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# Curriculum Data Base

Many parents and students are looking for curriculum ideas. Our highly qualified advisors have gathered this incredible data base over the last several years for your benefit. This valuable list represents many of the materials used to customize a student's education.

Publishers are listed in alphabetical order according to course subject. Within each course subject is a list of current titles with notes and specific requirements to earn high school credit. TXT denotes a textbook course and may require daily work, quizzes, and tests as evidence. SD denotes a self-designed course and may require daily work, quizzes, tests, and logged hours as evidence.

Computer Skills  
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Fine Arts  
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Foreign Language  
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Health  
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Language Arts  
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Math  
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Multi-Subject  
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Physical Education  
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Science  
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Social Studies  
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State Studies  
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US History


Keep in mind publishers make modifications in titles and credit values periodically. This can result in outdated information. Be sure to consult the publisher's website for the most current details.

As you are searching for specific curriculum, notice that global publishing houses continue to merge and acquire the smaller companies. As a result, it can be daunting trying to follow the website links. For example, Holt, Rinehart and Winston and McDougal Littell have joined to become Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company under the parent company Education Media Publishing Group Limited. It might be helpful to use a variety of website sources to compare curriculum.

Often homeschooling families share curriculum, so remember, even if the title is not listed, the work can still earn credit as long as it is high school level. Most importantly, this is not an exhaustive list and is not the only way for a student to earn high school credit. Our qualified advisors are always available for you to consult regarding curriculum choices and credit values.

Always consult with your institution (high school, college, state education requirements, .etc) to verify agreement of the included requirements and credit allotment. Credit values may change or be in error. Advisors always have the final say.

- \* Large publisher with many titles available. In addition, this entry may fall under several publisher's names due to the merging of publishing companies. Be certain to choose high school level resources.
- \*\* Curriculum must be completed exactly as presented by publisher in order to receive full credit. Evidence must comply.
- \*\*\* Currently out of print, but may be available on Amazon.com.
- \*\*\*\* Publishes curriculum options designed for Special Needs students. To earn high school credit, student must have a diagnosed, documented, learning disability requiring lower-than-high-school materials.

 **CS** Computer skills courses demonstrate proficiency in the use of computers. Computer experience may include loading, operating, and applying fundamental skills. This may include word processing, keyboarding, developing a database, accessing data, and using software. Textbooks for computer courses are difficult to find -- perhaps the publishing cycle limits capability of a textbook to be up-to-date when it's published. Program manuals, hands-on practice, and personal instruction are all valuable when studying computer skills. These courses are usually considered self-designed courses and are intended to give the student a comfort level and familiarity with a personal computer. This course may also be met through demonstration of work, from extensive personal experience, or from employment experience.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work--suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 6 two page SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>Keyboarding &amp; Document Processing</i></li> </ul>	TXT: (1.5 credit) Complete text and present projects as evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Computer Literacy -- Microsoft 7</i></li> </ul> <p>Monarch®: Alpha Omega's online curriculum. Switched-On Schoolhouse® (SOS): Alpha Omega's CD-ROM curriculum. LIFEPAC®: Combines textbook and workbooks. by the student.</p> <p><i>LIFEPAC Select is Alpha Omega's textbook and workbook curriculum that combines multiple grades to create the course. Selects are not eligible for high school credit.</i></p>	TXT: (.25 credit) Complete 2 LIFEPACS & present tests as evidence.
<b>Brainbench</b> www.Brainbench.com 703-437-4800	<p><i>Provides testing in computer proficiency.</i></p>	TXT: (1 credit) Present official documentation from Brainbench as evidence of course completion.
<b>Broderbund</b> www.Broderbund.com 800-395-0277	<ul style="list-style-type: none"> <li>• <i>Mavis Beacon Teaches Typing</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Cengage Learning*</b> www.cengage.com/us/ 800-354-9706	<p><i>Many online &amp; textbook computer courses.</i></p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Christian Light Publications</b> www.CLP.org 800-776-0478	<ul style="list-style-type: none"> <li>• <i>Computer Basics</i></li> </ul>	TXT: (.5 credit) Present the 5 LightUnits as evidence.
<b>EPS*</b> www.epsbooks.com 800-225-5750	<ul style="list-style-type: none"> <li>• <i>Keyboarding Skills</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>For Dummies*</b> www.dummies.com	<p><i>Many "...for Dummies" titles to choose.</i></p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>For Dummies E Learning*</b> www.dummieslearning.com	<p>Electronic version of the "for Dummies" series. <i>Online courses to learn computer basics, advance in computer know-how, or software programs,</i></p>	TXT: (1 credit) Present official documentation from E Learning as evidence of course completion.

