

# BLESSED IS THE MAN



A Four Year High School Unit Study  
Curriculum for Young Men

by Lynda & Lauren Coats

**REVISED & UPDATED EDITION**

**BLESSED IS THE MAN Sampler Edition**  
by Lynda & Lauren Coats

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# **GUIDELINES**

## **Blessed Is the Man**

### **Psalm 1**

*Blessed Is the Man unit study is designed to train young men to "grow up godly in Christ Jesus", and lead godly lives which will bring glory to the Lord. This study is based on Psalms 1 and covers all typical subjects for a complete high school education, as well as including many suggestions for expanding into specialized areas of interest. This unit study emphasizes the development of godly character and a willingness to follow the Lord in all things.*

#### **To the Parent**

In that context, we attempt to prepare a young man for all the responsibilities of adult life. This requires a thorough well-rounded high school education, basic life skills, a variety of business and vocational skills, and an introduction to many different careers and their requirements. Each unit contains an opportunity to investigate at least one particular occupation or profession related to the studies within that unit, with an eye toward helping the student find his life calling.

In addition to preparing them to earn a living, the unit seeks to train young men in areas relating to family life as a husband and father and for service in the church. We try to help the young man set correct priorities for use of his time, talents, and other resources, so that his adult life may be in order before God.

Because this study is designed for young adults, the materials are written directly to the students, and students are not treated like young children. Parents may work with students, monitor, and direct them as they see fit, but we recommend giving the young man as much responsibility for and freedom in his own education as he can handle. There is enough material in each unit to provide for every type of learning style and a wide choice of activities, much more than any one student will ever need. Parents are encouraged to work with their sons to choose those items which are appropriate to their learning styles, family beliefs, and educational goals, being

## To the Parent

sure to adequately cover a variety of subject areas. It is important that parents and students do not become slaves to this material, but rather let it work for them.

Each of the units in the study is based on one verse or a portion of a verse from the passage under study and consists of activities related directly or indirectly to the target verse(s). They may be done in any order, or you may skip between units if you prefer. It is even possible to work on one unit for one week (or more) switch to another, and so forth, going all the way through the book and covering some of each unit each semester or year. Regardless of the order in which the units are approached, we suggest that you do work in all subjects from the same unit at one time. No one is expected to complete every part of any one unit or of the entire manual.

All units in Blessed is the Man include activities in each of the following areas of study:

**Bible and Christian Character** - includes the study of theology and Christian doctrine, the use of concordances and commentaries as well as the Bible itself, and the development of godly values and lifestyles.

**Cultural Studies** - includes United States and world history, geography, law, government, general economics, law, and other subjects called social studies.

**Reading and Literature** - the study of various literary styles, famous authors, literature from many parts of the world, and lots of reading of good books.

**Composition** - includes handwriting, spelling, vocabulary development, grammar, research, and related skills, as well as the ability to express one's thoughts in a wide variety of written work.

**Mathematics and Personal Finance** - math basics, for those who need them, as well as bookkeeping, accounting, consumer math, algebra, geometry, and some opportunities to study more advanced math for those who wish to do so.

**Science** - includes all areas of biological, physical, and Earth science.

**Health and Physical Fitness** - offers exercise and fitness activities, as well as general health education, disease prevention, first aid, and safety training.

**Practical Arts** - automotive and household maintenance, parenting skills, foreign languages, woodworking, business, and vocational skills.

**Creative and Performing Arts** - covers music, art, drama, both in performance and appreciation, and a wide array of methods and media for artistic expression.

## To the Parent

The author assumes that students who use this course of study already have a firm knowledge of basic math, a mastery of English grammar, and good reading ability. Those who are using this with students who lacks either of these may need to do additional work in those areas while using this curriculum will find suggestions of materials to use for that purpose under Appendix 2, Supplementary Resources, at the back of this volume. Those who wish to use a separate math course with Blessed Is the Man will also find some suggestions for those there. College-bound students will also need to take some math courses not included in this material. We recommend Saxon Math for that purpose.

Since this course is written for mature young people and is designed to produce well-trained Christian adults, it deals with some topics to which younger Christian children should not be exposed, including those which come under the general heading of "sex education", a subject we believe should be taught only within the family and approached from each family's own religious and moral perspective. All resources suggested for use in relation to these topics are presented from a Christian moral viewpoint, but some may contain material with specific denominational or doctrinal leanings which would be unacceptable to certain families. They are offered only as suggestions without endorsement from our company or the authors, and parents are always free to substitute materials of their preference.

Other topics in this curriculum which may be controversial include millennial views, church government, secular psychology, mythology as literature, vegetarianism, and the use of alcohol. There are some resources recommended in some areas that are from secular sources, as we believe students of this age and maturity level need to begin to learn to glean truth and discern error in a variety of sources. No secular materials are used in areas of moral training or character development. Parents who do not wish their sons to use secular material should advise them against those when they occur. We recognize differing opinions among sincere believers on all of these topics and try not to take a dogmatic stand on issues on which biblical teaching seems to leave room for us to disagree.

This material also discusses abortion, evolution, the occult, and the New Age, but only from a Christian perspective. We do not present them as acceptable, but try to familiarize the student with each area so he can have a reasonable understanding of the issues if and when he is confronted by them. Parents who feel uncomfortable with having their son learn about any of the above topics can easily skip those sections. They are not essential to the remainder of the material.

This study need not be used as a whole, but may be used in part and combined with other studies. Many activities are usable for younger students, those who have gaps in previous learning, and those with learning difficulties. For the convenience of families teaching both boys and girls of this age group, many activities here are coordinated with those in *Far Above Rubies*, the companion volume for girls. Parents interested in ordering that item may do so by contacting the author or publisher of this one or through any homeschool supplier who sells it.

## To the Parent

It is possible to use this course with students younger than what is normally considered high school age. In fact parts of this material has been successfully taught to children as young as ten. Starting with younger children allows the student more time to complete the required work and earn credits. It is important that parents of younger ones who use this unit study not allow full high school credits for work done in a subject from here at a much lower level (ie. reports, reading level of books, etc.) However, if the student can do the assigned work without having to bring it down to a lower level, he should be considered a high school student and allowed to earn credits, regardless of his age.

This curriculum includes an extensive resource list for all materials referenced in any unit. Items are listed in order by unit and include the author and publisher (when known). Our company can direct you to sources for many of the resources. For reviews of these materials, see *The Big Book of Home Learning* by Mary Pride or *The Homeschool Curriculum Manual* by Cathy Duffy.

### **The Philosophies Behind *Blessed Is the Man***

1. God created all of us as individuals. Each person is a unique human being from the moment of conception, different from every other human being. This difference includes the mental, emotional, and personality distinctives which impact the way a person learns and what he or she can and will become. For this reason, *Blessed Is the Man* was designed to be broad-based and flexible enough to meet a wide-range of educational needs and learning styles.
2. All human beings are sinners in their natural state. It is not enough to teach a student the difference between right and wrong. A moral, well-behaved sinner is still estranged from God. In order to have a right relationship with God, a person must repent of sin and be saved from it. It is up to us as Christian parents to teach this to our children and to pray for the Lord to make it real in their lives.
3. Salvation is in the blood of Jesus Christ and in no other. We must lead our children to put their trust in the Lord Jesus and pray for their salvation, even as we train their minds and supply their physical needs. It is not possible to 'train' someone to become a Child of God (also known as getting saved); that must be done by God Himself. We can only share the message, prepare the ground, and pray for the results, but it is up to us to do that. In the meantime, we should teach our children and young people to walk in His truth.

## Philosophies Behind Blessed Is the Man

4. God gave us our children. They are given to us in sacred trust from God the creator for a relatively short time to bless our lives and give us a special ministry before God. We are responsible before Him for how we rear and train our children during the time they are in our homes.
5. God gave each child to specific parents for a reason. Except for God himself, no one knows your child as well as you do or is as perfectly suited to teach him. When parents commit atrocities against their own children, it is not parenthood or God's choice of parents for that child that is faulty. It is sin which is the root cause of child abuse and neglect as well as all other evils. Leading the parent into a right relationship with God through faith in Christ is the ideal answer, not taking children away from their parents or forbidding parents to teach them.
6. Teaching is the domain of the parents, not of a school or any other entity. Scripture is full of references to parents teaching and training their own children, but says nothing about schools or classrooms. Scripture also abounds with evidence that it is the parents whom God holds responsible for the education and moral training of their children. Judging by Scripture, we must infer that this responsibility is still upon parents, even if the child attends school or is taught by someone else.
7. All education is religious. All knowledge comes from God who is the author of it. Just as there can be no error in God's Word, there can also be no truth outside of its realms. Even those branches of education which are normally considered secular or morally-neutral, when we thoroughly investigate them, are found to center in and/or revolve around God, His creation, or His revealed word.
8. Education is a natural part of life. Notice the many times in Scripture when the Lord, in His earthly ministry or through the inspired writers, uses the everyday affairs of life or nature to teach spiritual lessons. Everything with which we come in contact can teach us something. It is up to us to glean from those people and experiences that which the Lord has for us. As parents we are responsible to arrange our children's activities and environment to teach those things which are desirable and not the undesirable.
9. Teaching should be done in a natural way. Deuteronomy 6:4-9 tells us how we should teach our children the things of God. It encourages us to tell them of these things throughout the day in everything that we do, and to diligently guide their education. If all of education is from God, this can be applied to teaching all subjects and skills.

## Philosophies Behind Blessed Is the Man

10. Teaching should take a form that meets the child's learning style and educational needs. (See Learning Styles, page 9.) There are many activities in this study for each type of learner. The job of the parent/teacher is to help each student choose those activities which best meet his needs, while including enough items designed for other learning styles to challenge him in areas of weakness and/or broaden his perspective.
11. Children should be immersed in Scripture. It should be more than a school subject or something relegated to church or Sunday School. As parents we should open the Word of God to our children and train them to read it for themselves as soon as possible. As good as Bible stories, commentaries, dramatized tapes, and Bible videos can be for teaching the stories and principles of the Bible, there is no substitute for reading or hearing the actual Word of God, word for word, in as accurate a translation as possible.
12. The purpose of teaching and parenting is to work ourselves out of a job. It is the goal of all Christian education for parent/teachers to work as God's instruments in molding the little ones He gives us into mature, godly adults who are capable of replacing us in society in the future. As our children reach each new level of maturity, it behooves us parents to give them ever-increasing control over their own education within Biblical parameters.
13. Productivity is paramount for the servant of God. It is part of a young person's education to learn the value of work and to work heartily at whatever he does, realizing it is all for the Lord. As parents, we should encourage our young people to make good use of their time in all circumstances and to pursue even hobbies which are productive in some way.
14. Young people after the age of about thirteen are ready to begin accepting adult responsibility. For that reason, we should begin at that age to allow our children to make more and more of their decisions. We are to counsel and guide, and we do still have veto power, if matters come to that, but it is important to let our sons think through their own problems and exercise their own discernment rather than automatically solving their problems or telling them what to do.
15. Even a child has a place in God's family. We should begin when our children are young training them to care about others and to serve the Christian community insofar as they can at each age. This curriculum offers many opportunities for service projects of benefit to others. It is part of the training of children to help them identify their own spiritual gifts and learn to use them for the glory of God.

## **The Six 'R's of Education**

Most of us are probably familiar with the 'three r's', which is a popular phrase in spite of its misuse of spelling. We have an expanded version of this, which we believe defines all that makes up a quality education. Instead of three T's, we believe there are six. Specific ideas on how to teach each of these are included in the next section, and all are taught in Blessed in the Man.

### **READING**

The ability to read a variety of material well and understand what is read is one of the major keys to real literacy. Many doors of opportunity are open to those who can read, and the widely-read student will always benefit much from reading. Such a person can learn much and have many valuable experiences between the pages of books and will enjoy the many good books in this unit.

If your son has difficulty reading or is not on grade level, he may need some intensive tutoring in that area, perhaps including a phonics course or review, before beginning Blessed is the Man or concurrent with it. There are many good programs to teach reading and to improve skills in that area. The appendix will list some which are specifically designed for older students and adults.

### **(W)RITING**

It is crucial that a person be able to communicate his ideas in writing. This will include, but is not limited to, penmanship, grammar, creative thinking, spelling, vocabulary, and composition in a wide variety of written work.

If a student has poor penmanship that seems to hold him back in other areas of composition, there are several things that may be done to ease the situation. Separate penmanship from creative writing by the use of typewriters, word processors, or tape recorders to do the initial composition. Often switching to another form of handwriting; eg. Spencerian, Italic, etc. will improve legibility and confidence. Practice penmanship when content is not at issue by having him copy Scripture verses, grocery lists, items to be memorized, or similar things, while you let him write original compositions on the typewriter or computer or dictate them into a tape recorder. For other suggestions in this area, see "Supplemental Courses" in the appendix.

### **ARITHMETIC**

This can be broadened to include all aspects of mathematics, including algebra, geometry, and any of the advanced math disciplines. It should also include at least some business math, bookkeeping, or accounting and a course in practical math. All math is best taught on the basis of need with immediate or near-immediate application. You will see that certain units offer specific math courses to coincide with the unit. If your son needs more math for his chosen profession than the unit study offers, you will need to teach math as a separate course, using one of the books in the resource list for that purpose.



## RESEARCH

The ability to find for one's self whatever information one might need to know is much more valuable than memorized lists of names, dates, and other facts. Students should be introduced to dictionaries, encyclopedias, and libraries very early and should be given many opportunities to use card catalog systems, (online now) periodic guides, microfiche readers, and other research tools. It is also helpful to let them know what is the best source for finding which kind of information. There are ample projects in each unit of this curriculum which offer that type of training. It is important for the student to do as much of his own research, even locating the resources, as possible.

