What Is an American?” (Unit 13 – Day 3)

\_\_\_\_\_ “Slave Journey” (Unit 15 – Day 1)

\_\_\_\_\_ “George Washington’s Farewell Address” (Unit 16 – Day 4, Unit 17 – Day 1)

\_\_\_\_\_ “The Louisiana Purchase” (Unit 18 – Day 3)

\_\_\_\_\_ “Annual Message to Congress” (Note: This document is provided in the *U.S. History I Journal*.) (Unit 19 – Day 2)

\_\_\_\_\_ “The Monroe Doctrine” (Unit 21 – Day 1)

\_\_\_\_\_ “The Liberator” (Unit 22 – Day 2, Unit 22 – Day 3)

\_\_\_\_\_ “The Trail of Tears” (Unit 22 – Day 4)

\_\_\_\_\_ “The Mexican War” (Unit 25 – Day 2)

\_\_\_\_\_ “Conditions for the Mentally Ill” (Unit 26 – Day 1)

\_\_\_\_\_ “The California Gold Rush” (Unit 26 – Day 2)

\_\_\_\_\_ “The Compromise of 1850” (Unit 26 – Day 3)

\_\_\_\_\_ “Women’s Rights” (Unit 27 – Day 3)

\_\_\_\_\_ “The Nature of Slavery” (Unit 28 – Day 1)

\_\_\_\_\_ “A House Divided” (Note: This document is provided in the *U.S. History I Journal*.) (Unit 28 – Day 4)

\_\_\_\_\_ “From *Hospital Sketches*” (Note: This document is provided in the *U.S. History I Journal*.) (Unit 31 – Day 1)

\_\_\_\_\_ “The Gettysburg Address” (Unit 31 – Day 3)

\_\_\_\_\_ “The Reconstruction Amendments” (Unit 33 – Day 4, Unit 34 – Day 2)

\_\_\_\_\_ “Excerpt from *Little Women*” (Note: This document is provided in the *U.S. History I Journal*.) (Unit 34 – Day 3)

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

*Dark Enough to See the Stars in a Jamestown Sky, Anne Bradstreet: Pilgrim and Poet, Ben Franklin’s Almanac, either Calico Captive or Forgotten Founding Father, either Abigail Adams or Give Me Liberty and Lafayette and the American Revolution, Mount Vernon Love Story, The Adventures of Lewis and Clark, The Journeyman, Daniel Webster, either A Heart for Any Fate or 13 Days to Glory, Black Storm Comin’, Gideon’s Call, and Quiet Thunder*

Living Library Assignments:

\_\_\_\_\_ Keeping a “Double-Entry Journal” using the “Double-Entry Journal Assignment” sheet from the Appendix of *U.S. History I* as a guide (Note: Students should follow the provided directions in the plans to complete “Double-Entry Journal” assignments for each book listed below. These daily assignments include selecting a quality passage or quote from the text that the student found meaningful, significant, or symbolic; copying the selected passage or quote in a journal; writing brief contextual comments for the passage or quote; and including written personal commentary such as thoughts, feelings, reactions, opinions, observations, questions, interpretations, predictions, comparisons, connections, reflections, similar life experiences etc. about the passage or quote.)

\_\_\_\_\_ *Dark Enough to See the Stars in a Jamestown Sky*

\_\_\_\_\_ *Anne Bradstreet: Pilgrim and Poet*

\_\_\_\_\_ *Ben Franklin’s Almanac*

\_\_\_\_\_ **Either** *Calico Captive* **or** *Forgotten Founding Father*

\_\_\_\_\_ **Either** *Abigail Adams* **or** *Give Me Liberty and Lafayette and the American Revolution*

\_\_\_\_\_ *Mount Vernon Love Story*

\_\_\_\_\_ *The Adventures of Lewis and Clark*

\_\_\_\_\_ *The Journeyman*

\_\_\_\_\_ *Daniel Webster*

\_\_\_\_\_ **Either** *A Heart for Any Fate* **or** *13 Days to Glory*

\_\_\_\_\_ *Black Storm Comin’*

\_\_\_\_\_ *Gideon’s Call*

\_\_\_\_\_ *Quiet Thunder*



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

### Government/Civics

#### Course Description:

This Government/Civics course uses *A Noble Experiment* to explore the foundations, principles, and organization of U.S. government from a Judeo-Christian perspective. Students consider how varying types of historical governments impacted the political heritage of our own nation, study the Declaration of Independence and the Constitution, and discuss contemporary issues such as immigration and globalization. Built around primary source documents, twenty-four video lectures, and the classic film *Mr. Smith Goes to Washington*, *A Noble Experiment* alternates conversational video instruction with readings, activities, projects, quizzes, and tests. This course covers all national standards for high school civics and government, as well as subject matter traditionally included in secondary government courses. Students earn 1/2 credit in Government/Civics upon completion of this course.

#### Required Resources:

*A Noble Experiment* DVD Video Lessons by Tim Spickler

*A Noble Experiment* Teacher Resource CD by Tim Spickler

*A Noble Experiment* Student Activity Book by Tim Spickler (Note: This item is not reproducible. A Student Activity Book is required for each student.)

*Whatever Happened to Justice?* by Richard J. Maybury

#### Course Materials:

*A Noble Experiment: Student Activity Book* (one per student)

Choose whether to remove quiz and test pages from the back of *A Noble Experiment: Student Activity Book*.

1 folder (to hold loose pages as needed for Government or Constitutional Literacy)

Print needed pages from *A Noble Experiment: Teacher Resource CD* (Note: Pages include video transcripts that students will need for review and answer keys for quizzes and tests. **Be sure to print the “Grade Book” p. xxi-xxii** to record needed grades.)

1” three-ring binder (for printed pages from the *Teacher Resource CD*)

Students plan to watch DVD Lessons from *A Noble Experiment* as scheduled in the *U.S. History I* Guide.

Plan to rent the video *Mr. Smith Goes to Washington* for Lesson 41 of *A Noble Experiment*.

#### Suggested Grading:

\_\_\_\_\_ Completion of assigned readings from *A Noble Experiment: Student Activity Book* and *Whatever Happened to Justice?* as well as viewing assigned DVD Video Lessons from *A Noble Experiment* (**Required**)

\_\_\_\_\_ Record points and grades for assignments, quizzes, and tests listed in the “Grade Book” p. xxi-xxii printed from *A Noble Experiment: Teacher Resource CD*. All assignments, tests, and quizzes from *A Noble Experiment: Student Activity Book* are scheduled within the plans of *Hearts for Him Through High School: U.S. History I* with the exception of “Lesson 20: Presidential Hats Assignment.” Also, “Unit 9 Activity: State/Local Government Research Project” from *A Noble Experiment* p. 149 is modified so that the first 4 activities receive 25 points each and the “State/Local Government Report” is omitted. Several “Optional Activities” listed at the end of the “Grade Book” from *A Noble Experiment: Teacher Resource CD* are also assigned within *Hearts for Him Through High School: U.S. History I*.)