## COMPUTER SKILLS COURSES

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<b>Homeschool Programming</b> <a href="http://www.homeschoolprogramming.com">www.homeschoolprogramming.com</a>	<ul style="list-style-type: none"> <li>• <i>TeenCoder: Windows Programming</i></li> <li>• <i>TeenCoder: Game Programming</i></li> <li>• <i>TeenCoder: Java Programming</i></li> <li>• <i>TeenCoder: Android Programming</i></li> </ul>	TXT: (.5 credit) Complete course and present evidence.
<b>Individual Software</b> <a href="http://www.individualsoftware.com">www.individualsoftware.com</a>	<ul style="list-style-type: none"> <li>• <i>Professor Teaches Computer Training</i></li> <li>• <i>Typing Instructor Typing Instruction</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>John Wiley &amp; Sons</b> <a href="http://www.wiley.com">www.wiley.com</a>	Numerous titles on their website, under computing.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Jones &amp; Bartlett Publishing*</b> <a href="http://www.jblearning.com/computing">www.jblearning.com/computing</a>	<ul style="list-style-type: none"> <li>• <i>A+ Certification All-in-One Exam Guide (and many more titles)</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Landmark's Freedom Baptist Curriculum</b> <a href="http://www.landmarklfb.com">www.landmarklfb.com</a>	<ul style="list-style-type: none"> <li>• <i>Computer Literacy</i></li> <li>• <i>Computer Keyboarding</i></li> </ul>	TXT: (1 credit) Complete course and present evidence.
<b>McGraw Hill*</b> <a href="http://www.mheonline.com">www.mheonline.com</a> 800-334-7344	Refer to their website for many choices. Be certain to choose high school level materials.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Microsoft Press</b> <a href="http://www.microsoft.com/learning/Books">www.microsoft.com/learning/Books</a>	Refer to their website for training, certification for educators, and more.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Mind Leaders</b> <a href="http://www.mindleaders.com">www.mindleaders.com</a>	Computer Skills training and certification.	TXT: (1 credit) Present official documentation from Mind Leaders as evidence of course completion.
<b>NARHS</b> <a href="http://www.narhs.org">www.narhs.org</a> 800-882-2828	<ul style="list-style-type: none"> <li>• <i>First Great Book of High School Course Descriptions</i></li> </ul> Among the 100 course descriptions, there are six SD Computer Skills course descriptions.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Pearson Education*</b> <a href="http://www.pearsonschool.com">www.pearsonschool.com</a> 800-848-9500	Many diverse courses available on their web site and in many bookstores.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Skillsoft</b> <a href="http://www.skillsoft.com">www.skillsoft.com</a> 877-545-5763	Large variety of online courses.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Tutorial USA</b> <a href="http://www.tutorialusa.com">www.tutorialusa.com</a>	Many online computer training courses and certifications available.	TXT: (1 credit) Present official documentation from Tutorial USA as evidence of computer skills course completion.

**FA** When a student has a passion for music, voice, string instruments, drama, illustration, photography, or painting, you can create a course that enhances and encourages that passion. What do we do with a student who has a passion for the French horn, practices daily, studies theory, performs with multiple orchestras, and wins every honor available? We create additional courses such as Introduction to French Horn, Intermediate French Horn, Advanced French Horn, Performance, Orchestra I, Orchestra II, etc. Design a path that adds to the student's passion while building on his or her experience within the media.

Be creative in presenting evidence from your fine arts courses. For music lessons, provide a video and a letter from your instructor. Provide photographs of your student drawing, painting, or designing and then provide a photograph of your student with the completed piece. If you attend a play, provide a receipt and a written paper of the experience. Of course, there are additional ways of presenting your fine art experience such as certificates, awards, portfolios, gallery showings, and program schedules. Be sure to provide enough evidence to be complete, compelling, and convincing.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 7 two page SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

PUBLISHER:	COURSE TITLES & NOTES:	CREDITS:
<b>A Beka</b> www.abeka.com 877-223-5226	<ul style="list-style-type: none"> <li>• <i>Jaffe Violin Series</i></li> <li>• <i>Watercolor, Step-by-Step</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>ACE</b> www.ACEministries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>Music (PACES 1-6)</i></li> <li>• <i>Beginning Art (PACES 73-84)</i></li> <li>• <i>Advanced Art (PACES 97-108)</i></li> <li>• <i>Speech (PACES 1-6)</i></li> </ul>	TXT: (.5 credit) Complete 6 PACES & present tests as evidence.  TXT: (1 credit) Complete 12 PACES & present tests as evidence.  TXT: (.5 credit) in Fine Arts or Language Arts. Complete 6 PACES & present tests as evidence.
<b>Alfred Music Publishing</b> www.alfred.com 800-292-6122	<ul style="list-style-type: none"> <li>• <i>Essentials of Music Theory, Book 1</i></li> <li>• <i>Essentials of Music Theory, Book 2</i></li> <li>• <i>Essentials of Music Theory, Book 3</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Art (10 LIFE PACES)</i></li> </ul>	TXT: (1 credit) Complete 10 LIFE PACES & present tests as evidence.
<b>Artistic Pursuits, Inc.</b> www.artisticpursuits.com 303-467-0504	<ul style="list-style-type: none"> <li>• <i>Senior High Book 1, The Elements of Art &amp; Composition</i></li> <li>• <i>Senior High Book 2, Color &amp; Composition</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Bob Jones University Press</b> www.BJUP.com	<ul style="list-style-type: none"> <li>• <i>Appreciating Music</i></li> <li>• <i>The Composer</i></li> <li>• <i>The Instrumentalist</i></li> <li>• <i>The Singer</i></li> <li>• <i>Performing Literature</i></li> <li>• <i>Sound Speech</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>Cengage Learning*</b> www.cengage.com/us/ 800-354-9706	<ul style="list-style-type: none"> <li>• <i>Gardner's Art Through the Ages, Vol. 1</i></li> <li>• <i>Gardner's Art Through the Ages, Vol. 2</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Christian Light Publications</b> www.clp.org 800-776-0478	<ul style="list-style-type: none"> <li>• <i>Music in Biblical Perspective</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>Cornerstone Curriculum</b> www.cornerstonecurriculum.com	<ul style="list-style-type: none"> <li>• <i>Music and Moments with the Masters</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Crossway Books</b> www.crossway.org	<ul style="list-style-type: none"> <li>• State of the Arts: From Bezalel to Mapplethorpe</li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## FINE ARTS COURSES