## RESPONSIBILITY

This may be one of the most important goals most of us have for our children. If he has been given adequate training and opportunities in this area, a young man may already be quite responsible by the time he begins this course. Unfortunately, however, most schools and homeschool curricula don't expect any more in this area from a 15 year old than from a first grader. They spoon-feed material to the student, and urge teachers to explain everything thoroughly and monitor closely. Ideally, a high school student should be an apprentice adult, responsible for his own education as well as caring for himself and his own things in the home. If your son is ready for this responsibility, he will be able to choose his own activities within a unit, make productive use of his time each day, complete work on schedule without being reminded. You should encourage him to do as much on his own as possible, but provide the supervision and guidance you deem necessary, decreasing it as you are able.

## RIGHTEOUSNESS

The ultimate goal of all that we teach our young people is, or should be, to develop godliness and lead them to a saving knowledge of Jesus Christ who alone can give true righteousness. There is no greater ministry in our lives than to raise godly men to lead and train the next generation. This is both a privilege and a heavy responsibility for us as parents, but God has promised to enable us with His power and bless our efforts. Bible study is important to this goal as is examining all other studies in light of Scripture. Perhaps even more important is setting before our sons a godly example of Christian living. Though mothers are most often the teachers of sons as well as daughters, it is valuable for Dad to take as large a role as possible in the training of the students who are using Blessed Is the Man. If there is no father in the home or if he is not a believer or unavailable for discussions, it may be wise, if possible, to get help from another Christian man. The example of a godly Christian man is valuable but not essential. God can meet any need in yours or your son's life. Rely on Him and let your son know that you do. Your relationship with the Lord may be as crucial in your son's life as any other single factor besides his own salvation.

**BATHE ALL THAT YOU DO IN PRAYER AND GOD WILL BLESS IT.**

## Learning Styles

Everyone is a unique individual, and one way in which our individuality is expressed is in the variety of ways in which we best learn and/or work. Understanding the way in which a student learns best is a very important part of establishing and executing a successful program of home education. To make this a little easier, the many different variations which exist can be cataloged into four basic styles, which are described on the next two pages. These styles have been explored from many angles and given many names. The ones used here are our own.

Blessed is the Man contains activities suitable for all four learning styles so it can be used to teach all types of students. It is still valuable to know how your son learns best, so you can help him choose those activities which will best meet his needs. Before presenting these learning types, we wish to caution you that these are guidelines only. It is unlikely that anyone will fit totally into any of these categories, but knowing what comes easiest for your son allows you and him to make his schooling more efficient. You are also better able encourage him in those areas which don't come naturally and help strengthen his weaknesses. To that end, we offer these suggestions to be used as you see fit.

You will notice that each learning style has both positive and negative components. It is the job of the parent to make use of a student's positive traits while trying to alter his negative ones. If taught properly using the guidelines we have established Blessed is the Man should offer a chance to do both those things. It is probably not possible, nor is it advisable to teach an entire curriculum in any one particular style. Exposure to materials which do not come naturally will strengthen your child's mental abilities and develop perseverance, but too much of that type pressure can result in discouragement. Be sensitive to the student's reaction as he works on different activities, and be prepared to intervene if the frustration gets too great.

### Characteristics of The Four Learning Styles

#### **Type A --- The Builder:**

1. Learns best by that which he can do for himself.
2. Prefers hands-on activities, (ie. projects, experiments).
3. Needs the freedom to be spontaneous.
4. Learns best when allowed to explore a variety of activities.
5. May need to change activities often.
6. Works without being pushed only on things he really enjoys.
7. Sometimes needs guidance to stay on track.
8. Does best with activities which are short in duration.

## Learning Styles

9. Wants to be the center of attention in any group.
10. Prefers non-structured activities.
11. Is best suited to a flexible schedule.
12. Especially enjoys music, art, athletics, and drama.
13. Will need help to develop responsibility.
14. Deals most effectively with that which can be demonstrated.
15. Learns skills more readily than information.
16. Will most likely enjoy a career in decorating, the building trades, mechanics, the arts, or hands-on technology.

### **Type B --- The Memorizer**

1. Learns by reading, answering questions, memorizing.
2. Prefers workbooks, word games, short answer quizzes.
3. Needs a well-organized day with no surprises.
4. Likes a consistent routine.
5. Has little trouble completing activities on time.
6. Does his work according to the rules, whatever they are.
7. Can easily follow pre-set plans on his own if well-explained.
8. Prefers for all lessons to be about the same length.
9. Seek approval of authority figures rather than popularity .
- 10 Feels secure in a structured environment .
11. Likes all lessons in same order at the same time each day.
12. Especially enjoys math, spelling, geography, history facts.
13. Needs help to think or act creatively.
14. Works most effectively with things that can be memorized.
15. Is most interested in facts that can be neatly cataloged.
16. Will most likely enjoy a career in accounting, bookkeeping, auditing, law enforcement, clerical work, or government.

### **Type C --- The Questioner**

1. Strives to understand why facts are true and how things work.
2. Enjoys puzzles, brain teasers, and problem-solving.
3. Like to plan own activities with minimum input from others.
4. Prefers to vary routine as called for by specific projects.
5. Usually prefers to stay with one project until it is done.
6. Is self-motivated, often to the point of pushing himself.
7. Prefers to do his own planning and work independently.
8. Does extremely well with long-range projects.
9. Tends to avoid group activities.
10. Structures work environment to match current project.
11. Varies schedule to match project and may lose track of time.
12. Especially enjoys abstract math, sciences, technologies.
13. Needs help to avoid becoming a "workaholic."
14. Deals most effectively with what can be empirically analyzed.
15. Values learning and intelligence for their own sakes.
16. Will most likely choose a career in engineering, analysis, applied science, or technology.

### **Type D --- The Co-operator**

1. Learns best concepts and ideas which have meaning for him.
2. Enjoys creative projects and co-operative ventures.
3. Works well in a loosely-organized environment.
4. Sees routines as necessary evils and often ignores them.
5. May move from one activity to another with no notice of time.
6. Has a motivation level which varies with interest in lesson.
7. Needs little supervision, but wants companionship at work.
8. Cares less about length of project than type.
9. Loves group activities, but hates conflict or criticism.
10. Works best in casual environment with background music.

## Learning Styles

11. Has little use for schedules.
12. Enjoys creative writing, literature, languages, the study of other cultures, all performing arts.
13. Needs help to get places on time and keep up with things.
14. Deals more effectively with concepts and ideas than details.
15. Sets high ideals for himself and society.
16. Will most likely choose a career in the arts, health care, linguistics, education, or other helping professions.

## To the Student

This material is designed for you to work independently, making most of your own choices and doing your own research, etc. You are, however, expected to stay in close contact with your parents throughout this study, as they are responsible before God for your education. For this reason, they should have the final decision concerning what you are to study and how to do it. They may also want input as to how you schedule your work, and will certainly need to be in on the keeping of records and granting of credits.

Before beginning this study, you may wish to look over the material in each unit to decide where you want to start. It is not necessary to do these units in any particular order, but Unit 9 should be saved until last, as it is designed to offer a final evaluation of the course. Since some of these activities involve the keeping of on-going records, we advise you to look at it first. Then you can begin to prepare for the activities there before you need to do them. You will also find that there are some activities which will take much longer than you will spend on the rest of that unit (e.g., reading through the entire Bible, or planting and growing various crops). In those instances, you will complete the other planned activities for the unit but should carry those long-range projects over to the next unit rather than bogging down in one unit waiting to complete one thing.

Other than for those exceptions, units can be done in any order, but all activities being pursued at any one time should come from the same unit. **DO NOT TRY TO COMPLETE ALL ACTIVITIES IN ANY ONE UNIT.** Work with your parents to choose a reasonable number of activities in each of the subject areas so that you can cover each of the main lessons in each unit.

In planning how long a particular unit should take, it is important to remember that some units are much longer than others. Rather than trying to

## To the Student

determine how many units to study per year, or how many weeks to spend on a unit, plan by credits. Divide the number of credits your state requires for graduation by the number of years in which you plan to complete this course. (Be sure to first subtract any credits you may have already earned.) When you have earned that number of credits, you have completed a year's worth of work. **YOU DO NOT NEED TO BE A CERTAIN AGE OR IN "HIGH SCHOOL" TO START EARNING CREDITS.** We agree with the many professional educators and others who believe that any student capable of high school work should be able to start doing it, regardless of his age.

The following pages will explain more of the specifics of how to use this material. Read it carefully and go over the material in To the Parents and other sections of the guide before you begin. Good luck and may God bless you.

## Mini-Units

By popular request of parents, each of the nine units in this course has been divided into from four to seven mini-units, each centered around a central theme. Mini-units are listed and described in the introduction to the main unit, and each is given an alphabet letter designation. Activities in the main unit are designated for use in each mini-unit by the corresponding letter after its activity number in the listing.

In most units, some activities may often fit into more than one mini-unit, and some are assigned more than one place. In this event, you may use the activity in any suggested Parents and/or students may choose to use the activities elsewhere as desired. In fact, there is no reason why it is necessary to organize or use these activities by mini-units at all if you do not wish to do so.

The purpose of the mini-units is to help parents and students understand the connection between different themes within one unit. Often one verse or section of the passage can apply in several different ways, and some have found this thread hard to follow. It is the authors' hope that dividing the units this way will prevent that problem.

The mini-units should also make it easier for parents and students to investigate one specific part of a unit in depth, and to find those activities within a unit which are most closely related to each other. This makes it easier for families to pick and choose from each unit without having to do everything.

Parents and students should be aware that none of this is required. Families who wish to use these units in some other way without the mini-units are encouraged to do so. These and everything else in this study manual are only guidelines, designed

## Mini-Units

to help, not restrict. The parent is always the final authority in anything related to his or her child's education.

### **Multiple-Unit Activities**

In most of the subject areas, some of the activities are not assigned to a specific mini-unit. These activities do not apply to any one mini-unit but may be used in all of them, or applied to the one which needs extra points the most. Please add them to your units as desired. The exact same activity (e.g., speech class) cannot be counted more than once, but repeating an activity (e.g., book reports, time-lines) with new material is counted each time. A modification of one of these activities may appear in a particular mini-unit when it is to be applied to certain verses, people, words, etc.

### **History Chronologically**

If you wish to, you may study the history sections in chronological order. At the end of the GUIDELINES, is a chart that lists the historical time period, the mini-unit in which it is found and the Unit it is in.

## **Essential Materials for This Course**

This course cannot easily be studied without access to the following materials:

1. Bible - any version; Literal translations are better than paraphrases.
2. Concordance - designed for the Bible translation you are using.
3. Dictionary - We recommend Webster's 1828 edition as well as a modern one.
4. Encyclopedia - The library is close enough for these.
5. One or more hymnbooks or Christian songbooks - You may be able to borrow one from your church.
6. English Grammar Handbook - We use a college-level one we found at a yard sale for \$ .50. This same book or a similar one will be available in any college bookstore and many general bookstores. Writer's Inc. is an excellent, readily-available alternative.

## Essential Materials

If you do not have any of these items, and cannot find them at your local library, you will need to help your parents find a way to purchase them or borrow from someone. You may also find the following helpful though they are not named in the curriculum:

1. Bible commentaries
2. Field guides of birds and animals
3. Word processor or typewriter
4. CD or mp3 player
5. Medical encyclopedia or health care book
6. General history texts
7. General and consumer math texts
8. Thesaurus
9. Guide for the writing of term papers (Writer's Inc. includes this)
10. Classic poetry anthology
11. Extensive short story anthology
12. Any good anthology of Shakespeare's plays
13. Recent World Almanac
14. Assortment of classical music
15. Book or collection of prints of famous paintings

Some of these items are listed in some units, but they may be helpful in some other places as well. It is advisable to keep them handy, if possible. Many of them are available in most public libraries, and that may be sufficient. You are urged to use the library whenever needed.



## Key to Codes

Each activity in the Units is listed first with an Activity Code, then a description of the activity, and finally a Credit Code. These are not difficult to understand and will help you in planning which activities you should choose to do and at what time.

### Activity Code

The Activity Code at the beginning of each activity looks something like this:

**03R30.B**

The "03" tells us that this is from Unit 3. The "R" is from the section Reading and Literature. "30" marks this as the thirtieth activity in that section. "B" refers to the Mini-Unit corresponding to that letter in that Unit (see above, page x). Occasionally, you will encounter a "#" at the end of the Activity Code. That means that that activity is especially appropriate for including younger children.

### AREAS OF STUDY AND THEIR CORRESPONDING LETTERS

B - Bible and Christian Character

S - Science

C - Cultural Studies

H - Health and Physical Fitness

R - Reading and Literature

P - Practical Arts

W - Composition

A - Creative and Performing Arts

M - Math and Personal Finance

### Description

An assignment and description are given for each activity. These are self explanatory. Many are specific; some list a choice of materials to use; others are open-ended, such as reading biographies from a certain period in history.

## Key to Codes

### Credit Codes

#### KEY TO CREDIT CODES

A - Accounting & Bookkeeping	FL - Foreign Language	MA - Music Appreciation
AA - Art Appreciation B	G - Geography	MC- Musical Composition
- Bible	H - History	PA-Practical Agriculture
BE - Business Education	HA - Human Anatomy	PE -Physical Education
CE - Economics	HE - Health Education	SB -Biology
CG - Government	HF - Home & Family Living	SSCC -Chemistry
CS - Sociology	HM - Home Management	SE-Earth Science & Ecology
DR - Dramatic Arts	IA - Industrial Arts	SF-Physical Science
EC - English Composition	IM - Instrumental Music	VA- Visual Arts
EG - English Grammar/ Mechanics	L - Literature	VM- Vocal Music
	M - Mathematics	

A total of 135 points constitutes one high school credit. A credit may be earned in one single area or by combining two or more similar areas, e.g. grammar and composition, two types of science, etc. Parents may name credits other than these categories if they wish. Points are largely based on Carnegie units, or the number of class hours needed to complete an activity. Modifications to this have been made to allow for the different pace of work in a home-school setting. Still, some students will need more or less time than we have allotted for some lessons, but that is no problem. Parents may adjust points accordingly.