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

**Bible: New Testament Survey** (includes boxes in plans labeled “Bible” and “Devotional Bible Study”) (Note: Since this Bible course uses the second half of *The Most Important Thing You’ll Ever Study*, the “Course Description” below is almost identical to the description for “Bible: Old Testament Survey” in *Hearts for Him Through Time: World History*. For transcript purposes, if your student has completed both the Old Testament and the New Testament Survey courses, you may either wish to combine the two “Course Descriptions” into one or minimize the “Course Description” below to remove repetitive material.)

### Course Description:

This course provides a survey of the New Testament books of the Bible using *The Most Important Thing You’ll Ever Study: New Testament Survey*. As part of the course, students are guided to study each New Testament book to understand its part in the Bible’s big picture. An overview is provided, showing how the individual books relate to one another and comprise the whole message revealed in God’s Word. Thoughtful, inductive questions lead students to read for understanding and mastery. Students are challenged to study and analyze Scripture to discover what God is like, what He requires, and how to be in a right relationship with Him. Memorization, daily prayer, and hymn study are included to help students gain a greater knowledge and a deeper love of God and His Word. Readings, questions, and discussions from either *Beyond Beautiful Girlhood* or *Everyday Battles* and *Thoughts for Young Men* along with *Stay in the Castle* and *The Seven Royal Laws of Courtship* are also a part of the Bible credit. Students earn one-full credit in Bible: New Testament Survey upon completion of this course.

### Required Resources:

*The Most Important Thing You’ll Ever Study: A Survey of the Bible – New Testament Volumes 3-4* and separate *Answer Key* by Starr Meade (Note: A set of worktexts is required for each student. If you did not use the *World History* guide, you will need to order the Answer Key.)

*When Morning Gilds the Skies: Great Hymns of Our Faith* with CD by Joni Eareckson Tada, John MacArthur, and Robert & Bobbie Wolgemuth

Girl Option: *Beyond Beautiful Girlhood Plus Companion Guide* by Margaret Elizabeth Sangster, Revised & Expanded by Shelley Noonan

Boy Option: *Everyday Battles* by Bob Schultz and *Thoughts for Young Men* with Study Guide by J.C. Ryle and Warren Hagey

Girl Option: *Stay in the Castle* by Jerry Ross

Boy Option: *The Warrior Prince* by Jerry Ross

*Seven Royal Laws of Courtship* by Jerry Ross

### Course Materials:

*The Most Important Thing You’ll Ever Study: New Testament Survey* (2 volumes – one set per student)

*Holy Bible*

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

Plan to photocopy “Preparing Your Heart for Prayer” from the Appendix of the *U.S. History I* Guide as assigned in the *U.S. History I* guide’s plans

Yellow Highlighter (to highlight questions from “Preparing Your Heart for Prayer”)

*Common Place Book* (1 per student) (Note: This is a bound, composition book with lines to

copy memorable passages. The same *Common Place Book* may be used for multiple years and multiple subjects, so you may wish to purchase a cloth bound or a hardback volume.)

Students plan to read assigned pages and listen to assigned CD tracks from *When Morning Gilds the Skies* as scheduled in the *U.S. History I* guide's plans.

**Either** *Beyond Beautiful Girlhood* **or** *Everyday Battles* and *Thoughts for Young Men* along with *Stay in the Castle* and *Seven Royal Laws of Courtship* (1 per student to read and annotate)

### **Suggested Grading:**

\_\_\_\_\_ Daily Bible Study Lessons and Tests from *The Most Important Thing You'll Ever Study: A Survey of the Bible – New Testament* (**Lessons: 55% of total grade, and Tests: 20% of total grade**) (Note: Students should follow directions within the daily plans to complete the readings, questions, and tests below from *The Most Important Thing You'll Ever Study: A Survey of the Bible – New Testament*. Tests are open book.)

- \_\_\_\_\_ Introduction to the Gospels
- \_\_\_\_\_ The Gospel According to Luke
- \_\_\_\_\_ Fulfilled Prophecies in Matthew's Gospel
- \_\_\_\_\_ The Gospel According to John
- \_\_\_\_\_ Test #1: The Gospels
- \_\_\_\_\_ Acts 1-12:24
- \_\_\_\_\_ The Epistle of James
- \_\_\_\_\_ Acts 12:25-15:35
- \_\_\_\_\_ Paul's Epistle to the Galatians
- \_\_\_\_\_ Acts 15:36-18:18
- \_\_\_\_\_ Paul's First Epistle to the Thessalonians
- \_\_\_\_\_ Paul's Second Epistle to the Thessalonians
- \_\_\_\_\_ Acts 18:18-19:20
- \_\_\_\_\_ Acts Review: Acts 1:1-19:20
- \_\_\_\_\_ More Acts Review: The Gospel's Progress
- \_\_\_\_\_ Paul's First Epistle to the Corinthians
- \_\_\_\_\_ Paul's Second Epistle to the Corinthians
- \_\_\_\_\_ Acts 19:21-20:38
- \_\_\_\_\_ Paul's Epistle to the Romans
- \_\_\_\_\_ Acts 21-28
- \_\_\_\_\_ More Acts Review
- \_\_\_\_\_ Epistle Review: Part 1
- \_\_\_\_\_ Paul's Epistle to the Ephesians
- \_\_\_\_\_ Paul's Epistle to the Colossians
- \_\_\_\_\_ Paul's Epistle to Philemon
- \_\_\_\_\_ Paul's Epistle to the Philippians
- \_\_\_\_\_ Paul's First Epistle to Timothy and Paul's Epistle to Titus
- \_\_\_\_\_ Paul's Second Epistle to Timothy
- \_\_\_\_\_ Epistle Review: Part 2
- \_\_\_\_\_ Test #2: Acts, James, and Paul's Epistles
- \_\_\_\_\_ The Epistle to the Hebrews
- \_\_\_\_\_ Peter's First Epistle
- \_\_\_\_\_ Peter's Second Epistle
- \_\_\_\_\_ The Epistle of Jude
- \_\_\_\_\_ The First Epistle of John
- \_\_\_\_\_ The Second Epistle of John

- \_\_\_\_\_ The Third Epistle of John
- \_\_\_\_\_ Test #3: Hebrews, the Epistles from Peter, Jude, and John
- \_\_\_\_\_ Revelation
- \_\_\_\_\_ Test #4: Revelation

\_\_\_\_\_ Daily Prayer Log of the 4 Parts of Prayer: Praise God (Adoration), Offer Thanks (Thanksgiving), Confess (Confession), Ask God (Supplication) **(5% of total grade)** (Note: Students should follow directions within the daily plans to pray and keep a daily summary of their prayers in their “Prayer Journal.”)