<b>For Dummies*</b> www.dummies.com	<ul style="list-style-type: none"> <li>• Classical Music for Dummies</li> <li>• Music Composition for Dummies</li> <li>• Music Theory for Dummies</li> <li>• Songwriting for Dummies</li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Harmonic Vision</b> www.harmonicvision.com 800-474-0903	<ul style="list-style-type: none"> <li>• <i>Music Ace</i></li> <li>• <i>Music Ace Deluxe</i></li> <li>• <i>Music Ace 2</i></li> <li>• <i>Piano Ace</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Homeschool Art</b> www.homeschoolart.com	<ul style="list-style-type: none"> <li>• <i>Atelier Level 6</i></li> <li>• <i>Atelier Level 7</i></li> <li>• <i>Atelier Level 8</i></li> </ul> <p>DVD weekly lesson plans for ages 9 to 15.</p>	TXT: (1 credit) Complete text and present evidence.
<b>How Great Thou Art</b> www.howgreatthouart.com 800-982-3729	<ul style="list-style-type: none"> <li>• <i>How Great Thou Art I &amp; II Plus Videos, DVDs, Art Classes, and Art Supplies.</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Insight Technical Education</b> www.sixbranches.com 877-640-2256	<ul style="list-style-type: none"> <li>• <i>Practical Drafting</i></li> <li>• <i>Practical Graphic Design</i></li> </ul>	SD: Fine Arts or Math. SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Knopf</b> www.randomhouse.com	<ul style="list-style-type: none"> <li>• <i>The Complete Manual of Woodworking</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Landauer Corporation</b> www.landauercorp.com	<ul style="list-style-type: none"> <li>• <i>Woodworking: The Complete Step-by-Step Guide Detailed Plans for More Than 40 Fabulous Projects</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Landmark's Freedom Baptist Curriculum</b> www.landmarkfbc.com 800-700-5322	<ul style="list-style-type: none"> <li>• <i>Principles of Music</i></li> </ul>	TXT: (1 credit) Complete all units and present evidence.
<b>McGraw Hill*</b> www.mheonline.com 800-334-7344	<ul style="list-style-type: none"> <li>• <i>Music in Theory &amp; Practice, Volume 1</i></li> <li>• <i>Music in Theory &amp; Practice, Volume 2</i></li> <li>• <i>Culinary Essentials</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Art in Focus</i></li> <li>• <i>Art Talk</i></li> <li>• <i>Culinary Essentials</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>McMeel, Andrews</b> www.andrewsmcmeel.com 800-943-9839	<ul style="list-style-type: none"> <li>• <i>Art History, the Annotated Mona Lisa</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>NARHS</b> www.narhs.org 800-882-2828	<ul style="list-style-type: none"> <li>• <i>First Great Book of High School Course Descriptions</i></li> </ul> <p>Among the 100 course descriptions, there are seven SD Fine Arts course descriptions.</p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Pearson Education*</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Basic Materials in Music Theory</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Thinkwell</b> www.thinkwell.com 800-684-0058	<ul style="list-style-type: none"> <li>• <i>Public Speaking</i></li> </ul>	TXT: (1 credit) Fine Arts or Language Arts Complete text and present evidence.

## FOREIGN LANGUAGE COURSES

**FL** Foreign Language is a common elective taken by students who may be college-bound. Most students who undertake Foreign Language studies use a prescribed program and are generally designated as textbook courses. However, there are occasions where families will self-design a study of a Foreign Language. As with all self-designed courses, be sure to include a course description, a daily log of hours, and physical evidence which may include a video of the student practicing the Foreign Language with an instructor, certificates of accomplishment, and/or letter from a qualified instructor.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

PUBLISHER:	COURSE TITLES & NOTES:	CREDITS:
<b>A Beka</b> www.abeka.com 800-874-3592	<i>Spanish</i> • Year I: <i>Portodo el mundo A &amp; B</i> • Year II: <i>Mas que vencedores A &amp; B</i>  <i>French</i> • Year I: <i>Neaveaux Chemins A &amp; B</i> • Year II <i>Langue et louange A &amp; B</i>	TXT: (1 credit) Complete text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	• <i>Spanish I (12 PACES)</i> • <i>French I (12 PACES)</i>	TXT: (1 credit) Complete 12 PACES & present tests as evidence.
<b>AMSCO Publishing*</b> www.amscopub.com 800-979-8398	• <i>Spanish is Fun Book 1</i> • <i>Spanish is Fun Book 2</i>	TXT: (1 credit) Complete text and present evidence.
<b>Barrons Educational Series*</b> www.barronseduc.com 800-645-3476	• <i>Spanish Now Level 1</i> • <i>Spanish Now Level 2</i>	TXT: (1 credit) Complete text and present evidence.
<b>Bechtel Family</b> www.anabaptistbooks.com/services/bechtel.html	• <i>Speedy Spanish I</i> • <i>Speedy Spanish II</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Berlitz Publishing</b> www.berlitzbooks.com	• <i>Italian</i> • <i>French</i> • <i>German</i> • <i>Mandarin Chinese</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Bob Jones University Press</b> www.bjupress.com 800-845-6831	• <i>Sign Language for Everyone</i>  • <i>Latin I , II</i> • <i>French I, II, III</i> • <i>Spanish I, II, III</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used. In addition: Provide video of student and letter from instructor, volunteer coordinator .etc.  TXT: (1 credit) Complete level and present evidence.
<b>Bolchazy-Carducci Publishers</b> www.bolchazy.com 847-526-4344	• <i>Artes Latinae Level 1</i> • <i>Artes Latinae Level 2</i>	TXT: (1 credit) Complete text and present evidence.
<b>Brain Grow/Power-Glide</b> www.braingrow.com 888-898-2724	• <i>ESL Spanish Ultimate Course</i> • <i>French Ultimate Year 1, 2</i> • <i>German Ultimate Year 1, 2</i> • <i>Latin Ultimate</i> • <i>Spanish Ultimate Year 1, 2</i>	TXT: (1 credit) Complete level and present evidence.
<b>Breaking the Barrier</b> www.tobreak.com 866-862-7325	• <i>French Beginner Level One</i> • <i>French Intermediate Level Two</i> • <i>French Advanced Level Three</i> • <i>French Advanced Level Four</i> • <i>French Advanced Level AP</i>	TXT: (1 credit) Complete level and present evidence.