### Record Keeping, Credits, and Transcripts

#### RECORD KEEPING

There are several downloadable charts prepared for record keeping use with Blessed Is The Man at:

**LINK PROVIDED IN FULL CURRICULUM**

You have permission to download and copy these for your own family's use. You will notice that one chart is to be checked when an activity is completed. This is also usable for recording the

## Record Keeping, Credits, and Transcripts

points earned in the unit. This can be filled out as you complete each of the activities, or done all at once at the end of the unit, filling in all of the activities which the student completed. You may prefer to print out multiple copies of these forms and place them in a separate binder or file folder. It is important that all sheets be kept together in some fashion, as these provide a record of the student's progress by which you will issue a diploma and prepare his transcript.

You may also wish to keep some samples of the student's written work during each unit. Occasionally, colleges and employer personnel offices request the opportunity to review a student's work. We suggest doing this through the use of spiral notebooks. The units themselves often suggest that a certain item be done in a notebook to be added to in future units. In addition to these notebooks, the student may want a notebook or copy-book in which to keep Scripture verses copied for handwriting, one for taking notes on sermons, audios, videos, etc., and a folder or loose leaf notebook in which to file essays, reports and other written work. This is NOT mandatory, and no one should try to keep EVERYTHING a student completes during this course. We suggest only that it may be advantageous to have some of these materials in your files for future reference. If the student is completing any or all of his written work on computer or word processor, saving the files on disk should be sufficient and will save storage space.

You may also wish to provide or have the student make a portfolio in which to keep calligraphy, artwork, and/or musical compositions. This could also include newspaper clippings, video/tape recordings, travel information, extracurricular activities, journals, and health records, etc.

### CREDITS

When points for each unit have been tallied, you are ready to begin preparing the assigning credits. To record these credits, go through the records kept of points in each unit and total all points for each category. Each time the total equals 135, a credit in that subject area should be entered. Whenever you complete one of the activities for which the unit gives you a half credit or more, that credit should go directly into the transcript. It is important to keep track of those points which make up credits entered, so the same points will not be counted twice.

In some cases, a credit may be composed of points in two or more related subject areas, rather than all in one. When this happens, you may name the credit for any of the areas, or it can be given another name altogether. For example, let's say the student has points in both human anatomy and health education, but not a full credit in either. You may combine those points, if there are enough, and give a credit in a course called Health and Human Anatomy. Combined points in those two subjects plus biology could make up a unit in life sciences if required or allowed.

It may be preferable to wait until all units are completed before making such combinations, as more points may later be earned in one or both of the subject areas,

## Record Keeping, Credits, and Transcripts

thereby giving the student a credit in each as opposed to only one. This could be important, as many colleges, etc., would be reluctant to accept more than one credit in some of these subjects, such as the case in point, where they might easily accept a credit in each of the original subjects.

Most school districts, colleges, etc., require multiple credits in some subjects, most notably English. These credits can be achieved by combining English grammar and mechanics, English composition, and literature into a general course called, simply, English. If you choose this option, you should claim a credit each time 135 points is reached, naming them English I, English II, etc. You may also choose to accumulate points in each of the individual subject areas and register separate credits for grammar, literature, etc. Either system will be accepted by most agencies to whom the transcript is submitted, but you may want to find out what your local public schools do and record your credits accordingly.

There are activities in Unit 9 which allow the student to average his own grades, tally his own points and credits, and complete his own transcript. It is not necessary, and may not be wise, to wait until the end of the curriculum for this. It can be worked on little by little as the credits are accumulated, and the student is learning a valuable skill in the process.

If credits are needed in subjects other than these listed in this unit study, see if another topic may be similar enough to fulfill the requirement (e.g., government = political science or civics.) Students may also be able to meet some requirements by breaking a topic into its components (eg. M into several different types of math as appropriate or H into World History and U. S. History). Before allowing the student to break a topic apart, you should be sure that the items in each section really relate to that particular topic and that there are enough points of that type to constitute a credit.

All references to points and credits are to be considered guidelines only. Parents should feel free to use their own system of tracking progress or to use our system according to their own discretion. Points may be changed in specific instances if they feel that you have done an exceptional job with a particular activity, or if it has proven harder than expected for you. In some activities, points are not designated and should be given according to the amount of work that goes into the activity.

### TRANSCRIPTS

The first step in filling this out is to find out how many credits of what type will be required for you to graduate. This varies greatly from state to state, and sometimes even between local school districts in the same state. In some areas, homeschoolers and/or those who operate as private or church schools are not strictly bound by the requirements of the public schools. In those cases, you will want to follow guidelines from any college or other educational institution which your child

## Record Keeping, Credits, and Transcripts

may be thinking of attending. It may be wise to follow or closely approximate the credits expected in your state's public schools, even if you are not required to do so.

Most school systems and colleges require 20-24 credits in high school. If the student beginning this course has already done some high school work, he will already have some credits. Subtract those from the total credits required, to discover how many credits he still needs. The activities of this course can then be organized in such a way as to complete those credits needed.

Once you have determined what credits are needed, you are ready to take the points translated into credits and fill out the actual transcript. At the end of the GUIDELINES, you will find two samples of simple transcript forms which can be used to total your credits. These should be filled in for any subject in which you earn a full credit or 1/2 credit. You may also make your own form. However, computer-generated forms, including the one here, are not always acceptable everywhere. Occasionally (and we stress very occasionally), certain localities may require their own forms. Also, even a partially completed transcript may be helpful in presenting a high school course in progress to a potential employer.

A transcript usually includes the following items. Ones marked with an asterisk are considered standard, although not all the things listed in each category need to be incorporated. The others make it more complete.

- 1.\* Student Information--Full Name, Birthdate, Sex, Social Security Number, Permanent Address, Parent's or Legal Guardians's Name(s), Listing of Previous Schools (High School only).
- 2.\* School Name and Address.
- 3.\* Subjects Receiving Credit--Subject, Semester/Year, Grade Level, Scale for Evaluation, Evaluation (Grade), Grade Points, Credits, Total Grade Point Average (Total Grade Points divided by the Total Number of Credits).
4. Scores from Standardized Assessments (may include ACT and/or SAT).
- 5.\* Enrollment Date, Graduation Dates--Anticipated (optional) and Actual.
6. Miscellaneous--Extracurricular Activities, Honors and Awards Received (both academic and otherwise), Special Interests (Fully developed hobbies as a credit, volunteer experience, cottage industries).
- 7.\* Signature of "School Official"--Principal, Guidance Counselor, Registrar.

## Record Keeping, Credits, and Transcripts

The following charts are examples of typical credit requirements for subject areas in a Christian high school. Again, these may be different than the requirements for your state, local area, or institute of higher learning--college, technical schools, vocational training, etc.

Subject	College Preparatory	Comments	General Studies
Bible	3		3
Language	4	Emphasis on Writing	4
ArtsMath	3-4	Include Algebra and Geometry	2
Science	3-4	Include Biology and Chemistry	2
Social	3	Include U.S. History and Government	2
ScienceEconomi	1/2		1/2
cs	1/2		1/2
Health	1		1
Physical	2		
EducationForeign	1		1
LanguageFine Arts		As Desired	4-5
Electives			

In totaling points for credits, as in all other aspects of homeschooling, the parent is the final authority. Everything presented here is to be considered guidelines only. You and your parents should always rely on their judgement and knowledge of you in making ALL decisions relating to your education.

## History Chronology

If you wish to, you may study the history sections in chronological order. To do so, simply follow the guide below.

Time Period	Mini - Unit Title	Unit #
Creation	Creation Versus Evolution	1
Old Testament	The Old Testament World	2
Egypt	The Old Testament World	2
Ancient Greece	New Testament Cultures	1
Roman Empire	New Testament Cultures	1
Middle Ages	The Middle Ages	3
Renaissance & Reformation	Renaissance & Reformation	3
Explorers	Age of Exploration	3
Colonial America	The Founding of the U.S.	4
American Revolution	War for American Independence	4
Early Days of the U.S.	The Founding of the U.S.	4
War Between the States	The War Between the States	2
Pioneers	Westward Expansion	3
Industrial Revolution	Invention and Industry	3
World War I	The Holocaust & WWII	2
Great Depression	Poverty, Welfare, Depression	7
World War II	The Holocaust & WWII	3
Late 20th Century	Scattered Throughout	





## UNIT ONE

# **"Blessed is the man who walketh not in the counsel of the ungodly . . ."**

### *Psalms 1:1a*

## Overview

As this verse warns against being misled by that which the ungodly use for guidance and spiritual direction, you will study pagan systems of belief which were common in different cultures at various periods in history. These include astrology, the occult, mediums, witchcraft, etc. as well as some facets of the New Age and other modern movements. To avoid your dwelling on evil, it is important that you approach them from a Biblical perspective, comparing those beliefs to the Bible itself and Christian literature. You will be asked to examine verses which warn against these things and offer appropriate alternatives.

You will study the history of the ungodly beliefs listed above and the cultures which adhered to them, with special emphasis on the cultures of ancient Greece and Rome. You will learn the history of psychology and other pseudo-religions and philosophies. Through these studies, it is hoped that you will see and understand how a society's religious and philosophical beliefs affect all they do and all they become. You will study the history of public education in this country and the trends it has taken over the years. This unit also investigates the current state of the public education system in the United States and the problems it presents for devout Christian students. In that context, you will examine textbooks and educational policies in your community for references to any of these topics. You will also learn the political structure of your local school board and other agencies which regulate or affect public schools.

You will read samples of mythology and folklore of several different ancient civilizations, to be read as literature and for an understanding of the part their beliefs

## Overview

played in each culture's history. You will be comparing these accounts to various Scripture verses to help you understand how the myths were created and used to explain the works of the true God, whom the people of those cultures did not know. You will also read other works from the various cultures under study, being careful of the areas where content may not be Christian.

All of the above will be taught from a Christian perspective, but you will have the opportunity to read some actual documents on topics like psychology, ancient religions, and evolution which are not Christian. The purpose for these activities is to prepare you to face these issues when you meet them in the world and defend your faith against them.

You will read fiction set in these cultures, and works written by ancient authors. You will read books on psychology and counseling, both to understand the dangers of it and to help you find the right way to deal with problems. You will have the opportunity to read a large number of books on education, both traditional and home-based. Other books to be read as part of this unit deal with creation science, dinosaurs, and astronomy.

Writing activities include a journal, book reports, reports on other countries, and vocabulary development, all of which are continued in all units. You will write essays, stories, poems, and other creative compositions as well as reports on your studies. Most writing projects could lend themselves to any of the mini-units, but several are more specific.

Mathematics in this unit will involve statistical analyses, percentages, and graphs relating to psychology and education. You will work with scientific notation and some concepts from geometry in learning about the universe.

Science for this unit covers astronomy, as a true science, in contrast to the false counsel of astrology. You will also examine psychology and similar studies in light of Biblical teaching. This unit includes a look at the brain and related anatomy and physiology as well as hormones and enzymes produced by the endocrine system.

The Health and Physical Fitness section examines psychology, psychiatry, and related health fields as to their validity in various situations. In that context, you will study many of the causes of mental disorders and the medical treatments that are available. You will be given an opportunity to observe certain equipment and procedures involved in diagnosing and treating brain disorders. You will study secular, humanistic psychology and the ways in which it often contradicts Scripture.

Practical arts deals primarily with skill development in the areas of counseling, teaching, building, and woodworking, while fine arts explores music, art, and theater as it relates to space, mythology, and ancient history. Several activities encourage you to develop and or use drawing talent.

## Mini-Units

Mini-units contained within this unit are:

- A. The Human Mind and Its Processes
- B. Creation Versus Evolution
- C. New Testament Cultures
- D. Astronomy and Space

Multiple-Unit Activities, which may be used with any of the mini-units, are found at the end of the subject areas. They are distinguished by not having a mini-unit letter assigned to the end of the Activity Code. Modifications of some of the activities may appear in certain mini-units when applied to specific verses, people, words, etc.

### **A. The Human Mind and Its Processes**

In this mini-unit, you will study the 'counsel of the ungodly' and its associates and counterparts. This will involve investigating the Biblical use of counseling and other methods of training and teaching and comparing them to various Christian and secular programs available today. These include psychology and related fields, education in all its forms, discipling, and mentoring; all in their current use and in history. (Some of the activities in this section may not apply to you if you do not live in the United States.)

You will read many books on various types of education, concentrating heavily on teaching in the home as a way to minimize the influences of ungodly counsel. We will read first-hand stories of home education experiences and biographies of famous people who were taught at home. You are also given the opportunity to read about the lives of notable educators who were instrumental in the development of public schools in the United States as well as books by some of these people.

We will look at the human brain and how it learns. This will include anatomy and physiology of the nervous system, chemicals and food substances which affect it, positively or negatively, the impact of hormones on brain function, and diseases and disorders of these systems. This will lead us to a look at the medical fields of neurology and endocrinology as well as the study of learning disabilities and mental handicaps. We will also study conditioning of animals and the difference between that and instinct.

In the process of studying the above aspects of teaching, learning, and mental health, we will examine the various social and/or political institutions which are involved with any of these endeavors. We will study their establishment, funding, and effectiveness, as well as the degree to which they follow Biblical principles.