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

- \_\_\_\_\_ Matthew 6:1-14 (Unit 9 – Day 2)
- \_\_\_\_\_ Matthew 6:25-34 (Unit 18 – Day 4)
- \_\_\_\_\_ Romans 8:26-39 (Unit 35 – Day 4)

\_\_\_\_\_ Hymn Singing (Days 1 and 3 of Units 1-35) **(Required)** (Note: Students should sing hymns along with *When Morning Gilds the Skies* CD as assigned in the plans. The singing of the various hymns occurs in the units listed behind each hymn below.)

- \_\_\_\_\_ *Lead On, O King Eternal* (Units 1-3)
- \_\_\_\_\_ *My Jesus, I Love Thee* (Units 4-6)
- \_\_\_\_\_ *How Firm a Foundation* (Units 7-9)
- \_\_\_\_\_ *Amazing Grace!* (Units 10-12)
- \_\_\_\_\_ *When Morning Gilds the Skies* (Units 13-15)
- \_\_\_\_\_ *Guide Me, O Great Jehovah* (Units 16-18)
- \_\_\_\_\_ *Love Divine, All Loves Excelling* (Units 19-21)
- \_\_\_\_\_ *More Love to Thee, O Christ* (Units 22-24)
- \_\_\_\_\_ *All the Way My Savior Leads Me* (Units 25-27)
- \_\_\_\_\_ *Holy, Holy, Holy!* (Units 28-30)
- \_\_\_\_\_ *When He Cometh, When He Cometh* (Units 31-33)
- \_\_\_\_\_ *He Leadeth Me: O Blessed Thought!* (Units 34-35)

\_\_\_\_\_ Completion of assigned readings, annotations, questions, and discussions from either *Beyond Beautiful Girlhood* or *Everyday Battles* and *Thoughts for Young Men* along with *Stay in the Castle* and *The Seven Royal Laws of Courtship*. (Day 4 of Units 1-32 and all of Units 33-35) **(15% of total grade)** (Note: Grades are based upon completion of work, participation in discussions, and demonstration of understanding from the readings.)

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

### Foreign Language - Spanish II:

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

### Course Description:

This Spanish II course builds upon previous Spanish skills, extending students' abilities to understand and express themselves in Spanish while expanding their vocabulary. Vocabulary practice related to restaurants, personal care, doctors' offices, weather, travel, transportation, neighborhoods, stores, and professions is included. Students practice engaging in conversation for informative and social purposes, write expressions or passages that show their understanding of sentence construction and the rules of grammar, read passages written in Spanish, and comprehend spoken Spanish more fully. Grammar rules include conjugation of irregular verbs, application of reflexive verbs, formation of Spanish adverbs, use of demonstrative adjectives, appropriate use of present and present progressive verb tenses, use of direct object pronouns, mastery of indirect object pronouns, and use of prepositions and prepositional pronouns. Pronunciation and conversational skills are practiced utilizing recordings that feature a native speaker and dialogue practice with a tutor or teacher. Students also explore the geography, customs, and history of South America and Spain to better understand the culture of Spanish-speaking countries. Students earn ½ credit in the first half of Spanish II upon completion of this course.

### Required Resources:

*Spanish Homeschool Curriculum Kit* by Vicki Seeley Milunich (Note: Students who used *Hearts for Him Through High School: World History* already own this kit. Units 1-5 of this Spanish resource were scheduled in *Hearts for Him Through High School: World History*, so only Units 6-10 will be scheduled in *Hearts for Him Through High School: U.S. History I*. Due to the advanced nature of the coursework in Units 6-10, student who complete these units can be awarded ½ credit of Spanish II.)

### Course Materials:

*Spanish:* Student Books 6-10 (one set per student to use over two consecutive years)  
Students plan to listen and practice with assigned *Spanish* CD Tracks as scheduled in the *Spanish: Student Books 6-10*. Use the *Spanish: Teacher's Guide* "Audio Scripts" section to help your student write the assigned audio CD number and track number on the blank next to each CD icon in each unit of each Student Book.  
Plan to participate in assigned conversations with your student as scheduled in the *Spanish: Student Books 6-10*.

### Suggested Grading:

\_\_\_\_\_ Completion of daily lessons in Students Books 6-10 from *Spanish Homeschool Curriculum Kit* (**20% of total grade**) (Note: Students should complete the lessons as assigned in the plans. Daily work is viewed as practice and as such does not receive a letter grade. It must be completed to receive credit, and any errors are to be corrected. )

\_\_\_\_\_ Practice pronunciation and conversation exercises with the *Spanish* CD and with

the tutor or teacher as scheduled in the plans. **(10% of total grade)** (Note: Students should utilize both of the scheduled methods to practice their Spanish pronunciation. Effort and improving accuracy are important.)

\_\_\_\_\_ Self Tests from *Spanish Student Books* **(40% of total grade)**  
(Note: Students should complete the Self Tests as assigned in the plans.)

Unit 6:

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

Unit 7:

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

Unit 8:

- \_\_\_\_\_ Self Test 1
- \_\_\_\_\_ Self Test 2
- \_\_\_\_\_ Self Test 3
- \_\_\_\_\_ Self Test 4
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6
- \_\_\_\_\_ Self Test 7

Unit 9:

- \_\_\_\_\_ Self Test 1
- \_\_\_\_\_ Self Test 2
- \_\_\_\_\_ Self Test 3
- \_\_\_\_\_ Self Test 4
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6
- \_\_\_\_\_ Self Test 7
- \_\_\_\_\_ Self Test 8

Unit 10:

- \_\_\_\_\_ Self Test 1
- \_\_\_\_\_ Self Test 2
- \_\_\_\_\_ Self Test 3
- \_\_\_\_\_ Self Test 4
- \_\_\_\_\_ Self Test 5
- \_\_\_\_\_ Self Test 6
- \_\_\_\_\_ Self Test 7
- \_\_\_\_\_ Self Test 8
- \_\_\_\_\_ Self Test 9

\_\_\_\_\_ Unit Tests from *Spanish Homeschool Curriculum Kit* **(30% of total grade)**  
(Note: Students should complete the tests as assigned in the plans.)