## FOREIGN LANGUAGE COURSES

	<ul style="list-style-type: none"> <li>• Spanish Beginner Level One</li> <li>• Spanish Intermediate Level Two</li> <li>• Spanish Advanced Level Three</li> <li>• Spanish Advanced Level Four</li> <li>• Spanish Advanced Level AP</li> </ul>	
<b>Cambridge University</b> www.cambridgescp.com	Cambridge Latin Course <ul style="list-style-type: none"> <li>• Latin I Units 1 &amp; 2</li> <li>• Latin 2 Unit 3</li> <li>• Latin 3 Unit 4</li> </ul>	TXT: (1 credit) Complete unit(s) and present evidence.
<b>Christian Light Publications</b> www.CLP.org 800-776-0478	<ul style="list-style-type: none"> <li>• Greek I</li> <li>• Spanish I</li> </ul>	TXT: (1 credit) Complete 10 LightUnits and present tests as evidence.
<b>Classical Academic Press</b> www.classicalacademicpress.com 866-730-0711	<ul style="list-style-type: none"> <li>• Latin Alive! Book 1, 2, &amp; 3</li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>EMC/Paradigm Publishing</b> www.emcp.com 800-328-1452	<ul style="list-style-type: none"> <li>• Deutsch Aktuell 1, German 1</li> <li>• Deutsch Aktuell 2, German 2</li> <li>• Deutsch Aktuell 3, German 3</li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Gospel Publishing</b> www.gospelpublishing.com 800-641-4310	<ul style="list-style-type: none"> <li>• The Joy of Signing</li> </ul>	SD: Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Greek 'n' Stuff</b> www.greeknstuff.com	<ul style="list-style-type: none"> <li>• Latin's Not so Tough, Levels 3 &amp; 4</li> <li>• Latin's Not so Tough, Levels 5 &amp; 6</li> </ul>	TXT: (3 & 4 1 credit Latin I, 5 & 6 1 credit Latin II) Complete levels and present evidence.
<b>Harper Collins</b> www.harpercollins.com 800-242-7737	<ul style="list-style-type: none"> <li>• Wheelock's Latin</li> </ul>	TXT: (1 credit in Latin I, 1 credit in Latin II) Complete text and present evidence.
<b>Holt McDougal*</b> www.hmhco.com 800-462-6595	<ul style="list-style-type: none"> <li>• Allez, Viens, French Level 1, 2, 3</li> <li>• Komm mit! German Levels 1, 2, 3</li> </ul>	TXT: (1 credit) Complete level and present evidence.
<b>International Linguistics Corp</b> www.learnables.com 800-237-1830	Learnables: <ul style="list-style-type: none"> <li>• Chinese Level 1</li> <li>• French Levels 1, 2, 3, &amp; Advanced</li> <li>• German Levels 1, 2, 3, 4, &amp; Advanced</li> <li>• Hebrew Levels 1 &amp; 2</li> <li>• Japanese Levels 1 &amp; 2</li> <li>• Russian Levels 1 &amp; Advanced</li> </ul>	TXT: (1 credit) Complete level and present evidence.
<b>Living Language</b> www.livinglanguage.com	<ul style="list-style-type: none"> <li>• Arabic</li> <li>• French</li> <li>• German</li> <li>• Italian</li> <li>• Japanese</li> <li>• Mandarin Chinese</li> <li>• Spanish</li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>McGraw Hill*</b> www.mheonline.com	<ul style="list-style-type: none"> <li>• Bon Voyage! French Level 1</li> <li>• Bon Voyage! French Level 2</li> <li>• Bon Voyage! French Level 3</li> <li>• Latin for Americans Level 1</li> <li>• Latin for Americans Level 2</li> <li>• Latin for Americans Level 3</li> <li>• French Level 4 Tresors du Temps</li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Memoria Press</b> www.memoriapress.com	Latina Christiana <ul style="list-style-type: none"> <li>• Book I: Intro to Latin</li> <li>• Book II: Intro to Latin</li> </ul>	TXT: (.5 credit in Intro to Latin) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• Book I &amp; II</li> </ul>	TXT: (1 credit in Intro to Latin) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• Book I, Book II, &amp; Henle Latin Units 1-5</li> </ul>	TXT: (1 credit in Latin) Complete text and present evidence.



## FOREIGN LANGUAGE COURSES

<b>Oxford University Press</b> www.oup.com 800-445-9714	<ul style="list-style-type: none"> <li>• <i>Oxford Latin Course Part 1</i></li> <li>• <i>Oxford Latin Course Part 2</i></li> <li>• <i>Oxford Latin Course Part 3</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>PowerSpeak</b> www.powerspeak.com 800-596-0910	<ul style="list-style-type: none"> <li>• <i>Chinese I, II</i></li> <li>• <i>French I, II, III</i></li> <li>• <i>Latin I, II</i></li> <li>• <i>Spanish I, II, III, AP</i></li> </ul>	TXT: (1 credit) Complete online course and present evidence.
<b>Rosetta Stone</b> www.rosettastone.com 800-788-0822 540-432-6166	<ul style="list-style-type: none"> <li>* <i>Arabic</i></li> <li>• <i>Chinese (Mandarin)</i></li> <li>• <i>Dutch</i></li> <li>• <i>English (UK)</i></li> <li>• <i>English (US)</i></li> <li>• <i>Filipino (Tagalog)</i></li> <li>• <i>French</i></li> <li>• <i>German</i></li> <li>• <i>Greek</i></li> <li>• <i>Hebrew</i></li> <li>• <i>Hindi</i></li> <li>• <i>Irish</i></li> <li>• <i>Italian</i></li> <li>• <i>Japanese</i></li> <li>• <i>Korean</i></li> <li>• <i>Latin</i></li> <li>• <i>Persian (Farsi)</i></li> <li>• <i>Polish</i></li> <li>• <i>Portuguese (BR)</i></li> <li>• <i>Russian</i></li> <li>• <i>Spanish (Spain)</i></li> <li>• <i>Spanish (Lat. Am)</i></li> <li>• <i>Swedish</i></li> <li>• <i>Turkish</i></li> <li>• <i>Vietnamese</i></li> </ul>	TXT: (1 credit) Complete online course and present lessons and grade print outs as evidence.
<b>SCHOLA Publications</b> www.thelatinroad.com 530-275-2064	<ul style="list-style-type: none"> <li><i>Latin Road to English Grammar</i></li> <li>• Vol. 1: .5 credit</li> <li>• Vol. 2: .5 credit</li> <li>• Vol. 3: 1 credit</li> </ul>	TXT: (2 credits in Latin, 1 credit in Language Arts) Complete text and present evidence. Complete all three texts and present evidence to receive additional LA credit.
<b>Signing Online</b> www.signingonline.com	<ul style="list-style-type: none"> <li>• ASL 101</li> <li>• ASL 102</li> <li>• ASL 103</li> <li>• ASL 104</li> </ul>	TXT: (.5 credit) Complete level and present evidence.
<b>Tell Me More</b> www.tellmemore.com 888-388-3535	<ul style="list-style-type: none"> <li>• <i>Arabic</i></li> <li>• <i>Chinese</i></li> <li>• <i>Dutch</i></li> <li>• <i>English</i></li> <li>• <i>French</i></li> <li>• <i>German</i></li> <li>• <i>Italian</i></li> <li>• <i>Japanese</i></li> <li>• <i>Spanish</i></li> </ul>	TXT: (.5 credit) Complete online course and present evidence.
<b>Visual Link</b> www.spanishprograms.com 866-977-2647	<ul style="list-style-type: none"> <li>• <i>Spanish Level I Sentence Building &amp; Conversation</i></li> <li>• <i>Spanish Level II Introductory Verbs</i></li> <li>• <i>Spanish Level III Advanced Verbs</i></li> <li>• <i>Spanish Level IV Digital Learning Center &amp; Spanish Comprehension Trainer</i></li> </ul>	TXT: (1 credit) Complete level and present evidence.
<b>XL Group</b> www.latintrivium.com 858-335-6311	<ul style="list-style-type: none"> <li><i>Latin in the Christian Trivium</i></li> <li>• <i>Latin I (Vol. I &amp; Vol. II Lessons 1-4)</i></li> <li>• <i>Latin II (Vol. II Lessons 5-18)</i></li> <li>• <i>Latin III (Vol. III)</i></li> <li>• <i>Latin IV (Vol. IV)</i></li> </ul>	TXT: (1 credit) Complete online course and present evidence.