## **B. Creation Versus Evolution**

This mini-unit investigates one of our society's primary examples of the counsel of the ungodly', the theory of evolution. We will look at Scripture passages which describe God's act of creation and evidences which support it. For this unit, we will draw heavily on the work done by Institute for Creation Research and those associated with it.

You will also read works of Christian philosophers and theologians in an effort to understand the far-reaching effects of this one ungodly doctrine. You will see how government, education, indeed, the society as a whole, is influenced by the philosophy of origins the majority of its people embrace.

In math and science, you will have a chance to delve into the scientific evidences for 'special creation', a young Earth, and other Biblical teachings. This leads naturally into the study of dinosaurs, including an attempt to understand how they fit into God's creation. You will also learn about fossil hunting and identification, and try your hand at these.

## **C. New Testament Cultures**

Being wary of their ungodly lifestyles and pagan religions, we will use this unit to study the cultures of ancient Greece and Rome, both of which strongly influenced the society of New Testament times. From Scripture, we will look at the spiritual condition of the Christians in Rome and various cities of what had been the Greek Empire. We will read and study Paul's letters to them and his travels among them.

Cross-referencing into other literature and materials, we will study the lifestyles and all other aspects of these societies. This will include the everyday life of the people as well as major societal issues, such as government and religion. We will look at the ideas and items we have gleaned from their culture for our own society today, especially in areas like government, science, mathematics, medicine, and the arts.

This unit does include Greek and Roman mythology, which we realize some parents find objectionable. In spite of their having been the basis of false religious beliefs, we consider knowledge of these myths as part of a well-rounded education. Not only do they help us understand the people and culture of the day, but they allow a student to relate to many references to myths throughout our society. From them, we will learn the sources for the names of many of the planets, months in our calendar and other things we got from these two cultures. If you or your parents choose not to allow the study of mythology, feel free to skip those sections related to it.

## Mini-Units

With this in mind, you will be asked to undertake a serious, in-depth study of the Greek and Roman Empires, which can be done separately or together. You will learn about the famous leaders, warriors, inventors, scientists, and philosophers of those times. We will examine their writings, inventions, and other works.

In this mini-unit, you are encouraged to study Latin and/or Greek as the languages of the two primary cultures under study. Another supplementary study you may use with this unit is geometry, either plane or analytical, which was developed by Euclid of ancient Greece.

### **D. Astronomy and Space Travel**

This mini-unit fits here for three reasons. Much of the mythology of ancient Greece and Rome had to do with space, and most of our constellations, stars, and planets still bear the names they gave them. In addition to that, astrology, which is one of the sins almost certainly referred to in this passage as 'counsel' of the ungodly, is related to space and sometimes confused with astronomy.

We will begin by defining and differentiating these two studies, embracing the one and denouncing the other. We will look at all Scripture references to astrology and other occult 'arts', in hopes of becoming sensitive to God's attitude toward them. Other Scriptures to be studied here include those about the heavenly bodies which are part of God's creation.

This mini-unit will take us into the study of the solar systems, stars, etc. and man's attempts to reach them. In the study of space travel, you will also look at developments from the space program which have practical applications in the everyday world. You will delve into the political and societal ramifications of space exploration and the history of it. You will be encouraged to read biographies of astronauts and others in this field and to read their own accounts of their adventures.

You will be given ample opportunity to study various astronomical phenomena and to conduct a wide range of experiments and investigations in that area. You may also study and attempt to duplicate other, less-traditional (or earlier) views of how the solar system and/or universe works.

## Bible and Christian Character

- 01B01.A Using a concordance of your choice, find all Scripture passages related to counsel or counselors. List these verses and describe the kind of counselor they instruct a Christian to seek. B - 5
- 01B02.A Use a thesaurus to find all synonyms for 'counsel' or 'counselor' and repeat the above activity with each. B - 10  
EG - 1
- 01B03.A# Study Balaam as an example of someone who both gave and received the wrong kind of counsel. B - 2
- 01B04.A Study the meaning of "the counsel of Balaam" as mentioned in the book of Revelation. B - 1
- 01B05.A Read and discuss Deuteronomy 13 and the guidelines it gives God's people for judging those who arise among them and claim to be prophets Compare this to I John 4:1-6 and combine both passages to develop explicit tests for all who would teach or give counsel in the name of the Lord. B - 5
- 01B06.A Read and study Proverbs 7 to see a possible consequence of following the 'counsel' of the ungodly. B - 2
- 01B07.A Listen to the audio tape "Mandate to Pilgrimage" by Jonathan Lindvall. B - 3
- 01B08.A Complete a study of the book *Gaining Favor with God and Man*. B - 20
- 01B09.A# Memorize II Timothy 3:16 as a reminder of the ultimate source for godly counsel. B - 1
- 01B10.A# Study and memorize Deuteronomy 6:4-9 which is God's counsel on the training of children Apply this to the various methods of teaching to be studied else where in this mini-unit to see which comply with it. B - 12

## Bible and Christian Character

01B11.A	Study Paul's counsel to younger men in the New Testament books of First and Second Timothy, Titus, and Philemon.	B - 5
01B12.A	Read Deuteronomy 18:9-14 and make a list of those things against which it warns, paying close attention to things which those of other cultures might have consulted for advice and/or counsel, now or in the past.	B - 5
01B13.A	Study the origins of Halloween. In light of the above verses, decide what you believe Christians should do with regard to it.	B - 1 H - 1
01B14.B	Read Job 37 and 38 and list all of God's works which He calls to Job's attention and proclaims to him. List beside each item the day on which it was done in the Creation week.	B - 4
01B15.B	Read and study the creation account in Genesis 1 and 2. Divide all of creation into categories, based on the day on which each was created.	B - 3
01B16.B#	Memorize Genesis 1:1-5, which tells us about the first day of the Creation Week.	B - 2
01B17.B#	Memorize Genesis 1:6-8, which tells about the second day of the Creation Week.	B - 2
01B18.B#	Memorize Genesis 1:9-13, which tells of the third day of the Creation Week.	B - 2
01B19.B#	Memorize Genesis 1:14-19, about the fourth day of the Creation Week.	B - 2
01B20.B#	Memorize Genesis 1:20-23, which details the fifth day of the Creation Week.	B - 2

## Bible and Christian Character

- 01B21.B# Memorize Genesis 1:24-31, about the sixth day of the Creation Week. B - 2
- 01B22.B# Read and memorize Genesis 2:1-3, which tells of the Lord's establishment of the Sabbath as a day of rest. B - 1
- 01B23.B Use a concordance to study all Biblical references to the Sabbath. Decide from your study whether or not you believe it should still be observed as in Biblical times. (Sincere Christians have disagreed about this since the time of Christ. Let us be careful to make this decision for ourselves and our families only, not to force it on other Christians or judge them because of it.) B - 6
- 01B24.C Read through the entire book of Acts and list all Roman or Greek 'gods' and/or 'goddesses' mentioned there. Study these supposed deities, noticing which of God's characteristics and/or works were attributed to each. B - 10
- 01B25.C Find and memorize a passage of Scripture which could be used to witness to a follower of each of the above 'gods' or 'goddesses.' B - 1 each
- 01B26.C Conduct a careful study of the Biblical book of Romans, which was written to explain the superiority of Christ and Christianity over the 'gods' and 'goddesses' of Roman culture. Mark and study passages which do that. B - 15
- 01B27.C Read the New Testament books of I and II Corinthians, Galatians, Ephesians, Philippians, Colossians, and I and II Thessalonians, all of which are letters of godly counsel from the apostle Paul to these congregations of the Lord's church who had come out of mythological religions of their day. B - 25
- 01B28.C In Acts 17:22-34, study Paul's appeal to the Athenians on the basis of their worship of the 'unknown god.' Pay special attention to verse 32, noting what made it hard for these people to accept Jesus. B - 5



## Bible and Christian Character

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|---------|---|-------------------------|
| 01B29.C | Study the apostle John's letters to the seven churches in Revelation 2 and 3. List the counsel advice given to each church and compare lists. Try to identify problems or temptations from these lists which plague the body of believers with whom you worship. Begin now to pray diligently for your congregation in these areas. | B - 4                   |
| 01B30.D | Using your concordance, look up and study all Scriptural references related to astronomy or space. Use the key words: stars, sun, moon, heavens, and firmament. You may be able to think of others.   | B - 10                  |
| 01B31.D | Read Psalm 19:1-6 in several different translations. Try to determine the actual meaning of the passage and whether you believe it supports the growing interest among well-educated Christians in a geocentric, (Earth-centered) universe. Look for other Scripture passages to support your view.                                 | B - 10                  |
| 01B32.D | Memorize Psalm 19:1-6 in the translation you use most often.  | B - 12                  |
| 01B33.D | If possible, do a word study on Psalm 19:1-6 in the original Hebrew. Use a Hebrew lexicon and/or concordance to look up all other Biblical uses of the key words in the verses to develop the fullest possible understanding of their meaning.  | B - 2                   |
| 01B34.D | Memorize one or more of the above verses in the Scripture translation you normally use.   | B - 1<br>per<br>passage |
| 01B35.D | Use two or more different commentaries to study the Biblical account of building the tower of Babel. Read each commentary for an explanation of the possible astrological connections or functions of the tower.  | B - 3                   |
| 01B36.  | Memorize one or more of the Bible passages in this mini-unit.   | B - 1<br>per 3          |

## Bible and Christian Character

- 01B37. Read through the entire book of Proverbs each month, reading the chapter number coinciding with each day. B - 10
- 01B38. Meditate on and memorize a Scripture passage each week, taking points only for those you don't claim as part of another mini-unit. B - 1

## Cultural Studies

- 01C01.A Use the Christian books listed in the Reading section of this mini-unit to study the history of psychology, psychiatry, and psychoanalysis, and the men who were prominent in it. Include: Sigmund Freud, Anton Pavlov, Karl Jung, Carl Rogers, B. F. Skinner and others you discover in your studies. H - 10
- 01C02.A Investigate the public mental health agency in your state to learn how it is funded, staffed, and administered. C - 4
- 01C03.A Tour a school or home for people with severe mental handicaps. Talk with a teacher or other professional staff member about the facility's goals, purposes, and programs. Compare it to a facility for the mentally ill. What do you see as the primary difference between the two? Why do you think they operate differently? C - 3
- 01C04.A Interview one each of the following: psychiatrist, neurologist, psychologist, psychotherapist, and counselor, asking each to explain his or her job and training. Compare them. HE - 10
- 01C05.A Discuss with appropriate officials other services available to the mentally handicapped in your area. Determine which are outpatient services and which are only offered in a residential facility. C - 2

## Cultural Studies

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|----------|---|-----------------|
| 01C06.A  | Read appropriate chapters of “The Light and the Glory” for a study of early schools in the U.S.   | H - 2           |
| 01C07.A  | From “The Light and the Glory”, “America's Christian History”, or similar source, study the <i>Old Deluder Satan Act</i> and the schools started because of it.   | H - 2           |
| 01C08.A  | Read appropriate sections of “The Light and the Glory” and “America's Christian History” to learn about our first public schools, started by Christian churches in colonial New England. How did they differ from today's public education? | H - 2           |
| 01C09.A  | Delve more deeply into a study of the history of 'public' education in the United States (and in your own country, if different), using any of the books listed for this mini-unit and/or others which may be in the local library.         | H - 10          |
| 01C10.A  | Study the lives and teachings of Horace Mann, John Dewey, and others who had a major influence on the development of public education in the United States.   | H - 5           |
| 01C11.A  | Study Constitutional issues and court cases involving home education. Use periodicals and/or one or more of the books listed in this mini-unit.   | C - 8           |
| 01C12.A  | Read and discuss with an adult the book, <i>Home Education and Constitutional Liberties</i> .   | C - 5           |
| 01C13.A# | Following the directions given at the front of the book, make and illustrate timeline entries for each of the events and people in your study of the history of public education.   | VA - 1<br>H - 1 |
| 01C14.A  | Study your state's Education Code, making a note of all references to meditation, channeling, or other New Age or occult concepts.  | C - 5           |

## Cultural Studies

01C15.A	Examine textbooks used in your state's schools for references to New Age, occult, evolution, humanism, death education, sexual immorality, moral laxness, and other non-Biblical lifestyles.	C - 3 each book
01C16.A	Attend a meeting of your school board.	C - 2
01C17.A	Attend a public forum or town meeting on school related issues of interest to you.	C - 2
01C18.A	For a look at one area in which most public schools in the U.S. are teaching falsehood, read "The Rewriting of America's History".	H - 2
01C19.B	Read a true account of the Scopes trial, which dealt with the issue of teaching evolution in a government school in the state of Tennessee.	H - 4
01C20.B	Study the lives of Clarence Darrow and William Jennings Bryan, the attorneys on each side of the above court case.	H - 4
01C21.B	After studying about the Scopes trial from other resources, watch a video or live performance of "Inherit the Wind," a play about this trial.	H - 2
01C22.B	Analyze the testimony in the Scopes trial as seen in the movie or from other research. Analyze each major argument used by either attorney in light of Biblical truth.	C 3 B - 2
01C23.B	Study the life of Charles Darwin, who was the father of the theory of evolution.	H - 2
01C24.B	Make and illustrate timeline entries for the life of Charles Darwin.	VA 1 H - 1 each