- \_\_\_\_\_ Unit 6: Test
- \_\_\_\_\_ Unit 7: Test
- \_\_\_\_\_ Unit 8: Test

\_\_\_\_\_ Unit 9: Test  
\_\_\_\_\_ Unit 10: Test

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

### Constitutional Literacy

#### Course Description:

In this important high school level course, Dr. Michael Farris, founder and chancellor of Patrick Henry College and chairman of the Home School Legal Defense Association, brings the U.S. Constitution to life for modern Americans by examining the following questions: What does the Constitution actually say? What does it mean? What were the Founders' intentions for this document? And how is the Constitution being interpreted to shape our laws and way of life today? Lectures and study material within the course cover the Constitution's creation, the powers it grants, the second amendment, the fourth amendment, due process, international law, commerce and general welfare clauses, property rights, abortion "rights," and more. Video instruction, case studies, Supreme Court rulings, historical background on issues, definitions of legal terminology, study questions, research, written assignments, and exploration of how concepts relate to contemporary issues are all part of this course. Students earn 1/2 credit in Constitutional Literacy upon completion of this course. For students in states that require a full credit in Government, this course combined with *A Noble Experiment* earns one-full credit in Government.

#### Required Resources:

*Constitutional Literacy* DVD Set: Revised 2<sup>nd</sup> Edition by Michael Farris  
*Constitutional Literacy Workbook* by Michael Farris (Note: These pages are not reproducible. A workbook is needed for each student.)

#### Course Materials:

*Constitutional Literacy Workbook* (one per student)  
1 bound and lined composition book to write "Probe" research question responses as assigned in the *U.S. History I* guide's plans  
Print the *Constitutional Literacy: Answer Key to Workbook Questions* as directed on p. 12 of the *Constitutional Literacy Workbook*.  
1/2" three-ring binder (for printed pages *Constitutional Literacy: Answer Key to Workbook Questions*)  
Students plan to watch DVD Lessons from *Constitutional Literacy* as scheduled in the *U.S. History I* guide.

#### Suggested Grading:

\_\_\_\_\_ Completion of assigned readings from *Constitutional Literacy Workbook*  
**(Required)**

\_\_\_\_\_ *Constitutional Literacy* DVD Viewings and Corresponding Viewing Guides in the *Constitutional Literacy Workbook* (Note: Students should follow directions in the *Hearts for Him Through High School: U.S. History I* plans to complete the DVD viewings and assignments listed below. This includes defining the words in the "Parlance" section and answering the "Questions" for each episode. Written responses to "Probe" questions receive a separate grade.)

\_\_\_\_\_ Video Viewing Guides **(60% of total grade)**

\_\_\_\_\_ Episode 1: Introduction to the Constitution

\_\_\_\_\_ Episode 2: Article I, Section 1

\_\_\_\_\_ Episode 3: Judicial Review and Original Intent

\_\_\_\_\_ Episode 4: The Powers of Congress

\_\_\_\_\_ Episode 5: The Commerce and General Welfare Clauses



- \_\_\_\_\_ Episode 6: The Powers of the President
- \_\_\_\_\_ Episode 7: Does the Bill of Rights Apply to the States?
- \_\_\_\_\_ Episode 8: The Establishment of Religion
- \_\_\_\_\_ Episode 9: The Free Exercise of Religion, Part 1
- \_\_\_\_\_ Episode 10: The Free Exercise of Religion, Part 2
- \_\_\_\_\_ Episode 11: Freedom of Speech and Press
- \_\_\_\_\_ Episode 12: Freedom of Association
- \_\_\_\_\_ Episode 13: The Right to Keep and Bear Arms
- \_\_\_\_\_ Episode 14: The Fourth Amendment
- \_\_\_\_\_ Episode 15: Due Process
- \_\_\_\_\_ Episode 16: Property Rights
- \_\_\_\_\_ Episode 17: Equal Protection
- \_\_\_\_\_ Episode 18: Abortion Rights
- \_\_\_\_\_ Episode 19: Homosexual Rights
- \_\_\_\_\_ Episode 20: Parental Rights
- \_\_\_\_\_ Episode 21: International Law
- \_\_\_\_\_ Episode 22: Is the National Debt Unconstitutional?
- \_\_\_\_\_ Episode 23: Was the American Revolution an Ungodly Rebellion?
- \_\_\_\_\_ Episode 24: Was the Constitution Illegally Adopted?
- \_\_\_\_\_ Episode 25: Reclaiming Our Country

\_\_\_\_\_ Completion of Assigned “Probe” Research Responses for each Episode in the *Constitutional Literacy Workbook (40% of total grade)*  
 (Note: Follow the directions in *Hearts for Him Through High School: U.S. History I* to know which “Probe” assignments to complete for each episode listed below. Grades for “Probe” responses are based upon the student’s ability to use research and use information from the text to formulate a well-written, one-paragraph response that applies concepts learned in the episode to contemporary issues. Each episode has at least one assigned “Probe” response.)

- \_\_\_\_\_ Episode 1: Introduction to the Constitution
- \_\_\_\_\_ Episode 2: Article I, Section 1
- \_\_\_\_\_ Episode 3: Judicial Review and Original Intent
- \_\_\_\_\_ Episode 4: The Powers of Congress
- \_\_\_\_\_ Episode 5: The Commerce and General Welfare Clauses
- \_\_\_\_\_ Episode 6: The Powers of the President
- \_\_\_\_\_ Episode 7: Does the Bill of Rights Apply to the States?
- \_\_\_\_\_ Episode 8: The Establishment of Religion
- \_\_\_\_\_ Episode 9: The Free Exercise of Religion, Part 1
- \_\_\_\_\_ Episode 10: The Free Exercise of Religion, Part 2
- \_\_\_\_\_ Episode 11: Freedom of Speech and Press
- \_\_\_\_\_ Episode 12: Freedom of Association
- \_\_\_\_\_ Episode 13: The Right to Keep and Bear Arms
- \_\_\_\_\_ Episode 14: The Fourth Amendment
- \_\_\_\_\_ Episode 15: Due Process
- \_\_\_\_\_ Episode 16: Property Rights
- \_\_\_\_\_ Episode 17: Equal Protection
- \_\_\_\_\_ Episode 18: Abortion Rights
- \_\_\_\_\_ Episode 19: Homosexual Rights
- \_\_\_\_\_ Episode 20: Parental Rights
- \_\_\_\_\_ Episode 21: International Law
- \_\_\_\_\_ Episode 22: Is the National Debt Unconstitutional?