## HEALTH COURSES

**HE** Physical, spiritual, mental, and social health all fall under this category. Consider narrowing the focus and creating an Alternative Medicine course, Personal Fitness course or Caring for the Elderly. Suggested evidence might include producing research, video demonstrations, photos, letters, certificates, awards, essays, and research papers. Some health courses are taken at institutions (CNA, PCA, CPR, First Aid .etc), in such cases, count the hours invested (minimum of 1/2 credit, usually) in the course and request a copy of the course description. Institutions are likely to issue a certificate of completion or participation letter.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource.

PUBLISHER:	COURSE TITLES & NOTES:	CREDITS:
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>Health in Christian Perspective</i></li> <li>• <i>Sex, Love, and Romance</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.  SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>Health (Paces 1-6)</i></li> </ul>	TXT: (.5 credit) Complete 6 PACES & present tests as evidence.
<b>ACSI: Purposeful Design</b> www.purposefuldesign.com 800-367-0798	<ul style="list-style-type: none"> <li>• <i>Total Health</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Foundations for Living</i></li> <li>• <i>Health</i></li> </ul>	TXT: (1 credit) Complete 10 LIFEPAACS & present tests as evidence.  TXT: (.5 credits) Complete 5 LIFEPAACS & present tests as evidence.
<b>Bob Jones University Press</b> www.bjupress.com 800-845-5731	<ul style="list-style-type: none"> <li>• <i>Family Life Skills</i></li> <li>• <i>Health for Christian Schools Level I (grades 7-9)</i></li> <li>• <i>Health for Christian Schools Level II (grades 10-12)</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.  TXT: (1 credit) Complete text and present evidence.
<b>Cengage Learning*</b> www.cengage.com 800-354-9706	<ul style="list-style-type: none"> <li>• <i>Essentials of Health &amp; Wellness</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>Fireside</b> www.firesidebooks.indiebound.com 828-245-5188	<ul style="list-style-type: none"> <li>• <i>Healthy Teens, Body and Soul: A Parent's Complete Guide</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Harvest House Publishers</b> www.harvesthousepublishers.com	<ul style="list-style-type: none"> <li>• <i>Man in Demand</i></li> <li>• <i>Christian Charm Course</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Holt McDougal*</b> www.hmco.com 800-462-6595	<ul style="list-style-type: none"> <li>• <i>Lifetime Health</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>iStudySmart</b> www.istudysmart.com 800-737-3333	<ul style="list-style-type: none"> <li>• <i>Lifetime Health</i></li> </ul>	TXT: Credit varies for each course.
<b>McGraw Hill*</b> www.mheonline.com	<ul style="list-style-type: none"> <li>• <i>Concepts of Fitness &amp; Wellness</i></li> <li>• <i>Focus on Health</i></li> <li>• <i>Health &amp; Wellness, grades 9-12</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## HEALTH COURSES

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<b>McGraw Hill*</b> www.mheonline.com	<ul style="list-style-type: none"><li>• <i>Glencoe Health: A Guide to Wellness</i></li><li>• <i>Glencoe Health: Making Life Choices</i></li></ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Pearson Education*</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"><li>• <i>Prentice Hall Health</i></li></ul>	TXT: (.5 credits) Complete text and present evidence.
<b>Respect Incorporated</b> www.sexrespect.com	<ul style="list-style-type: none"><li>• <i>Love and Life</i></li><li>• <i>Sex Respect</i></li></ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Riverside Publishing</b> www.Riverpub.com	<ul style="list-style-type: none"><li>• <i>Total Health</i></li></ul>	TXT: (1 credit) Complete text and present evidence.
<b>WW Norton and Company</b> www.wwnorton.com	<ul style="list-style-type: none"><li>• <i>The Teen Health Book: A Parents' Guide to Adolescent Health and Well-Being</i></li><li>• <i>Just Say Know: Talking with Kids about Drugs and Alcohol</i></li></ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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## LANGUAGE ARTS COURSES