## Cultural Studies

01C25.B	From Darwin's writings, identify the land in which he traveled for his study of 'origins,' and locate them on a map or globe.	G - 1
01C26.B	Study the laws and governmental regulations of your state and local area about the teaching of evolution and/or creation in public schools.	C - 3
01C27.B	From works by Os Guinness, Francis Schaeffer, and others recommended for this mini-unit, determine which elements of your own country's government and culture are based on a Biblical view of man as a distinct creation made in the image of God, and which arise from evolutionary theory, cheapening man to just an animal.	S - 3 B - 3
01C28.B	Research and prepare a bill to be presented in a real or theoretical legislative body which would require equal treatment of creation and evolution in the teaching and educational material used in your public schools.	C - 8
01C29.B	Watch and discuss with a Christian adult, the "How Shall We Then Live?" video by Francis Schaeffer to further explore the above topic.	C - 5 H - 3
01C30.B	Using the above materials and/or other available references, describe the type of government that you believe would naturally develop from each of these two very different views of man.	C - 10
01C31.C#	Read Usborne's The Greeks, looking at the role of religion and mythology in their society, culture, and government.	H - 3
01C32.C	Study the section in Streams of Civilization which covers ancient Greece. Look for things from their culture which still influence ours.	H - 2

## Cultural Studies

- 01C33.C# Read and study “Famous Men of Greece”, using its study guide as described below. H - 8
- 01C34.C Study and complete all activities in “The Greenleaf Guide to Famous Men of Greece”, adding material from other recommended books as needed. H - 25
- 01C35.C Read “The Cultural Atlas of Ancient Greece” to use it as a reference for other activities in this mini-unit. H - 5
- 01C36.C Use the resources for your study of the Greeks and their culture to investigate the calendar they used. Compare it to ours and try to find out which, if any, of our days or months today got their names from that culture. H - 1
- 01C37.C Use the above resources or others to study the system of government in ancient Greece, and compare it with the system instituted in the U.S. Constitution. Identify ideas which the founders might have borrowed from the Greeks. H - 1  
C - 1
- 01C38.C Study the history of the Olympic Games and the purposes they served in ancient Greek culture. Compare those games to the modern-day Olympics to determine how the games and their purpose have changed. H - 2
- 01C39.C Read one or more books or articles from larger works on the 1936 Olympics in Munich, Germany. Pay special attention to the performance and reception of Jesse Owens, and the exclusion of Jewish athletes. H - 2
- 01C40.C# Study Jim Thorpe and the controversy surrounding his gold medals. H 1
- 01C41.C On a map, find and label each of the countries who have sent teams to various Olympics, using different colors or something else to designate different years. H - 2

## Cultural Studies

- 01C42.C# Study "The Romans" from Usborne and list all the individuals who are named therein along with the dates during which they lived. H - 3
- 01C43.C Read the section of "Streams of Civilization" about the ancient Roman Empire. H - 2
- 01C44.C# Read and study "Famous Men of Rome", using its study guide as you see fit. H - 8
- 01C45.C In your study of the Romans and their culture, investigate their calendar and compare to ours. H - 1
- 01C46.C In studying Roman history and myths, look for the sources of the names of the planets, and explain where each got its name. H - 1
- 01C47.C Listen to and discuss with parents audios #4 -5 of "World History: A Christian Survey." H - 8
- 01C48.C Use "Baker's Bible Atlas" or a similar reference to identify the original sites of the seven churches in Revelation 2-3, marking them on a map of the day and a modern one. G - 2
- 01C49.C Study the history of each of the seven cities of Revelation 2-3, paying close attention to any historical facts which might have impacted the problems spoken of in those verses. G - 2  
H - 3
- 01050.C Study the present-day city at or near the site of each of the seven churches in Revelation 2-3. G - 4
- 01051.C Prepare timeline entries for all important people and events you found in studying about the seven churches and their cities. VA - 1  
H - 1

## Cultural Studies

01052.D	Study the Druids and their uses of astrology. Bear in mind the difference between astronomy and astrology and the evils associated with the latter. (Always compare false religions to Biblical teachings.)	H - 1
01053.D	From your study of the ancient Greek and Roman Empires elsewhere in the unit investigate the place of astrology in each.	H - 2
01054.D	Study the influence of astrology and other of the occult 'arts' in the religious beliefs of the ancient civilizations of Egypt, Assyria, Babylon, and Syria. (Be sure to compare these beliefs to those in Scripture.)	H - 5
01055.D	Study the establishment and authorization of the National Aeronautics and Space Administration (NASA). Learn how it works, who heads it who has oversight, and how it is funded.	C - 2
01056.D	Investigate the use of satellites and similar space age technology in the areas of news and information gathering and communication. List changes these advancements have made in every day life in our society.	SP - 1 CS - 1
01057.D	Contact the Federal Communications Commission for information on regulations which affect cable television, the Internet and other satellite communications.	C - 2
01058.D#	Use Usborne's "Invention and Discovery" or other sources to make and illustrate timeline entries for all significant developments in astronomy, space exploration, and satellite communication which you studied in this mini-unit.	VA- 1 H - 1
01059.#	Use books listed elsewhere in this mini-unit, Usborne's "World History Dates", "Kingfisher's illustrated History of the World", or other reference books to make timeline entries for all the people, movements, and/or events you studied in this mini-unit.	VA - 1 H - 1



## Cultural Studies

01060.	Make timeline entries for major events in the lives of each of the authors whose works were read in this mini-unit.	VA - 1 H - 1
01061.#	Make timeline entries for other famous people who lived in the time being studied.	VA - 1 H - 1
01062.#	Use the above resources to identify dates for making timeline entries of all major events during the time period studied in this unit.	VA - 1 H - 1
01063.#	Make timeline entries for each invention and/or discovery studied in this mini-unit and major events in the lives of their inventors.	VA - 1 H 1
01064.#	Make timeline cards for all major events and/or people mentioned in books read or studied in this mini-unit but not included elsewhere.	VA - 1 H - 1 each
01065.#	Use encyclopedias or other references to study all countries mentioned in this mini-unit.	H - 1 each
01066.#	Locate on a map or globe all countries studied or mentioned in this mini-unit.	G - 1
01067.#	Locate on a map and study the geography of all cities or municipalities studied in this mini-unit.	G - 2
01068.#	Locate on a U. S. map any or all states studied in this mini-unit.	G -
01069.#	Study the homeland of each author, inventor, or artist whose works were used or studied in this mini-unit.	G - 1 each

## Reading and Literature

01R01.A	Read “Psychoheresy” and “Prophets of Psychoheresy” by the Bobgans, specialists in this field.	HE - 8 each
01R02.A	Read “Competent to Counsel” by Christian pastor-teacher Jay Adams.	HE - 5
01R03.A	Read one or more of Larry Crabbe's books on Christian counseling.	HE - 5 each
01R04.A	Read one or more of the Christian counseling books by doctors from the Minirth-Meier Clinic.	HE - 5 each
01R05.A	Read “The Art of Mentoring” to learn another way to teach and help younger Christians.	TE - 5
01R06.A	Read “How They Learn” for a good explanation of the learning process and how it takes place.	TE - 5
01R07.A	Read “Is Public Education Necessary?” and/or “NEA: Trojan Horse in American Education”, written by Samuel Blumenfeld.	C - 4 H - 3 each book
01R08.A	Study the ungodly philosophies behind public education in our land by reading “The Messianic Character of American Education”.	C - 6
01R09.A	Read “Dumbing Us Down”, an expose of U.S. public schools by a former "Teacher of the Year" winner.	C - 4 H - 2
01R10.A	Read about the purposes and problems of U.S. public education in the book “Why Are So Many Christians Going to Home School”.	C - 5

## Reading and Literature

01R11.A	Read “The Right Choice: Home Schooling” written by HSLDA's (Home School Legal Defense Association) Chris Klicka.	C - 5
01R12.A	Read “Home-Grown Kids”, “Home-Spun Schools”, and/or “Home-Style Teaching”, all written by former public educator Dr. Raymond Moore.	HF - 4 each
01R13.A	Read “The Successful Homeschool Family Handbook”, also by Dr. Moore.	HF - 6 B - 4
01R14.A#	Read “Homeschooling for Excellence” to learn how David and Micki Colfax home-taught their sons, all of whom went on to attend Ivy League Universities on full scholarships.	HF - 5
01R15A#	Read “Hard Times in Paradise” in which the same family shares some of the problems encountered along the way in their home education.	HF - 5
01R16.A#	Read one or more other books written by home educators telling of their experiences. Some books you may wish to consider are: “Our Reeds grow Free” by Karl Reed, “Peanut Butter Family Homeschools” by Bill Butterworth, or “Hothouse Transplants” by Matt Duffy.	HF - 5 each
01R17.A#	Read “Educating for Eternity” to examine a somewhat different view of the educational system in the United States and another solution to the problem.	C - 2 HF - 2 B - 1
01R18.A	Read a selection of articles on varied moral and ethical topics from Christian magazines.	HF - 1
01R19.A	Read articles from secular men's magazines on the same moral or ethical issues as above and compare the 'solutions' given there to those from the Christian sources. Evaluate both of them in the light of Scripture.	B - 1

## Reading and Literature

01R20.B	Read “Unlocking the Mystery of Creation” to get a firm foundation before beginning any of the other materials in this mini-unit.	SE - 5
01R21.B	Study “Evolution: Fact or Belief”, “The Lie: Evolution”, or other scholarly works on this written from a Christian perspective.	SB - 5 each topic
01R22.B	In order to better understand what we must refute, study and discuss Darwin's “Origin of Species”, which is the basis of evolutionary thought and theory. Use arguments from Scripture and Christian works to refute each of his individual premises.	SB - 8
01R23.B	Read or watch a video of "Inherit the Wind," which is about the Scopes trial. Compare it to the true story.	C - 2 H - 2
01R24.B	Read and study “The Abolition of Man” to see the effect of evolutionist thinking on our view of man and how that influences society.	SB - 5
01R25.B	Read and study “How Shall We Then Live?” for an understanding of how viewing man as a special being created in God's image should affect all areas of life.	SB - 10
01R26.B#	Read, alone or with your family, “The Amazing Story of Creation”.	SE - 5
01R27.B#	Read creation history in “Adam and His Kin”.	H - 5
01R28.B#	Read and study “Bone of Contention”.	SB - 5
01R29.B	Read “Scientific Creationism” as a background to the material to be covered in the remainder of this mini-unit.	SB - 2 SE - 2 B - 2

## Reading and Literature

01R30.B	Read "Creation Facts of Life".	SE - 5
01R31.B	Read articles on evolution, the "Big Bang" and similar theories from secular magazines and search Scriptures and Christian materials to refute them.	SB - 5 B - 2
01R32.C#	Read "The Iliad" and "The Odyssey" in "The Child's Homer" or another version.	L - 5 each
01R33.C#	Read the Usborne book "Greek Myths and Legends" or any other good book on Greek mythology.	L - 5
01R34.C	Read "Antigone" or another play from the ancient Greek theater.	L - 3
01R35.C	Read one or more selections from the writings of Plato, Aristotle, or other early Greek philosophers. Compare to the teachings of Scripture on the same topic.	L - 2 each
01R36.C#	Read the Usborne book "Ancient Greece at Work".	H - 3
01R37.C#	Read biographies of any or all of the people mentioned in the books you read about ancient Greece in this unit.	H - 5 each
01R38.C#	Read any or all of the annual record books from the various Olympic games.	H - 3 each
01R39.C#	Read (and/or watch the video of) "Chariots of Fire", the story of Olympian Eric Liddell, who later became a well-known missionary.	L - 5
01R40.C#	Read biographies of Jim Thorpe, Jesse Owens, and/or other famous Olympic medalists.	H - 5 each

## Reading and Literature

01R41.C#	Read the Usborne book “Ancient Rome at Work”.	H - 3
01R42.C	Read “Ben Hur” and/or watch the video.	1 - 5
01R43.C	Read “Spartacus” and an historical account of the slave uprising led by Spartacus. Compare the two accounts.	L - 6
01R44.C	Read or see the video of “The Robe”, a fictional tale of the Roman soldier who won the gamble for Jesus' robe at the crucifixion.	L - 5
01R45.C	Read “The Final Bow” and analyze the attitudes of the main character in view of God's word.	L - 5
01R46.C#	Read “The Bronze Bow” and analyze the attitudes of the main character in view of God's word.	L 5
01R47.C	Read the award-winning historical novel Black Ships Before Troy.	L - 5
01R48.C#	Read Rosemary Sutcliff's trilogy about Roman occupation of Britain. The individual titles are: “The Eagle of the Ninth”, “The Silver Branch”, and “The Lantern Bearers”.	L - 15
01R49.C	Read other historical Christian novels set in ancient Greece or Rome, or in some other place during one of the same time periods.	H - 5 each book
01R50.C	Read biographies of any or all of the people mentioned in the books you read about ancient Rome in this unit.	H - 5 each
01R51.C	Read biographies of any or all of the people mentioned in the history tapes in this unit.	H - 5 each

## Reading and Literature

01R52.C	Read Shakespeare's "Julius Caesar" and compare to a historical biography of his life.	L - 3 H - 2
01R53.C	Read "Titus Andronicus," a play by Shakespeare set in the time period studied in this unit.	L - 4
01R54.C	Read Shakespeare's tragedy, "Pericles, Prince of Tyre."	L - 4
01R55.D	Read biographies of Johannes Kepler, Tycho Brahe, Galileo Galilee, and/or other well-known early astronomers.	H - 4
01R56.D	Read "Lost Moon" by Jim Lovell and/or any other true account of space flight written by an astronaut.	H - 5
01R57.D	Read Biographies of astronauts or others who were a vital part of the space program.	H - 5 each
01R58.D#	Using Usborne's "Invention and Discovery" to identify them, read biographies of some of the scientists whose work was important in the development of the space program.	H - 5 each
01R59.D	Read "From Earth to the Moon", a classic science fiction novel by Jules Verne.	H - 5
01R60.D	Read one or more technological science fiction novels by Ben Bova, Ray Bradbury, or others who were involved in one of the scientific fields directly or indirectly related to the space program.	H - 5 each
01R61.D	Read the fictional story "Voyage to the Stars" by Richard Bliss.	SE - 3 B - 2