- \_\_\_\_\_ Episode 23: Was the American Revolution an Ungodly Rebellion?
- \_\_\_\_\_ Episode 24: Was the Constitution Illegally Adopted?
- \_\_\_\_\_ Episode 25: Reclaiming Our Country

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

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

**English III** (includes English Grammar, Literature, and Composition) (1 full-year credit) **OR**  
**American Literature** (½ credit) and **English/Composition III** (½ credit)

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

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

In this course, students read and analyze short stories, novels, drama, and nonfiction written by American authors. Authors include Mark Twain, Nathaniel Hawthorne, Benjamin Franklin, Jonathan Edwards, Washington Irving, Frederick Douglas, Booker T. Washington, Jack London, Edgar Allan Poe, Gene Stratton-Porter, Owen Wister, Stephen Crane, Herman Melville, Martin Luther King, Jr., and others. Emphasis is placed on improving critical thinking skills as students determine the underlying assumptions and values within selected works and understand how the literature reflects the society of the time. As part of this course, students build upon previous literature and composition skills as they read, annotate, analyze, evaluate, critique, and actively respond to literary works. Exploration of themes, motives, and Biblical connections play a key role. Students further strengthen their formal composition skills through writing eight narratives based on events and characters from Scripture. They also prepare and present both an oral and a written report. Assignments require students to approach writing systematically, with appropriate research, preparation, drafting, and revision. Students earn 1 full-credit in English III upon completion of this course.

### **American Literature Course Description:**

In this course, students read and analyze short stories, novels, drama, and nonfiction written by American authors. Authors include Mark Twain, Nathaniel Hawthorne, Benjamin Franklin, Jonathan Edwards, Washington Irving, Frederick Douglas, Booker T. Washington, Jack London, Edgar Allan Poe, Gene Stratton-Porter, Owen Wister, Stephen Crane, Herman Melville, Martin Luther King, Jr., and others. Emphasis is placed on improving critical thinking skills as students determine the underlying assumptions and values within selected works and understand how the literature reflects the society of the time. As part of this course, students build upon previous literature and composition skills as they read, annotate, analyze, evaluate, critique, and actively respond to literary works. Exploration of themes, motives, and Biblical connections play a key role. Students earn ½ credit in American Literature upon completion of this course.

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

In this course students strengthen their formal composition skills through writing eight narratives based on events and characters from Scripture. They also prepare and present both an oral and a written report. Assignments require students to approach writing systematically, using appropriate research, preparation, drafting, and revision. Students also continue to strengthen skills in grammar, usage, mechanics, and structure through formal study, as well as through application to their writing. Students earn ½ credit in English/Composition III upon completion of this course.

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

*In Their Sandals* Workbook by Rand Hummel and Jim Lord

*Preparing for Usefulness* by Rod and Staff Publishers, Inc.

**Required Literature Set:**

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

*The Robe* by Lloyd C. Douglas

*The Prince and the Pauper* by Mark Twain

*The Scarlet Letter* by Nathaniel Hawthorne

*Christian Guides to the Classics: The Scarlet Letter* by Leland Ryken

*Tale Blazers: The Autobiography of Benjamin Franklin* (excerpts) by Benjamin Franklin

*Sinners in the Hands of an Angry God* by Jonathan Edwards

*Tale Blazers: "Rip Van Winkle"* by Washington Irving

*Tale Blazers: "The Man Without a Country"* by Edward Everett Hale

*Tale Blazers: My Bondage, My Freedom* (excerpts) by Frederick Douglas

*Up From Slavery* by Booker T. Washington

Either *Christy* by Catherine Marshall or *Rifles for Watie* by Harold Keith and *Tale Blazers: "To Build a Fire"* by Jack London

*Tale Blazers: "The Purloined Letter"* by Edgar Allan Poe

Either *A Girl of the Limberlost* by Gene Stratton-Porter or *The Hoosier Schoolmaster* by Edward Eggleston

*The Virginian* by Owen Wister

*Tale Blazers: "The Bride Comes to Yellow Sky"* by Stephen Crane

*Tale Blazers: "The Ransom of Red Chief"* by O. Henry

*The Miracle Worker* by William Gibson

*Tale Blazers: "Mammon and the Archer" also "The Gift of the Magi"* by O. Henry

*Tale Blazers: "The One-Million Pound Bank-Note"* by Mark Twain

*The Lilies of the Field* by William E. Barrett

Online texts: "I Have a Dream" and "Letter from a Birmingham Jail" by Martin Luther King, Jr.

*Tale Blazers: "Bartleby the Scrivener"* by Herman Melville

**Course Materials:**

A set of novels, short stories, and plays from Heart of Dakota that correspond with the "Literature" plans by page number to use for annotating (Note: If you have more than one student, you may either choose for each student to have his/her own set of books, or you may choose to have students share the same books and each use a different colored pen or pencil for their annotations.)

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

A bound journal with lined pages to use as a *Literature Journal* (one per student)

Plan to photocopy the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet from the Appendix as assigned in the "American Literature" box of the *U.S. History I Guide's* plans (one per student for each novel).

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

*Creative Writing That Puts You in Their Sandals* Student Text (one per student)

Optional: If desired, print the *Teacher's Resource Document* for *In Their Sandals* from

www.positiveaction.org. (Note: The *Teacher's Resource Document* does not provide answers to assignments, but instead is a teacher's copy of material from the Student Text.)

### **Suggested Grading:**

\_\_\_\_\_ Literature (using the required set of classic novels listed below) **(The Literature portion of the credit counts for 50% of the total grade for the 1 full-year English III combined credit option or 100% of the total grade for the ½ credit American Literature only option.)** (Note: Students should complete the lessons as assigned in the plans.)

\_\_\_\_\_ Completion of Classic Readings (Daily) (Note: Specific versions of the classic novels/plays/short stories below are needed for use with our plans. These versions are listed above and are available from Heart of Dakota. *The Robe; The Prince and the Pauper; The Scarlet Letter; The Autobiography of Benjamin Franklin* (excerpts); *Sinners in the Hands of an Angry God*; "Rip Van Winkle;" "The Man Without a Country;" "My Bondage, My Freedom" (excerpts); *Up From Slavery*; *Either Christy or Rifles for Watie* and "To Build a Fire;" "The Purloined Letter;" *Either A Girl of the Limberlost or The Hoosier Schoolmaster*; *The Virginian*; "The Bride Comes to Yellow Sky;" "The Ransom of Red Chief;" *The Miracle Worker*; "Mammon and the Archer" also "The Gift of the Magi;" "The One-Million Pound Bank-Note;" *The Lilies of the Field*; "I Have a Dream" and "Letter from a Birmingham Jail;" and "Bartleby the Scrivener"

\_\_\_\_\_ Introductions (Daily) (See directions in the plans for guidance in this area. Introductions set the stage for the day's reading by providing or explaining helpful historical information, directing attention to important text read previously, showing links among characters or events, posing questions to ponder while reading, and/or highlighting things to watch for that are coming in the reading.)