**LA** Language Arts generally includes reading comprehension, literature analysis, written and verbal communication, and the structure and use of the English language. In addition, Language Arts often includes research and reference skills. Textbooks are abundant, however, it can be exciting to create a self-designed course. Perhaps you would like to create a course around public speaking or etymology, or a literature course based on adventure. Try customizing the literature according to your student's interest. Refer to the "Additional Resources" section to create a self-designed course.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 25 two page SD Language Arts course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

PUBLISHER:	COURSE TITLES & NOTES:	CREDITS:
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>Grammar &amp; Composition III</i></li> <li>• <i>Grammar &amp; Composition IV</i></li> <li>• <i>Grammar &amp; Composition A</i></li> <li>• <i>Grammar &amp; Composition B</i></li> <li>• <i>Vocabulary, Spelling, &amp; Poetry III</i></li> <li>• <i>Vocabulary, Spelling, &amp; Poetry IV</i></li> <li>• <i>Vocabulary, Spelling, &amp; Poetry V</i></li> <li>• <i>Vocabulary, Spelling, &amp; Poetry VI</i></li> <li>• <i>Speech for Today</i></li> </ul>	TXT: (.5 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Themes in Literature</i></li> <li>• <i>Bible Doctrines for Today</i></li> <li>• <i>World Literature</i></li> <li>• <i>American Literature</i></li> <li>• <i>English Literature</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	Literature Series <ul style="list-style-type: none"> <li>• <i>Backgrounds in World Literature</i></li> <li>• <i>Masterpieces in World Literature</i></li> <li>• <i>Beginnings of American Literature</i></li> <li>• <i>Literature of the American People</i></li> <li>• <i>Introduction to English Literature</i></li> <li>• <i>Literature of England</i></li> </ul>	TXT: (.5 credit) Complete each text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>Grade 9: English I – 1097-1108</i></li> <li>• <i>Grade 10: English II – 1109-1120</i></li> <li>• <i>Grade 11: English III – 1121-1132</i></li> <li>• <i>Grade 12: English IV – 1133-1144</i></li> <li>• <i>New Testament Survey</i></li> <li>• <i>Old Testament Survey</i></li> <li>• <i>Etymology</i></li> </ul>	TXT: (1 credit) Complete 12 Paces and present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Basic Literature</i></li> <li>• <i>Literature I</i></li> <li>• <i>Literature II</i></li> <li>• <i>Speech</i></li> </ul>	TXT: (.5 credit) Complete 6 Paces and present tests as evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>English I</i></li> <li>• <i>English II</i></li> <li>• <i>English III</i></li> <li>• <i>English IV</i></li> </ul>	TXT: (1 credit) Complete 10 LIFEPAACS and present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Speech: Essentials of Communication</i></li> </ul>	TXT: (1 credit) Complete 12 PACES and present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>New Testament</i></li> <li>• <i>Old Testament</i></li> <li>• <i>Bible Doctrines</i></li> <li>• <i>Applications in Doctrine</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• <i>Essentials of Communication</i></li> </ul>	TXT: (.5 credit) Complete 5 LIFEPAACS and present tests as evidence.

	<ul style="list-style-type: none"> <li>• <i>American Literature</i></li> <li>• <i>British Literature</i></li> </ul> <p>NOTE: Recently, American Literature Vol. I and Vol. II have been combined to create one volume.</p> <p><i>LIFEPAC Select: textbook and workbook curriculum that combines multiple grades. Selects are not eligible for high school</i></p>	<p>TXT: (1 credit) Complete volume and present as evidence.</p>
<p><b>AGS****</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• Basic English</li> <li>• Basic English Composition</li> <li>• English for the World of Work</li> <li>• Basic English Grammar</li> </ul>	<p>TXT: (1 credit) Special Needs Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• Life Skills English</li> <li>• English to Use</li> </ul>	<p>TXT: (.5 credits) Special Needs Complete text and present evidence.</p>
<p><b>AMSCO Publishing*</b> www.amscopub.com 800-969-8398</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary &amp; Composition through Pleasurable Reading</i></li> <li>• <i>Laugh Your Way Through Grammar</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Analytical Grammar</b> www.analyticalgrammar.com 919-783-0795</p>	<ul style="list-style-type: none"> <li>• <i>Analytical Grammar</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Arquilevich, Gabriel</b> www.amazon.com</p>	<ul style="list-style-type: none"> <li>• <i>Fairview's Guide to Composition &amp; Essay Writing***</i></li> <li>• <i>Writing for 100 Days***</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Barron's Educational Series*</b> www.Barronseduc.com 800-645-3476</p>	<p><i>Baron's Series:</i></p> <ul style="list-style-type: none"> <li>• <i>Business English</i></li> <li>• <i>Let's Speak Business English</i></li> <li>• <i>Writing Effective Letters, Memos, and Emails</i></li> <li>• <i>American Literature</i></li> <li>• <i>English Literature</i></li> <li>• <i>The Principles of Literature &amp; More</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Beautiful Feet Books</b> www.bfbooks.com 800-889-1978</p>	<ul style="list-style-type: none"> <li>• <i>U.S. History Senior High I, II,</i></li> <li>• <i>World History Senior High Pack III, IV</i></li> </ul>	<p>TXT: (1 credit US History US, 1 credit American Lit. LA) Complete text and present evidence.**</p>
	<ul style="list-style-type: none"> <li>• <i>Ancient History Senior High Pack</i></li> </ul>	<p>TXT: (1 credit World History SS, 1 credit World Lit. LA) Complete text and present evidence.**</p>
	<ul style="list-style-type: none"> <li>• <i>Medieval History Senior High Pack</i></li> </ul>	<p>TXT: (1 credit Ancient History SS, 1 credit Literature LA) Complete text and present evidence.**</p>
<p><b>Bob Jones University Press</b> www.BJUP.com</p>	<ul style="list-style-type: none"> <li>• <i>Sound Speech</i></li> <li>• <i>English: Writing and Grammar 9</i></li> <li>• <i>English: Writing and Grammar 10</i></li> <li>• <i>English: Writing and Grammar 11</i></li> <li>• <i>English: Writing and Grammar 12</i></li> <li>• <i>Vocabulary C</i></li> <li>• <i>Vocabulary D</i></li> <li>• <i>Vocabulary E</i></li> <li>• <i>Vocabulary F</i></li> <li>• <i>Fundamentals of Literature</i></li> <li>• <i>Elements of Literature</i></li> <li>• <i>American Literature</i></li> <li>• <i>British Literature</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>Canon Press</b> www.canonpress.org 800-488-2034</p>	<ul style="list-style-type: none"> <li>• <i>Introductory Logic</i></li> <li>• <i>Intermediate Logic</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>