## Reading and Literature

- |         |  |                       |
|---------|--|-----------------------|
| 01R62.D | Read the science fiction trilogy by C. S. Lewis (“Out of the Silent Planet”, “Perelandra”, and “This Hideous Strength”) watching for his allegorical references to the gospel of Christ. | L - 5<br>each<br>book |
|---------|--|-----------------------|

## Composition

- |          |  |                 |
|----------|--|-----------------|
| 01W01.A# | Define counsel and counselor from Webster's 1828 dictionary and a modern one, comparing definitions.   | EG - 1          |
| 01W02.A# | Use both dictionaries to define each synonym you can find for the above words.   | EG - 1          |
| 01W03.A  | Write an essay explaining the meaning of the word counsel as used in Psalm 1:1.  | EC - 2<br>B - 1 |
| 01W04.A# | Define disciple and discipleship from Webster's 1828 dictionary and a modern one. Compare the two definitions of both words  | EG - 1          |
| 01W05.A# | Define mentor or mentoring from Webster's 1828 dictionary and from a modern one. Compare the two meanings of each word, noting changes of word use.                        | EG- 1           |
| 01W06.A  | Write a paper comparing the process of mentoring described in Ten Engstrom's book to the discipling approach Jesus used with the 12 apostles.                              | EC - 3<br>B - 2 |
| 01W07.A# | Write a paper comparing and contrasting the meanings of the words counsel, mentoring, and disciple (as verbs).   | EC - 2          |
| 01W08.A  | After completing the studies of psychology and related 'sciences' covered in this unit, write a report or essay comparing each of them with counseling as Jesus taught it. | EC - 3          |



## Composition

01W09.A	From the above definitions and the Scriptures you have studied, write a description of a godly counselor.	EC - 2
01W10.A#	Write the story of Balaam and his donkey as a play or puppet show.	EC - 4
01W11.A	Using the verses studied for this mini-unit from I John 4 and Deuteronomy 13, write guidelines of Biblical standards by which to judge those who claim to speak for God.	EC - 3 B - 3
01W12.A	From the two passages above, write a character sketch of the ideal 'prophet' or preacher.	EC - 2
01W13.A	Write a paper comparing the various schools of secular psychology with each other and the nouthetic counseling methods of Dr. Jay Adams as outlined in any of his books. Follow all guidelines in "Writing the Research and Term Paper". Include a bibliography, footnotes, note cards, an outline, etc.	EC - 10 HE - 2
01W14.A	In a scholarly term paper, compare the methods of Christian counseling taught by Larry Crabbe, Jay Adams, and Drs. Minirth and Meier. Use the proper sections of Writers Inc., a grammar handbook, or similar reference to assure that the paper is written in proper form and style.	EC - 15 HE - 10
01W15.A	Define psychology, psychiatry, and psychoanalysis putting each of the definitions in your vocabulary notebook.	EG - 1
01W16.A	Write a report or article contrasting and comparing the various mental health institutions and/or agencies examined in this mini-unit.	EC - 1 HE - 1
01W17.A	Write a sermon or speech on Deuteronomy 18:9-14, to be given for your family or some other group.	EC - 3

## Composition

01W18.A	Write a letter of Biblical counsel to a younger Christian dealing with one particular problem, real or imaginary.	EC - 2 B - 2
01W19.A	Write an analysis of each article read in one of the recommended Christian magazines, giving the correct Biblical response on any issue for which you believe theirs was not sufficient.	EC - 1 B - 1 each article
01W20.A#	Use I John 4:1-6, II Timothy 3:16, Deuteronomy 6:4-9 and 18:9-14 and/or verses from the Proverbs chapter to be read each day to practice dictation.	EG - 1 per hour
01W21.A#	Interview five public, private and/or church school teachers, and five home educators about moral and religious beliefs, philosophies on the purpose and goals of education, and priorities in teaching. Write a paper on your findings.	EC - 8
01W22.A	Research and write a report on one or more famous people from history who received all or most of their education at home.	EC - 4
01W23.A	Write a newspaper article to expose the negative elements you found in the textbooks used in your school district.	EC - 2
01W24.B	Write court arguments you might use as either the prosecutor or defense counsel in the Scopes trial if it were being held today.	EC - 4 C - 1
01W25.B	Write an article on the Scopes trial as if you were a reporter from that day. Try to tell both sides of the story, as any fair and honest reporter should do.	EC - 2
01W26.B	Write a brief biographical sketch of each of the attorneys from the Scopes trial.	EC - 2

## Composition

- |          |   |                                    |
|----------|---|------------------------------------|
| 01W27.B  | Prepare argument for one side of a debate on the proposition, "Christians today should observe the Sabbath as a day of rest." Use Scripture, commentaries, and other materials to research your position. If possible, team up with another student to present this debate.   | EC - S                             |
| 01W28.B  | Write an extensive research paper on "Biblical Creation: More Than Just Science" in which you explore how believing that man was created by God in His image affects society, government, and all of life. Use any good writing resource book to achieve the proper format, including outline, note cards, footnotes, and bibliography. | EC - 5<br>SE - 5<br>C - 1<br>B - 2 |
| 01W29.B  | Write a scholarly paper, as if for a scientific journal on the application of Lobachevsky's Fifth Postulate to star movements and it's implications with regard to the origin of the universe.  | EC - 3                             |
| 01W30.B  | Write a paper to be given as a speech on "Evidences from Nature for Biblical Creation."   | EC - 3                             |
| 01W31.B  | Write a paper comparing and contrasting each of the different theories of origins you have studied in this mini-unit.   | EC - 3                             |
| 01W32.B# | Write a poem of praise to God for the magnificence of Creation or some particular part of it.   | EC - 2                             |
| 01W33.B  | Write a Bible lesson on Creation to be taught to very young children on their level.  | EC - 2<br>TE - 2                   |
| 01W34.B  | From information in the videos, on the covers of their books, or in reference book, write a short biographical sketch of each of the men who appear in or whose work is discussed in any of the videos in this mini-unit.   | EC - 1<br>each                     |

## Composition

01W35.B#	Define and put into your vocabulary notebook the word evolution, the names of all dinosaurs (with descriptions) and any other new words you encountered in this mini-unit.	EG- 1
01W36.C	Write a brief (1-2 paragraphs) synopsis of each chapter of the book of Romans, explaining what is being taught.	EC - 12
01W37.C	Write a detailed exegesis of Romans, chapter 9.	EC - 4
01W38.C#	Write a journal or diary (at least 10 entries) of a Greek soldier on one of the many campaigns of conquest with Alexander the Great.	EC - 5
01W39.C#	Have a parent or other adult read passages of Famous Men of Greece and/or Famous Men of Rome aloud so you can practice writing them from dictation.	EG - 1 per hour
01W40.C#	Write a 1-2 page report on each country who has won a gold medal in the Olympics.	EC - 1 each
01W41.C#	Write a simple report on Greece, Rome, and the other countries studied in this mini-unit. Put all reports into a notebook or folder to be added to in each unit.	EC - 1 each
01W42.C#	Keep a journal or diary as if you were a citizen of ancient Rome. Make a persona for yourself and write at least 8-10 entries.	EC - 5
01W43.C#	Write a short story set somewhere in the Roman Empire. Be sure to feature some real people and actual historical events.	EC - 25 or more
01W44.C	Rewrite "Antigone" or another play of this period, putting it in modern English and altering the story to be more understandable to today's readers or audiences.	EC - 15

## Composition

01W45.D	Write a paper explaining the influence of astrology in the construction of the Tower of Babel. You may use, but should not copy from, commentaries and/or other books.	EC - 3 B - 2
01W46.D	Define <i>astrology</i> and <i>astronomy</i> and write a paper explaining why one is a real science while the other is not.	EC - 3
01W47.D	Define <i>geocentric</i> and <i>heliocentric</i> from both Webster's 1828 dictionary and a modern one and compare the definitions.	EG - 1
01W48.D	Write a scholarly research paper to defend or refute geocentricity from Scripture and science.	EC - 10 SE - 5
01W49.D	Write the story of the division of languages at the Tower of Babel as if written by someone who was there.	EC - 3 B - 2
01W50.	As you read the Bible each day, keep a spiritual journal, taking notes on your readings and their applications in your life. Add prayer requests and answers as well as insights God may give you.	EC - 1 B - 1 daily
01W51.	Use the Scripture passages in this mini-unit to practice dictation. Have someone else read them aloud while you copy them, word for word with exact punctuation. If your beliefs allow, you may want to use a modern Bible translation for this exercise.	EG - 1 B - 1 per 3 times
01W52.	Write a report on one or more of the people you studied in this mini-unit.	EC - 1 each
01W53.	Write a brief (1-2 page) report on each country studied in this mini-unit. Put them all into your geography notebook.	EC - 1
01W54.	As you attend worship services or hear them on radio, TV, or tapes, take notes on the sermons.	EC - 1 each

## Composition

01W55.	As you watch videos and/or listen to audios in this unit, take notes on them.	EG - 1 an hour
01W56.	Use your notes to write a synopsis or summary of each audio and/or video used in this mini-unit.	EC - 1
01W57.	Write reviews of any or all of the videos in this mini-unit, as if done by a movie critic.	EC - 1
01W58.	Write a character sketch of one of the men and/or women studied in this mini-unit.	EC - 1
01W59.	Write report on each field trip taken in this unit.	EC - 1
01W60.	Write thank you notes to field trip guides, people you interviewed, and others who helped in any way with this mini-unit.	EC - 1 each
01W61.	Add one page to your school journal each day as explained in the GUIDELINES.	EC - 3 a week
01W62.	Write book reports on any or all the novels or biographies in this unit.	EC - 1 each
01W63.	Outline one or more of the non-fiction books read in this mini-unit.	EC - 3 each
01W64.	Write summaries and/or synopses of any of the books read in this unit.	EC - 2 each
01W65.	Write an thorough exegesis of any of the Biblical chapters studied in this mini-unit.	EC - 5 B - 2

## Composition

01W66.	Put ten or more new words from your studies each week into your vocabulary notebook. Add definitions, pronunciation marks, and syllables.	EG 2 per 10
01W67.	Learn to spell all new vocabulary words each week.	EG - 2
01W68.	Write a review of each play you read or watched in this mini unit.	EC - 1 each
01W69.#	Use any good contemporary dictionary to proofread and correct spelling in all written work. (No points for use of an automatic spell checker.)	EC - 2 per paper
01W70.#	Using Writers Inc., The College English Handbook, or another grammatical reference, proofread and correct grammar and mechanics in all written work done for this mini-unit.	EC - 2 per paper

## Mathematics and Personal Finance

01M01.A	Analyze the best data available on mental illnesses being treated in your state and determine what percentage of patients have which disorders. This information should be available from your state mental health agency or in recent medical or psychological journals.	M - 3
01M02.A	Prepare a pie graph to show the above data with regard to various types of mental illnesses.	M - 3
01M03.A#	Talk to a health insurance agent to learn about the relative costs of care for mental 'illness' and those for other types of health care. Put this information into ratio and/or proportion format.	M - 1

## Mathematics and Personal Finance

- |          |   |       |
|----------|---|-------|
| 01M04.A# | Prepare a graph of your choice to show the above insurance figures.   | M - 3 |
| 01M05.A  | Find out from an institution that treats substance abuse how much it costs to treat one patient for a certain period of time and how long the average stay is. Multiply these by the average number of patients at any one time to determine the amount spent on this type of care per day, week, month, etc. | M - 2 |
| 01M06.A  | From information available through the mental health agency on rate of recidivism (look it up), determine the amount spent per success.   | M - 1 |
| 01M07.A  | Obtain the same figures as the last two activities from a Christian substance abuse program and see the differences in cost per patient, recidivism rate, and overall cost per success.   | M - 3 |
| 01M08.A  | Prepare a set of bar graphs to compare cost, recidivism, and success in each of the two types of treatment facilities.  | M - 3 |
| 01M09.A  | Using information from health care agencies, periodicals, or other resources, create a line graph showing the rise (or fall) in cases of substance abuse in various years and in rates of recidivism in each of those years.  | M - 3 |
| 01M10.A  | Express the above information on total number of cases, rise in them, and rate of cure in terms of percentage, proportion, and ratios.  | M - 1 |
| 01M11.A  | Prepare a statistical analysis to show the incidence of each type material you found objectionable in the textbooks you investigated in the Cultural Studies section.   | M - 4 |



## Mathematics and Personal Finance

- 01M12.A Obtain information from your state and/or local revenue departments to find the percentage and amount of each of your state's or locality's taxes that go to support public schools. Divide by the number of students in that system to determine the REAL cost per student. Study the school system's published figures and prepare a chart or graph to compare them. M - 4
- 01M13.A From your state or local school system's official budget, which is a matter of public record, learn what percentages of the money goes to classroom costs, support services (libraries, buses, etc.) competitive varsity sports, and administrative costs. M - 2
- 01M14.A Prepare a graph to demonstrate the use of school system funds, as shown above. M - 4
- 01M15.B# Use the genealogy list in Genesis 5 to compute the number of years between the creation and the Flood of Noah's time. M - 1
- 01M16.B Follow the lists in Matthew 1, assuming about 40 years to the generation, to estimate the age of the Earth, taking these dates literally. M-1
- 01M17.B From reference books of various kinds, compute what scientists believe to have been the relative sizes of the various types of dinosaurs and try to draw or construct them to scale. M - 5
- 01M18.B Prepare some type of graph or chart to show the relative sizes of the dinosaurs as determined in the above activity. M - 3
- 01M19.C Use an encyclopedia or standard geometry book to study and memorize the five postulates of Euclidean geometry, developed by a Greek. M - 7