\_\_\_\_\_ Annotations (Daily) (See directions in the plans for guidance in this area. A certain number of annotations is not required daily; however, the plans often designate one or more specific annotations for the students to make. These specific annotations often pertain to literary elements and devices such as character motive, allusion, symbolism, and/or foreshadowing.)

\_\_\_\_\_ *Common Place Book* Entries (2-3 Days in each Unit) (See directions in the plans for guidance in this area.)

\_\_\_\_\_ *Literature Journal* Reflections (Days 1, 3, and 4) (See directions in the plans for guidance in this area. Specific topics for reflection are provided in the plans and pertain to the day's reading. Reflections can range from several sentences to several paragraphs and typically require deeper thinking to complete. To receive complete credit, it is important for students to address all parts of the reflection assigned within the guide. Literary elements, quotes, and Biblical connections are often a part of the *Literature Journal* Reflections.)

\_\_\_\_\_ Written Narrations (Day 2 of some Units) (Directed written narration topics are provided on Day 2 of units that schedule a written narration. Assigned narrations are typically 3 paragraphs in length. For general guidance on written narrations, see "*Written Narration Tips*" and "*Written Narration Skills*" in the Appendix.)

\_\_\_\_\_ Oral Narrations (Day 2 of some Units) (See "*Narration Tips*" in the

Appendix for guidance in this area. As part of the oral narration, reflection questions are provided within the plans on Day 2 of the units that schedule an oral narration.)

\_\_\_\_\_ Literary Synthesis Sheet (selected novels) (Note: Students should complete the “Literary Synthesis Sheet” as assigned in the plans. Sample answers are listed in the Appendix of the guide and include significance or meaning of the story title, identification of protagonist/antagonist, mood or atmosphere of the setting, exposition, inciting event, rising action, climax, falling action, resolution, types of conflict - man vs. man, man vs. nature, man vs. society, man vs. self, man vs. God or “fate/destiny”- theme, tone, and connections or conclusions.)

\_\_\_\_\_ Book Discussions with Teacher (Note: Students should participate in book discussions as assigned in the plans. Assigned questions are provided to help students analyze important changes that characters go through, thread together key parts of the plot, interpret the overarching theme of the story, identify symbolic elements, weigh character motives and actions using Biblical principles, and evaluate possible life lessons that can be gained from the story when viewing it through the lens of God’s Word. Participation, comprehension, and critical thinking skills are to be demonstrated as part of the book discussions.)

\_\_\_\_\_ Composition (using *Creative Writing That Puts You in Their Sandals*) **(The Composition part of the credit counts for 30% of the total grade for the 1 full-year combined English III credit option or for 60% of the total grade for the ½ credit English/Composition III only option.)** (Note: Students should complete the lessons as assigned in the plans.)

\_\_\_\_\_ Completion of all workbook lessons in *Creative Writing That Puts You in Their Sandals*

\_\_\_\_\_ Completion of writing assignments below (including research, rough draft outline, writing the rough draft, application to Scripture, tools of grammar, revision, and final draft):

\_\_\_\_\_ Lesson One: Troubles of a Hog Farmer

\_\_\_\_\_ Lesson Two: Passover at the Temple

\_\_\_\_\_ Lesson Three: The Inn and the Stable

\_\_\_\_\_ Lesson Four: First Sight of Rain

\_\_\_\_\_ Lesson Five: Letters from the Dark

\_\_\_\_\_ Lesson Six: On the Way Home

\_\_\_\_\_ Lesson Seven: The Voyage to Tarshish

\_\_\_\_\_ Lesson Eight: Your Own Selection

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

\_\_\_\_\_ Completion of oral lessons from *Preparing for Usefulness* with the teacher

\_\_\_\_\_ Completion of assigned written portion of lessons from *Preparing for Usefulness*

\_\_\_\_\_ 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 Letters:
    - \_\_\_\_\_ Lesson 2: Writing Friendly Letters
    - \_\_\_\_\_ Lesson 6: Writing Business Letters
  - Writing Paragraphs:
    - \_\_\_\_\_ Lesson 13: Paragraph Unity and Topic Sentences
    - \_\_\_\_\_ Lesson 18: Achieving Paragraph Coherence
    - \_\_\_\_\_ Lesson 19: Transition Between Paragraphs
  - Developing Paragraphs:
    - \_\_\_\_\_ Lesson 24: Types of Composition
    - \_\_\_\_\_ Lesson 28: Methods of Developing Paragraphs
    - \_\_\_\_\_ Lesson 32: More Methods of Developing Paragraphs
  - Using Outlines:
    - \_\_\_\_\_ Lesson 35: Outlining
    - \_\_\_\_\_ Lesson 38: Developing an Outline from a List of Notes
    - \_\_\_\_\_ Lesson 39: Using an Outline to Write a Composition
    - \_\_\_\_\_ Lesson 42: Proofreading Your Composition
  - Preparing and Giving Reports:
    - \_\_\_\_\_ Lesson 44: Gathering Information About a Topic
    - \_\_\_\_\_ Lesson 47: Organizing Your Notes
    - \_\_\_\_\_ Lesson 51: Giving an Oral Report
    - \_\_\_\_\_ Lesson 54: Writing a Report from Your Notes
    - \_\_\_\_\_ Lesson 56: Proofreading and Rewriting a Report

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

### Science: Chemistry with Lab

#### Course Description:

This college-preparatory course covers fundamental aspects of chemistry such as the classification of matter, atomic structure, spectroscopy, chemical bonding, molecular geometry, physical change, chemical change, stoichiometry, solutions, ideal gases, acid/base chemistry, reduction/oxidation reactions, thermochemistry, thermodynamics, kinetics, and chemical equilibrium. Weaving together concepts and their mathematical applications, the course teaches students how to think as chemists, so they can analyze the major changes that occur in matter. The course contains 46 experiments that illustrate various concepts being explored. Many are quantitative in nature, including measuring the wavelength of microwaves, determining the number of water molecules in a hydrated compound, calculating percent yield, measuring the concentration of a hydrogen peroxide solution, determining the concentration of acetic acid in vinegar, measuring the specific heat of a metal, and determining the change in enthalpy for a chemical reaction. Others are qualitative, such as performing flame tests, examining the interference of light waves, comparing metals to nonmetals, exploring Boyle's Law, doing litmus tests, and electroplating. The text for the course is written from a Christian perspective. Students earn 1 full-year credit in Chemistry with Lab upon completion of this course.