## LANGUAGE ARTS COURSES

	<ul style="list-style-type: none"> <li>• <i>The Brightest Heaven of Invention: A Christian Guide to Six Shakespeare Plays</i></li> <li>• <i>The Roar on the Other Side: A Guide for Student Poets</i></li> <li>• <i>Heroes of the City of Man</i></li> </ul> <p>Note: Other titles are available from this publisher under the subtitle "Education."</p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Castlemoyle Books</b> www.castlemoyle.com 509-843-5009	<ul style="list-style-type: none"> <li>• <i>Spelling Power</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Christian Liberty Press</b> www.christianlibertypress.com	<ul style="list-style-type: none"> <li>• <i>Exploring Christian Literature, Grade 9</i></li> <li>• <i>Applications in Grammar, Book 3</i></li> <li>• <i>Applications in Grammar, Book 5</i></li> <li>• <i>Applications in Grammar, Book 4</i></li> <li>• <i>Applications in Grammar, Book 6</i></li> </ul>	TXT: (.5 credit) Complete text and present evidence.  TXT: (.5 credit) Complete text and present evidence. TXT: (.75 credit) Complete text and research paper and present as evidence.
<b>Christian Light Education</b> www.clpce.com	<ul style="list-style-type: none"> <li>• <i>Secrets of Successful Writing</i></li> <li>• <i>On Teaching Writing: A Handbook</i></li> <li>• <i>English 2600</i></li> <li>• <i>English 3200</i></li> <li>• <i>Pilgrim's Progress</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.  TXT: (.5 credits) Complete text and present evidence.
<b>Christian Light Publications</b> www.CLP.org 800-776-0478	<ul style="list-style-type: none"> <li>• <i>Language Arts 900</i></li> <li>• <i>Language Arts 1000</i></li> <li>• <i>Language Arts 1100</i></li> <li>• <i>Language Arts 1200</i></li> <li>• <i>English Literature</i></li> <li>• <i>Bible 900</i></li> <li>• <i>Bible 1000</i></li> <li>• <i>Bible 1100</i></li> <li>• <i>Bible 1200</i></li> </ul>	TXT: (1 credits) Complete 10 LightUnits and present tests as evidence.
<b>Clark Publishing</b> www.clarkpublishing.com 800-944-3995	<ul style="list-style-type: none"> <li>• <i>Mastering Competitive Debate</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Classical Conversations</b> www.classicalconversations.com 910-673-0100	<ul style="list-style-type: none"> <li>• <i>Words Aptly Spoken: British Literature</i></li> <li>• <i>Words Aptly Spoken: American Literature</i></li> </ul>	TXT: (1 credits) Complete text and present evidence.
<b>Common Sense Press</b> www.cspress.com 352-475-5757	<ul style="list-style-type: none"> <li>• <i>Learning LA Through Literature - American Literature Gold Book</i></li> <li>• <i>Learning LA Through Literature - British Literature - Gold Book</i></li> <li>• <i>Wordsmith</i></li> <li>• <i>Wordsmith Craftsman</i></li> <li>• <i>Creating Books with Children</i></li> </ul>	TXT: (1 credits) Complete text and present evidence.  SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Covenant Home Curriculum</b> www.covenanthome.com	<ul style="list-style-type: none"> <li>• <i>Classic Critique Guides</i></li> </ul>	TXT: (.25 credits) Complete text and present evidence.
<b>Critical Thinking Company</b> www.criticalthinking.com	<ul style="list-style-type: none"> <li>• <i>Building Thinking Skills "Figural"</i></li> <li>• <i>Building Thinking Skills "Verbal"</i></li> <li>• <i>Critical Thinking Skills, Book One</i></li> <li>• <i>Critical Thinking Skills, Book Two</i></li> </ul>	TXT: (.5 credit) Complete text and present evidence.