## Mathematics and Personal Finance

01M20.C	Use the same encyclopedia or other reference material to find and study the geometries developed by Lobachevsky and Riemann and learn how they differ from that of Euclid.	M - 15
01M21.C	From a standard geometry book or some similar source, study and memorize the Pythagorean Theorem(also developed by a Greek), and find one practical use for it other than the one in the book from which you learned about it.	M - 3
01M22.C	In your studies in the area of geometry, find and learn about other contributions made to it by Greek scholars.	M - 1
01M23.C	From your study of Greek culture and philosophy, explore the factors which contributed to the Greeks' extreme interest in abstract math. Compare their approach to mathematics with that of other ancient cultures and of our own society today.	H - 2
01M24.C	Study and list other contributions made by the ancient Greeks to the field of mathematics.	M - 1 H - 1
01M25.C#	Play Oh Euclid with siblings or friends often enough to become thoroughly familiar with the various shapes and figures it teaches.	M - 5
01M26.C#	Use Hands-On Geometry to study geometric patterns and relationships.	M - 10
01M27.C	At this point in your unit study, you may be ready to complete a course in plane geometry.	M - 1 credit
01M28.0	In addition to or instead of the above course, you may wish to take a course in analytical geometry.	M - 1 credit

## Mathematics and Personal Finance

01M29.D#	Use your study of astronomy to learn how to use scientific notation. Practice with distances between planets and the sizes of their orbits.	M - 3
01M30.D	Using published data on the diameters of various planets in our solar system, compute the circumference and volume of each, assuming perfectly spherical shapes.	M - 3
01M31.D	Use the above figures to make scale models of each of the planets.	M - 10
01M32.D	Using information from the computer program suggested in the science section of this mini-unit or any other reliable resource about the sizes and paths of orbits of the planets and their distances from one another and the Sun, compute placements you would use if you were to attempt to make a complete scale model of the solar system. Be able to explain why that can't be done as a science project.	M - 6 SE - 3
01M33.D#	As you work with them in astronomy, learn about circles, arcs, ellipses, parabola, and hyperbola, and the formulas related to each.	M - 1 per shape
01M34.D	From available information on the weight (mass) and gravitational force of each planet, compute your own weight on each of them.	M - 1
01M35.D	Using whatever data is available on the size of planetary orbits and the length of a year on each planet, compute your age and other time periods in years of each other planet.	M - 1
01M36.D#	Prepare a graph to show the relative length of days and years of each of the planets.	M - 3

## Mathematics and Personal Finance

01M37.D#	Play the game Ten-Four to learn how to do scientific notation and review other math concepts.	M - 2 each time to 20
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## Science

01S01.A#	Study the human endocrine system and the hormones and enzymes it produces.	HA - 5
01S02.A#	Using “The Pop-Up Book of Human Anatomy”, or a similar volume on the same topic as a pattern, draw and label a diagram of the human endocrine system.	HA - 2
01S03.A#	Study the anatomy and physiology of the human brain and nervous system.	HA - 3
01S04.A	If you plan to study psychology as a science, this is the unit in which to do it. However, we strongly urge caution in this study, as so much of psychology is in opposition to Scripture.	1 credit in Psy- chology
01S05.A#	Build a model kit of a human brain and use it to study how it works.	HA - 5
01S06.A	Study the experiment of Pavlov and others on the effects of conditioning on animal behavior.	HE - 2
01S07.A#	Study the behavior of a variety of animals, both wild and domesticated, to identify behaviors which are conditioned or instincts.	SB - 2
01S08.A#	Make a list of ways in which mankind has made use of the instincts of animals.	SB - 1

Science

01S09.A	With help from the humane society or SPCA, investigate laboratory use of animals in your area.	SB - 1
01S10.A#	Talk with a veterinarian, animal trainer, or some other animal expert, (or read a book) to learn the conditioning processes used in training animals.	TE - 1 SB - 1
01S11.A	Study various tests commonly used to measure intelligence. Determine what criteria each uses, and how heavily they each rely on verbal skills or questions which show some type of bias.	TE - 1
01S12.B#	Watch and discuss with an adult Master Books' two-part video series "Science of Creation."	SE - 4 B - 2
01S13.B#	Study the Creation Resource Foundation's audio or video seminar on "Unlocking the Mysteries of Creation" and complete all work in accompanying text and workbook.	SB or SE - 1 credit B - 25
01S14.B#	Watch, take notes on, and discuss with parents any or all of the videos in the "Origins: How the World Came to Be" series by Dr. A. E. Wilder-Smith. (Individual titles are: The Origins of the Universe; The Earth, a Young Planet?; Origin of Life; The Origin of Species; The Origin of Mankind; and The Fossil Record.	SB or SE - 12
01S15.B	From the above videos and audios and/or "The Biblical Basis for Modern Science", prepare a list of areas in which evolutionary theory is often accepted by Christians seemingly with little thought. Find and list beside each the Biblical answers provided by the sources in this unit.	SE - 2 B - 2
01S16.B#	Conduct a thorough study of dinosaurs, using "Dinosaurs by Design"; "D Is for Dinosaur" and/or other Christian materials.	SB - 35

## Science

01S17.B#	Relate the book of Job to creation by studying “Dinosaurs: Those Terrible Lizards”.	SB - 6
01S18.B#	Listen to and take notes on "The Genesis Tapes."	SE - 8
01S19.B#	Watch other science videos by the Institute for Creation Research, Moody Press, or others. Take notes on each one and discuss with parents.	SB - 5 each
01S20.B	At this stage in life, it may be wise to study the theory of evolution as taught in most secular schools, along with Bible evidences to refute it.	SB - 5 B - 3
01S21.B	Study the three different analyses of “Euclid's Fifth Postulate” (Euclid, Lobachevsky, and Riemann) and the application of each to star movement. Try to discover why those analyses led scientists to believe in an expanding universe.	SE - 5 M - 3
01S22.B	From the above data and any other sources you may find, explain how the existence of an expanding universe is evidence for specific creation.	SE - 2
01S23.B	Investigate the various theories of creation used by those who have to admit scientifically that the universe had a time of beginning but are unwilling to accept God as Creator.	SE - 1
01S24.C	Investigate the contributions of Archimedes to physical science and duplicate his research.	H - 2 SP - 3
01S25.C#	Use Usborne's 'Dictionary of Physics', or a similar book to study the lever and inclined plane, introduced into Greek culture by Archimedes, and other machines based on them.	SP - 2

## Science

01S26.C#	Study “Machines” by Usborne and build a working example of each type of simple machine. Try to move heavy objects and/or perform other jobs with each machine and record your findings.	SP - 10 IA - 15
01S27.C#	Identify as many examples as possible of each simple machine used around your home.	SP - 10
01S28.C#	Using Usborne's “Invention and Discovery”, encyclopedia, or similar resources, find and study the important technological or scientific discoveries and/or inventions made by other ancient Greeks. Determine how many of these are currently in use in some form or another or form the bases for things that are.	SP - 2 H - 2
01S29.C#	Using Usborne's “Invention and Discovery”, encyclopedia, or similar resources, find and study all important technological or scientific discoveries and/or inventions made by the ancient Romans. Determine how many of these are still in use in some form or are the bases for things that are.	SP - 2 H - 2
01S30.D	Study the sun, moon, and stars and the ways in which they each affect the Earth.	SE - 5
01S31.D#	Use Usborne's “Stars and Planets” or a similar book to learn basic facts about the universe.	SE - 3
01S32.D#	Use the Usborne book “Space Facts” to find and learn details about the solar system.	SE - 3
01S33.D#	Study the constellations from “The Glow in the Dark Night Sky Book”.	SE - 5
01S34.D	To get a Christian perspective on astronomy read “Astronomy and the Bible”.	SE - 4

## Science

01S35.D#	Visit a planetarium to observe a model of the solar system, constellations, and universe, and to learn how the equipment works.	SE - 2 SP - 2
01S36.D#	Using a store-bought kit or instructions from <i>Science Experiments on File</i> , construct a small working model of a planetarium.	SP - 5
01S37.D	Study the history of astronomy, including various theories about the universe and the men who developed them. Be sure to include Aristotle, Tycho Brahe, Johannes Kepler, Francis Bacon, Sir Isaac Newton, Copernicus, and Galileo.	SE - 8
01S38.D#	After reading <i>From Earth to the Moon</i> , list all of the fictional gadgets and gizmos that Verne imagined for the novel which became reality at some later time. Use Usborne's <i>Dictionary of Invention and Discovery</i> or other references to find relevant dates and make timeline entries or each of them.	SP - 2 SE - 2 VA - 1 each H - 1 each
01S39.D#	Complete all activities in the <i>Sky Science</i> kit from Adventures in Science.	SE - 5 SP - 3
01S40.D	Study Usborne's <i>The Young Astronomer</i> and do all the activities and experiments.	SE -
01S41.D	Listen to and discuss with a parent tapes of the geocentricity-heliocentricity debate available from Geo-Helio Society.	SE - 5 B - 3
01S42.D	Study the Morly-Michaelson experiment and analyze its findings in light of the passage from Psalm 19 and the above tapes on geocentricity.	SE - 8



## Science

01S43.D	Drawing from materials you have studied in this unit, formulate a theory to explain why all NASA probes to the sun and other planets worked when sent using calculations based on a geo-centric universe but not when based on the heliocentric model.	SE - 10
01S44.D#	Using directions from “Science Experiments on File” or a similar source, make a model of the commonly accepted heliocentric solar system. Make sizes to scale and plan a display that shows the proper scale of distances between the various bodies. (In order for this to work, you must use different scales for size and distance.)	SE - 10
01S45.D#	Make a scale model of the solar system using one of the geocentric patterns you studied in this mini-unit.	SE - 10
01S46.D#	Instead of making a portable, table-top model of the solar system, make a room-sized one, using styrofoam or other balls of proportional sizes. Hang these from the ceiling an appropriate distance from a fan light, chandelier, or pole lamp.	SE - 10
01S47.D#	Tour one of NASA's Space Centers.	SP - 4
01S48.D#	Attend a one-week course at NASA Space Camp.	SP - 40
01S49.D#	Watch "The Big Blue Planet" or another video made by NASA astronauts in space.	SE - 2
01S50.D#	Study the Usborne Book “Satellites and Space Stations”.	SP - 3
01S51.D#	Play “Good Heavens” astronomy trivia game by Ampersand Press.	SE - 2 each time

## Health and Physical Fitness

- 01H01.A Study each branch of psychology and related 'sciences' and the principles upon which they are based. Show how each principle conforms to or goes against the teachings of Scripture, as gleaned from your Bible search of the words *counsel* and *counselor* in this mini-unit. HE - 5  
H - 3  
B - 2
- 01H02.A Using *Competent to Counsel* by Dr. Jay Adams, look at the fallacies of secular psychology and traditional "Christian" counseling by comparing it to his Scriptural approach. HE - 2  
B - 2
- 01H03.A After reading "Psycho-Heresy" and "Prophets of Psycho-Heresy", list the most common problems with traditional psychology and psychotherapy and look at Biblical says to deal with them. HE 3
- 01H04.A From your reading and Scripture study on this topic, list common conditions which the world considers mental health problems but the Bible calls sin or demonstrates to be the effects of sin. Propose a Biblical treatment (counseling) program for someone in each of these situations. HE - 5  
B - 5
- 01H05.A# Tour a psychiatric hospital or other mental health facility. Discuss with doctors or other personnel the purposes and philosophy of the institution. Search for Biblical principles to support or indict these beliefs HE - 2
- 01H06.A# Tour a Christian institution devoted to mental disorders. Talk with doctors or other personnel about the purposes and philosophy of the institution. Search Biblical principles to support or indict these beliefs. Compare with the secular facility. HE - 1
- 01H07.A Contact the Mental Health agency of your state or local area to find out what services it provides to whom. Then look for Christian alternatives to each service Prepare a list of such services for future reference. HE - 1

## Health and Physical Fitness

01H08.A	Talk to a psychiatrist or other mental health worker about the problems (s)he treats. Study each problem to determine whether it might be caused by sin or its effects as Jay Adams and others whose work you have read maintain.	HE - 5
01H09.A	Consult “The Christian Counselor's Manual” for Biblical answers to each of the above problems.	HE - 5
01H10.A	Study the difference between neurological and psychological (or psychiatric) disorders, and the ways each can be treated.	HE - 3
01H11.A#	Study epilepsy, its causes, and treatment options.	HE - 3
01H12.A#	Study stroke and how it affects the brain and other parts of the body.	HE - 3
01H13.A#	Learn about nutrition, fitness and other health factors as they relate to strokes. Propose a treatment and/or prevention program for a hypothetical patient recovering from a stroke.	HE - 2
01H14.A#	Learn about the various hormones and other substances produced by the human body which may cause neurological problems when produced in the wrong quantities.	HE - 2
01H15.A	Investigate common drugs, legal or otherwise, which may cause neurological or other mental health problems.	HE - 3
01H16.A#	Talk with a health care worker from a facility for the treatment of drug abuse to learn about the danger of brain damage from such behavior.	HE - 2
01H17.A#	Watch a Christian video on the evils of drugs and similar substance abuse.	HE - 1