#### Required Resources:

*Discovering Design with Chemistry* Textbook by Dr. Jay Wile

*Discovering Design with Chemistry* Answer Key and Test Booklet by Dr. Jay Wile

*Discovering Design with Chemistry* Lab Kit by Nature's Workshop

#### Course Materials:

1 notebook (preferably a bound and lined composition book) for "Comprehension Check" questions, "Experiment Entries," and "Reviews" as scheduled in the "Science" portion of the *U.S. History I* guide's plans.

Plan to gather needed "Experiment Supplies" for each chapter as listed on p. v-ix of *Discovering Design with Chemistry*.

If you purchased the "Chemistry Lab Set," plan to use it to complete the experiments that require specialized equipment and chemicals. (Note: All 46 experiments, including those requiring specialized supplies, are scheduled within the "Science" portion of the *U.S. History I* guide's plans.)

If you did not purchase the "Chemistry Lab Set," refer to "Appendix C: Doing Experiments Without the Kit" on p. 527-532 of *Discovering Design with Chemistry*.

If you choose to give the chapter tests, plan to copy the test for each chapter from the *Answer Key & Tests for Discovering Design with Chemistry*. (Note: A permission statement on the bottom of each chapter test page designates which pages may be copied.)

#### Suggested Grading:

\_\_\_\_\_ Daily readings from *Discovering Design with Chemistry* (**Required**)

\_\_\_\_\_ Completion of "Comprehension Check" questions for each chapter of *Discovering Design with Chemistry* as assigned within *Hearts for Him Through High School: U.S. History I* (**30% of total grade**) (Note: Students should compare their written "Comprehension Check" responses to the solutions at the end of the chapter for immediate feedback on how well they understood what they read. This daily work is viewed as practice and as such does not receive a letter grade. It must be



completed to receive credit, and any errors are to be corrected.)

\_\_\_\_\_ Reviews from the 16 Chapters in *Discovering Design with Chemistry* (**30% of total grade**) (Note: Students should refer back to material in the chapter to help them complete the Review. The students should complete the Review to the best of their ability prior to checking the solutions in the *Discovering Design with Chemistry: Answer Key & Tests* Booklet.)

- \_\_\_\_\_ Chapter 1 Review
- \_\_\_\_\_ Chapter 2 Review
- \_\_\_\_\_ Chapter 3 Review
- \_\_\_\_\_ Chapter 4 Review
- \_\_\_\_\_ Chapter 5 Review
- \_\_\_\_\_ Chapter 6 Review
- \_\_\_\_\_ Chapter 7 Review
- \_\_\_\_\_ Chapter 8 Review
- \_\_\_\_\_ Chapter 9 Review
- \_\_\_\_\_ Chapter 10 Review
- \_\_\_\_\_ Chapter 11 Review
- \_\_\_\_\_ Chapter 12 Review
- \_\_\_\_\_ Chapter 13 Review
- \_\_\_\_\_ Chapter 14 Review
- \_\_\_\_\_ Chapter 15 Review
- \_\_\_\_\_ Chapter 16 Review

\_\_\_\_\_ **Optional:** Chapter Tests from the *Discovering Design with Chemistry: Answer Key & Tests* Booklet (Note: Due to the volume of lab experiments and material in this course, in order to cover all material in the text by year-end, the tests for this course are scheduled in *Hearts for Him Through High School: U.S. History I* as an optional choice. It is up to the parent to decide whether to give the chapter tests. If the tests are given, the test grades can be averaged with the review grades to equal 30% of the total grade.)

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

\_\_\_\_\_ 46 Experiments with Corresponding Lab Reports from *Discovering Design with Chemistry* (**40% of total grade**) (Note: Students should complete the experiments with lab reports listed below as assigned in *Hearts for Him Through High School: U.S. History I*. Lab reports should be written in the format described

on p. iv of *Discovering Design with Chemistry*. Results for experiments are discussed directly after each experiment in the text. Sample calculations for experiments are provided at the end of each chapter in *Discovering Design with Chemistry* so that students may check their calculations for accuracy. Lab experiments that require adult supervision are noted in the daily plans of *Hearts for Him Through High School: U.S. History I.*)

Chapter 1: Measuring Up

\_\_\_\_\_ Experiment 1.1: Determining the Relationship Between Inches and Centimeters

\_\_\_\_\_ Experiment 1.2: Determining the Relationship Between Cubic Centimeters and Milliliters

\_\_\_\_\_ Experiment 1.3: Density

Chapter 2: What's the Matter?

\_\_\_\_\_ Experiment 2.1: Separating a Mixture of Salt and Chervil

\_\_\_\_\_ Experiment 2.2: The Conservation of Mass

\_\_\_\_\_ Experiment 2.3: Oh What a Difference Some Oxygen Makes!

Chapter 3: Making Sense of Atoms and Elements

\_\_\_\_\_ Experiment 3.1: The Wavelength of Microwaves

\_\_\_\_\_ Experiment 3.2: Flame Tests

Chapter 4: The Modern View of Atoms and Their Chemistry

\_\_\_\_\_ Experiment 4.1: Interfering Light

\_\_\_\_\_ Experiment 4.2: Comparing a Metal and a Nonmetal

\_\_\_\_\_ Experiment 4.3: Electrolytes and Nonelectrolytes

Chapter 5: Covalent Compounds and Their Molecular Geometry

\_\_\_\_\_ Experiment 5.1: Bending Water

\_\_\_\_\_ Experiment 5.2: Polar and Nonpolar

Chapter 6: Physical and Chemical Change

\_\_\_\_\_ Experiment 6.1: Cool It!

\_\_\_\_\_ Experiment 6.2: In Between and All Around

\_\_\_\_\_ Experiment 6.3: Copper-Plated Nails

\_\_\_\_\_ Experiment 6.4: Burning Iron

Chapter 7: Stoichiometry

\_\_\_\_\_ Experiment 7.1: How "Wet" Is Hydrated Copper Sulfate?

\_\_\_\_\_ Experiment 7.2: The Limiting Reactant

\_\_\_\_\_ Experiment 7.3: The Amount of  $\text{NaHCO}_3$  in Alka-Seltzer

Chapter 8: Still More on Stoichiometry

\_\_\_\_\_ Experiment 8.1: Percent Yield

Chapter 9: Chemists Have Solutions

\_\_\_\_\_ Experiment 9.1: Temperature and Solubility

\_\_\_\_\_ Experiment 9.2: Forming a Precipitate

\_\_\_\_\_ Experiment 9.3: The Importance of Concentration

\_\_\_\_\_ Experiment 9.4: Freezing Point Depression

Chapter 10: It's a Gas!

\_\_\_\_\_ Experiment 10.1: Boyle's Law

\_\_\_\_\_ Experiment 10.2: Charles's Law

\_\_\_\_\_ Experiment 10.3: Boiling Water with Ice

\_\_\_\_\_ Experiment 10.4: The Concentration of Hydrogen Peroxide

Chapter 11: Some Pretty Basic (and Acidic) Chemicals

\_\_\_\_\_ Experiment 11.1: Litmus Tests

\_\_\_\_\_ Experiment 11.2: Anthocyanins as Acid/Base Indicators

\_\_\_\_\_ Experiment 11.3: The Percent of Acetic Acid in Vinegar

Chapter 12: Reduction and Oxidation

\_\_\_\_\_ Experiment 12.1: Oxidation States of Iron

\_\_\_\_\_ Experiment 12.2: A Simple Galvanic Cell

\_\_\_\_\_ Experiment 12.3: Electroplating

Chapter 13: The Heat Is On

\_\_\_\_\_ Experiment 13.1: Specific Heat Capacity

\_\_\_\_\_ Experiment 13.2: A Calorimetry Experiment

\_\_\_\_\_ Experiment 13.3: Melting Ice

\_\_\_\_\_ Experiment 13.4: An Endothermic Reaction

Chapter 14: Thermodynamics

\_\_\_\_\_ Experiment 14.1: Measuring Change in Enthalpy

\_\_\_\_\_ Experiment 14.2: Determining the Change in Entropy for a Physical Change

Chapter 15: Kinetics

\_\_\_\_\_ Experiment 15.1: Changing the Rate of a Reaction

\_\_\_\_\_ Experiment 15.2: Catalysts Don't Get Used Up

Chapter 16: Chemical Equilibrium

\_\_\_\_\_ Experiment 16.1: Water in Equilibrium

\_\_\_\_\_ Experiment 16.2: Le Chatelier's Principle and Concentration

\_\_\_\_\_ Experiment 16.3: Le Chatelier's Principle and Temperature

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

### Math

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

This Algebra II course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear and quadratic equations; quadratic relations and systems (circles, ellipses, hyperbolas, and parabolas); properties of higher degree equations; and operations with rational and irrational exponents. This course introduces students to key concepts and theories that provide a foundation for further study in mathematics and increases mathematical literacy, problem solving, and critical thinking skills. Students earn 1 full-year credit in Algebra II upon completion of this course. Students who complete Algebra II should take Pre-Calculus next.

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

*Math-U-See: Algebra 2* by Steve Demme

*Math Help Algebra II* ([www.mathhelp.com](http://www.mathhelp.com)) by Mike Maggart

*Principles of Algebra 2* by Katherine Hannan and Dr. Adam Hannon

### Course Materials:

*Hearts for Him Through High School: U.S. History I* recommends a choice of *Math-U-See Algebra 2*, *Math Help Algebra II* at [www.mathhelp.com](http://www.mathhelp.com), *Principles of Algebra 2*, or your own math program. Algebra II descriptions and pacing suggestions are listed below. If your student is doing Geometry this year instead, please refer to the Geometry recommendations on our website at [www.heartofdakota.com](http://www.heartofdakota.com) under the *World History* guide's descriptions. A math instruction reminder is listed in the plans daily.

*Math-U-See: Algebra 2* by Steve Demme includes an Instruction Manual (with fully worked solutions for all problems), a Student Worktext, DVD lessons, and Tests. Corresponding *Math-U-See: Algebra 2* DVD lessons taught by Steve Demme introduce each lesson in the text. An Instruction Manual written directly to the student reinforces the video lessons and includes step-by-step explanations. The Student Worktext includes practice problems and follow-up assignments, allowing students to feel comfortable with concepts before moving on to the next lesson. Tests help students gauge if they are ready to move on to the next lesson. If you like solid instruction taught by an excellent math teacher, enjoy examples worked out step-by-step and explained for your student, and appreciate the ability to move faster or slower through the text as needed, then this Algebra 2 program is a solid choice.

To complete the text in one year, doing math **4-5 days a week**, general pacing suggestions for *Math-U-See: Algebra 2* include doing approximately a lesson each week or so in order to complete all 31 lessons. Students should begin by watching the corresponding video for the lesson and then read the accompanying Instructor Manual text for that lesson. On the remaining days of the week, students should do as many of the follow-up assignments A-E for the lesson as needed to feel comfortable with the new material. An optional H=Honors Level assignment is included for each lesson as well. Each lesson also includes a test. This plan earns 1-full credit in Algebra 2.

*Math Help Algebra II* ([www.MathHelp.com](http://www.MathHelp.com)) is an online option for Algebra II.

Each lesson of *Math Help Algebra II* includes:

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

This math program works well for students who prefer an online format with short teaching video examples and immediate feedback through automatic grading. An online gradebook is part of the program. *Math Help Algebra II* works well as a year-long Algebra II program. Due to its flexible format, it also works well for students who may have begun another Algebra II program that was not successful and need to switch to a different program mid-stream to finish the needed credit, or for students who may not have a long period of time to complete Algebra II and need to get it done in a timely fashion, or for students who must do much of their work on math alone without help from a parent. Parents may either have students go straight through the program or select which lessons to have their students complete as needed. This plan earns 1-full credit in Algebra II.

*Principles of Algebra 2* by Katherine and Adam Hannon is a third option for Algebra 2. This program includes a Teacher's Guide (with a weekly lesson schedule, daily worksheets, and quizzes and tests), a full-color Textbook, and a Solution's Manual (with fully-worked solutions for all problems). An optional video supplement taught by Katherine Hannon is also available online at the MasterBooks Academy site. The Textbook presents concepts in an engaging way, incorporating science and other real-life examples. Throughout the text, students are pointed back to God and taught math concepts from a biblical worldview. The Teacher's Guide includes worksheets, quizzes, and tests that not only help students learn the concepts, but also show them algebra in action and help them learn critical thinking skills. The Solution's Manual gives the solutions to all the worksheet, quiz, and test problems, and also includes numerous explanatory notes. An optional Video Supplement on the Master Books Academy site walks students through the concepts step-by-step.

If you like a textbook with a narrative approach that includes numerous examples and a biblical worldview, then this Algebra 2 program is a good choice.

To complete the text in one year, doing math **5 days a week**, daily assignments for *Principles of Math Algebra 2* are provided in the Teacher's Guide for 180 days of instruction. Lessons are intended to take 60-90 minutes a day to complete. This plan earns 1-full credit in Algebra 2.

**Suggested Grading:**

Refer to your selected Algebra 2 text.