## Health and Physical Fitness

01H18.A	Using a medical encyclopedia or other source, study hallucinogens, cocaine, methamphetamine, and other drugs which are known to cause lasting brain damage and/or personality disorders.	HE - 3
01H19.A	Study hypnosis as used in psychiatry and the dangers associated with it.	HE - 2
01H20.A#	Get a health care worker to show you how to use and read an EEG and what it means.	HE - 2
01H21.A#	Get a nurse, doctor, or technical to demonstrate the taking and reading of a CAT scan.	HE - 2
01H22.A	Study ADD, ADHD, and other recognized "learning disabilities" which are commonly treated with drugs or other medical methods.	HE - 5
01H23.A	Study the effects and side effects of Ritalin and other drugs use to treat the above learning disabilities.	HE -
01H24.B	Examine human anatomy and physiology and list as many examples as you can find of the ways in which God created the body to take care of itself.	HA - 5+
01H25.B	From a study of Genesis 2 and 3, determine why our bodies are allowed to get sick and die.	B -
01H26.B	Study and list the main causes of death in various age groups in your country.	HE - 1
01H27.B	Study any good book on natural healing to see how God's creation included all those things we would need to care for our health.	HE - 5

## Health and Physical Fitness

01H28.B	Use the above book to discover natural treatments and/or medications for any chronic ailments that may affect members of your family.	HE - 2
01H29.C#	Study Hippocrates, the Father of Medicine, and his many contributions to health care.	H - 2 HE - 2
01H30.C#	Take a tour of a hospital offering general medical care. As you tour, look for things which are rooted in the teachings of Hippocrates.	HE - 2
01H31.C#	Study the athletic events commonly featured in the Olympics and the physical demands of each.	HE - 10
01H32.C#	Study the effects, both positive and negative, of steroids and determine why they are forbidden in Olympic competition.	HE - 1
01H33.C#	With your parents' approval, choose one of the Olympic sports and learn to play it well through classes at a YMCA or rec center, joining a team, hiring a private coach, watching videos, or any other method your parents approve.	Parental Decision
01H34D#	From periodicals and other sources, study the effects of weightlessness on the human body and steps space travelers must take to combat them.	HE - 1
01H35.D	Talk with a hospital cardiac or intensive care worker on the value to patients of the remote monitoring equipment now used in hospitals but originally created for use on astronauts.	HE - 1
01H36.D	From periodicals or other sources, study the common medical uses of teflon, which was invented for space program.	H - 2

## Health and Physical Fitness

- 01H37.D From periodicals, encyclopedias, and/or medical or scientific journals, investigate and prepare a report on other medical treatments and services that were made possible by or through the space program. HE - 5

## Practical Arts

- 01P01.A Study “The Christian Counselor's Manual” to find godly advice for specific problems or situations you or young people your know are facing, and learn how to counsel from Scripture in these situations. HE - 5  
B - 3
- 001P02.A Take a course in Christian counseling through a church counseling center, Christian College, or similar ministries. HE - 20  
B - 5
- 01P03.A Serve as a counselor for a Crisis Hotline, or some other Christian ministry. B - 2  
per  
hour
- 01P04.A To better prepare for studying Old Testament counsel and wisdom, take a course in Biblical Hebrew online or via correspondence, by extension for a seminary or college, or at a synagogue. (You may find other ways to study this. A course in modern Hebrew will give a good background to ancient Hebrew. Unfortunately, Greek does not work that way!) FL - 1  
credit  
(Hebrew)
- 01P05.A Improve your own mental abilities by taking a speed reading course, either through a school or college, by video, or on computer. TE - 50  
or 1/2  
credit  
reading
- 01P06.A Tutor a peer or younger child in some school subject in which you excel. TE - 3  
per  
hour

## Practical Arts

01P07.A	Prepare a worksheet or practice page to use with your tutoring student.	TE - 1
01P0S.A	Attend the parents' sessions of a homeschool conference to learn the how-to's of teaching your own children someday.	TE - 10 HF - 10
01P09.A	Listen to audios or watch videos of home education workshops by Gregg Harris, Karl Reed, Mary Pride, or other Christian home educators. Take notes and study them as you would if you had been there.	HF or TE - 1 per hour
01P10.A	If possible, serve as a teacher, leader, or assistant in Sunday school, Bible club, or other "religious" class for young children.	TE - 2 per session
01P11.A	Prepare a bulletin board or other visual aid to use in teaching your class or children's group.	TE - 10
01P12.A	Give the sermon or speech you wrote on Deuteronomy 18:9-14 for your family or other group.	B - 1 TE - 2
01P13.B	Give your speech on "Evidences from Nature for Biblical Creation".	B - 2 TE - 2
01P14.B#	Design and make your own costume for the monologue about creation, listed in the Creative Arts section of this mini-unit.	HM - 5
01P15.B#	Familiarize yourself with fossil hunting and identification using "The Fossil Hunt Kit."	SE - 5
01P16.B	Observe or participate in a fossil dig.	SE - 10

## Practical Arts

01P17.B#	To experience and learn about the process by which scientists collect and attempt to put back together individual parts of what appear to be dinosaurs, use "Restoration Kits" to find, identify, and restore fossils of your very own.	SE - 10
01P18.B	Build one or more wooden dinosaur models from the available kits.	VA - 2 each
01P19.B	To duplicate the process often used by scientists in their fossil restoration, take parts from several of the above kits, as if they had been bones found together in a dig, and try to fit them together as a single creature Bear in mind that many scientists have created entire creatures from less than this.	SE - 5
01P20.B	Use typing and data base skills to catalog the fossils you find.	BE - 5
01P21.B	If you do not know how to create and use a computer database, you may wish to learn for use in this mini-unit.	BE - 20
01P22.C	Take a course in Koine' Greek, using the workbook series "Greek: A Programmed Primer", or a program from Alpha Omega or ACE worktexts, or Greek courses taught at or through a college or seminary.	FL - 1 credit
01P23.C	Take a course in Latin, using "Artes Latinae" or any one of the commonly available textbooks or courses, or take Latin classes offered by a local or extension college or seminary.	FL - 1 credit
01P24.C	Using the patterns in "Hands-On Geometry" and the suggested materials, create the items needed for all recommended activities.	TE - 10



## Practical Arts

01P25.C#	Determine one or more practical uses of each of the simple machines of Archimedes and learn to use them for those purposes.	SE - 5
01P26.C	Solve one or more common household problems using each of the simple machines or something based on it.	SE - 5
01P27.C#	Build a machine based on the inclined plane and designed to perform some specific task or solve a particular problem.	SE - 1 IA - 3 HM - 2
01P28.C#	Construct a machine based on the lever but designed to perform one particular task or solve a specific problem.	SE - 1 IA - 3 HM - 2
01P29.C#	Construct a machine based on the wedge but designed to perform one particular task or solve a specific problem.	SE - 1 IA - 3 HM - 2
01P30.C#	Construct a machine based on the pulley but designed to perform one particular task or solve a specific problem.	SE - 1 IA - 3 HM - 2
01P31.C#	Construct a machine based on a wheel and axle and designed to perform one particular task or solve a specific problem.	SE - 1 IA - 3 HM - 2
01P32.C#	Build a car or other wheeled object of wood, doing all the work yourself.	IA - 25
01P33.C#	Create toys which feature pulleys, levers, and inclined planes.	IA - 10 each
01P34.C	Using Fishertechnicks, Construx, or a similar building set, build one or more working models of actual machines and be able to isolate the simple machines in each one.	IA - 10 each

## Practical Arts

01P35.D	From paper mache', clay, or another medium, make scale models of all the planets in our solar system, with or without their moons.	IA - 5
01P36.D	Build a frame or display case for your solar system model, being careful to measure and cut correctly and evenly.	IA - 10
01P37.D	Using directions from one of the three volumes of "Science Experiments on File", build a working telescope.	SP - 10
01P38.D	Learn to use a telescope to locate the various heavenly bodies in the evening sky.	SE - 2
01P39.D#	Use "The Night Sky" spotters guide by Usborne to identify and locate constellations or other objects visible in the skies of your area at different times of the year.	SE - 3 per season
01P40.D	Learn to tell directions from the sun by day and the stars at night.	SE - 3
01P41.D	Following directions from the appropriate volume of "Science Experiments on File", or a similar book, build your own planetarium.	SE - 10 IA - 10
01P42.D	With directions from the World Book encyclopedia, or a book on the topic, build a pinhole viewer, with which you could safely view a solar eclipse.	IA - 5
01P43.	Take a course in public speaking and learn to speak comfortably in front of a group.	EG - 1/2 credit
01P44.	Learn to type on a computer keyboard.	OS - 1 credit

## Practical Arts

01P45.	Learn to use other computer software as appropriate to the mini-unit.	Parent's Decision
01P46.	Type all papers for this mini-unit, using a typewriter or computer word processing system.	OS - 1 each
01P47.	Design and construct your own sets for one of the plays you wrote or directed.	VA - 15 DR - 10
01P48.	Design and make your own costumes for one of the plays you wrote or directed.	PA - 10 DR - 15

## Decorative and Performing Arts

01A01.A	Draw an original design for a T-shirt extolling the virtues of home education.	VA - 5
01A02.A	Write, produce, and perform in a play or puppet show about home education, from the perspective of a student.	DR - 25
01A03.A	Draw and/or paint one or more posters for use in any of the lessons you will be teaching in the classes or groups with which your work.	VA - 2 each
01A04.A	Use your artistic and/or calligraphy skills to design an award or certificate for use in the class or group you teach.	VA - 2
01A05.A#	Use calligraphy to design a plaque poster of Proverbs 6:22 or another passage associated with this min-unit. Illustrate with original art.	VA - 2

## Decorative and Performing Arts

01A06.B#	Write and perform a skit or monologue of an inanimate object in nature, telling of its Creation from a first-hand perspective.	DR - 2 EC - 2
01A07.B	To see the ultimate end of evolutionary thought, watch or read, and study a performance of the play, "No Exit" by Jean-Paul Sartre. Discuss its theme and meaning with a Christian adult.	DR - 5
01A08.B	From an artist's rendition or museum's reconstruction of a dinosaur, attempt to draw some other creature using the same skeletal parts.	VA - 3
01A09.B#	Paint or draw a mural depicting each of the days of creation in sequence.	VA - 6
01A10.B#	Using the calligraphy style of your choice, make a poster of 2Genesis1:1-5 and illustrate with your own drawings, collage, or other artwork.	VA -
01A11.B#	Using a calligraphy style of your choice, make a poster of Genesis 1:6-8 and illustrate with your drawings collage, or other artwork.	VA - 2
01A12.B#	Using calligraphy style of your choice, make a poster of Genesis 1:9-13 and illustrate it with drawings, a collage, or other artwork.	VA - 2
01A13.B	Using calligraphy style of your choice, make a poster of Genesis 1:14-19 and illustrate it with drawings, a collage, or other artwork.	VA - 2
01A14.B	Using a calligraphy style of your choice, make a poster of Genesis 1:20-23 and illustrate it with drawings, a collage, or other artwork.	VA - 2

## Decorative and Performing Arts

01A15.B#	Using a calligraphy style of your choice, make a poster of Genesis 1:24-31 and illustrate it with drawings, a collage, or other artwork.	VA - 2
01A16.C	Listen to online or CD and/or watch a video or live performance of “Ring of the Niebelung”.	MA - 20
01A17.C	Watch a presentation of "Antigone," "Oedipus Rex," or some other classic Greek play.	DR - 3
01A18.C	Watch a performance of Shakespeare's "Julius Caesar."	DR - 3
01A19.C	Tour a museum or use a fine art book to study paintings based on any of the myths you have studied.	AA - 3
01A20.C	Write and produce a play based on one of the Greek myths studied in this unit.	EC-5-10 DR -10 - 50
01A21.C	Write and produce a play based on one of the Roman myths studied in this unit.	EC-5-10 DR-10 - 50
01A22.C	Design and paint your own scenery for any or all of the plays in this mini-unit.	VA - 50 or more
01A23.C#	Complete the project(s) in Usborne's “Make This Roman Villa” and/or “Make This Roman Fort”.	VA - 3 H - 2 each
01A24.C	Draw or paint a mural or picture of any of the planets, the solar system, or any other space scene.	VA - 5
01A25.D	Paint a realistic looking night sky on one of the ceilings in your home. (Be sure to get parental permission first.	IA - 2 VA - 5

## Decorative and Performing Arts

01A26.D	Read and work with Usborne's "How to Draw Spacecraft" to create a variety of spaceships and the aliens to drive them.	VA- 10
01A27.D	Create a picture book or comic strip (or book) based on the spacecraft ad creature(s) you designed in the above activity.	VA - 10
01A28.D	Use your drawing skills to illustrate the science fiction story you wrote for this mini-unit.	VA - 1 per picture
01A29.D	Use italic calligraphy or any other artistic form of lettering to create a poster of Psalm 8:3-4.	VA - 5
01A30.D	Illustrate the above poster using any drawing, painting, or decorative designs you wish.	VA - 2
01A31.D	Draw pictures of the field trips you took to the NASA facilities.	VA - 2
01A32.D	Watch and critique performances of any of the works of Shakespeare studied in this unit.	VA - 5
01A33.D	Listen to "The Planets" musical suites.	MA - 2
01A34.	Draw or paint a picture of each field trip taken in connection with this unit.	VA - 3 each
01A35.	Set to music one or more of the Bible passages studied in this unit.	MC - 4 each
01A36.	Write an original skit or play about any of the historical events in this unit.	EC - 10 H - 5

## Decorative and Performing Arts

- |        |   |                    |
|--------|---|--------------------|
| 01A37. | Direct a presentation of one or more of the plays or skits you created for this unit. | DR - 25<br>per act |
| 01A38. | Play a major role in one or more of the plays you wrote in this unit.                 | DR - 20<br>per act |

# BLESSED IS THE MAN



A Four Year High School Unit Study  
Curriculum for Young Men

by Lynda & Lauren Coats

REVISED & UPDATED EDITION

This is the end of the sampler.

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