	<ul style="list-style-type: none"> <li>• <i>Arguments Book</i></li> <li>• <i>Daily Mind Builders</i></li> <li>• <i>Dr. Funster's Creative Thinking Puzzles C1</i></li> <li>• <i>Editor-in-Chief C1, C2 Software</i></li> <li>• <i>Learning on Purpose</i></li> <li>• <i>Mind Benders B3 - B4 Software</i></li> <li>• <i>Mind Benders Book C2</i></li> <li>• <i>Reading Detective Rx Book</i></li> <li>• <i>Revenge of the Riddle Spiders C1</i></li> <li>• <i>Think Analogy Puzzles Software</i></li> <li>• <i>Think-A-Grams</i></li> <li>• <i>Visual Mind Benders C1</i></li> <li>• <i>Whatcha-Macallits</i></li> <li>• <i>Word Roots Level A1</i></li> <li>• <i>Word Roots Level A2</i></li> <li>• <i>Word Roots Level B1</i></li> <li>• <i>Word Roots Level B2</i></li> <li>• <i>Word Roots Software A1</i></li> <li>• <i>Word Roots Software B1</i></li> <li>• <i>Word Roots Software C1</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Dahlstrom, Lorraine M.</b> www.amazon.com</p>	<ul style="list-style-type: none"> <li>• <i>Writing Down the Days: 365 Creative Journaling Ideas***</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Deeper Roots</b> www.deeperroots.com 407-797-8557</p>	<ul style="list-style-type: none"> <li>• <i>Rooted and Grounded</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Discovering Our Amazing God</i></li> <li>• <i>Discovering Who I Am in Christ</i></li> <li>• <i>Discovering Christlike Habits</i></li> <li>• <i>Discovering a Christlike Character</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>Design-A-Study</b> Kathryn Stout www.designastudy.com 302-998-3889</p>	<ul style="list-style-type: none"> <li>• <i>Comprehensive Composition</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
	<ul style="list-style-type: none"> <li>• <i>Movies as Literature</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Diagnostic Prescriptive Services</b> www.edudps.com</p>	<ul style="list-style-type: none"> <li>• <i>Write with the Best, Vol. 1 &amp; 2</i></li> <li>• <i>Roots and Fruits</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
		<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Double Portion Publishing</b> www.amazon.com</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Vine***</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Edcon Publishing Group</b> www.edconpublishing.com 631-567-7227</p>	<p><i>High Interest-Low Readability Classics for very low reading levels.</i></p>	<p>SD: Special Needs **** Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Educational Impressions</b> www.edimpressions.com 800-451-7450</p>	<p>L.I.T. Guides:</p> <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i></li> <li>• <i>A Wrinkle in Time</i></li> <li>• <i>Anne Frank: The Diary of a Young Girl</i></li> </ul>	<p>TXT: (.25 credits) Complete text and present evidence.</p>
<p><b>EMC/Paradigm Publishing</b> www.emcpublishingllc.com 800-535-6865</p>	<ul style="list-style-type: none"> <li>• <i>Literature and Language Arts: The British Tradition</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Encore Software</b> www.encore.com 800-395-0277</p>	<ul style="list-style-type: none"> <li>• <i>High School Advantage 2012</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>

## LANGUAGE ARTS COURSES

<p><b>EPS*</b> www.epsbooks.com 800-434-3466</p>	<ul style="list-style-type: none"> <li>• <i>A Vocabulary Builder: books 4, 3, 2, 1</i></li> <li>• <i>Vocabulary from Classical Roots Books 9, 10, 11 (C, D, E)</i></li> <li>• <i>Wordly Wise 3000 Books 9, 10, 11, 12</i></li> <li>• <i>Wordly Wise Books 6, 7, 8, 9</i></li>   <li>• <i>Analogies 1, 2, 3</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>For Such A Time As This</b> www.forsuchatimeasthis.com 814-479-7710</p>	<ul style="list-style-type: none"> <li>• <i>SAT Preparation</i></li> <li>• <i>ACT Prep</i></li> <li>• <i>World Literature</i></li> <li>• <i>American Literature</i></li> <li>• <i>British Literature</i></li> <li>• <i>Skills for Rhetoric</i></li> <li>• <i>Skills for Literary Analysis</i></li> <li>• <i>AP Language &amp; Composition</i></li> <li>• <i>AP English Lit &amp; Composition</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Globe Fearon</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• <i>English at School and on the Job</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Grammar Key</b> www.grammarkey.com 918-252-7008</p>	<ul style="list-style-type: none"> <li>• <i>The Grammar Key</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Great Expectations</b> www.gebconline.com/books 541-343-9926</p>	<ul style="list-style-type: none"> <li>• <i>The Write Stuff Adventure: Exploring the Art of Writing</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Great Source Education *</b> www.greatsource.com 800-289-4490</p>	<ul style="list-style-type: none"> <li>• <i>Write for College</i></li> <li>• <i>Writer's Inc</i></li> <li>• <i>Write Ahead</i></li> <li>• <i>School to Work</i></li> <li>• <i>Write for Business</i></li> <li>• <i>Reader's Handbook grades 9-12</i></li> <li>• <i>Mastering the Verbal SAT/PSAT: Building Vocabulary Skill, Critical Reading Skills and Critical Thinking Skills for Top Performance</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Hewitt Homeschooling Resources*</b> www.hewitthomeschooling.com 800-348-1750</p>	<ul style="list-style-type: none"> <li>• <i>Writer's Inc Skills books 9,10,11, &amp; 12</i></li> <li>• <i>Vocabulary for Achievement (Third, Fourth, Fifth, or Sixth Courses)</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>Hewitt Homeschooling Resources*</b> www.hewitthomeschooling.com 800-348-1750</p>	<ul style="list-style-type: none"> <li>• <i>Lightning Literature &amp; Composition</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>Holt McDougal*</b> www.hmhco.com 800-462-6595</p>	<p><i>Holt Handbook:</i></p> <ul style="list-style-type: none"> <li>• <i>Third Course</i></li> <li>• <i>Fourth Course</i></li> <li>• <i>Fifth Course</i></li> <li>• <i>Sixth Course</i></li> </ul> <p><i>Elements of Literature:</i></p> <ul style="list-style-type: none"> <li>• <i>Third Course</i></li> <li>• <i>Fourth Course,</i></li> </ul> <p><i>Readings in World Literature</i></p> <ul style="list-style-type: none"> <li>• <i>Fifth Course,</i></li> </ul> <p><i>Literature of the United States</i></p>	<p>TXT: (1 credit) Complete text and present evidence.</p>



**LANGUAGE ARTS COURSES**

<p><b>Holt McDougal*</b> www.hmhco.com 800-462-6595</p>	<ul style="list-style-type: none"> <li>• <i>Sixth Course,</i></li> <li>• <i>Literature of Britain w/ World Classics</i></li>   <li>• <i>English Workshop 3</i></li> <li>• <i>English Workshop 4</i></li> <li>• <i>English Workshop 5</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
	<p><i>Warriner's English Grammar &amp; Comp</i></p> <ul style="list-style-type: none"> <li>• <i>Third Course</i></li> <li>• <i>Fourth Course</i></li> <li>• <i>Fifth Course</i></li> <li>• <i>Sixth Course</i></li> <li>• <i>Complete Course</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.**</p>
	<ul style="list-style-type: none"> <li>• <i>Pegasus Edition:</i></li> <li>• <i>Adventures in Reading</i></li> <li>• <i>Adventures in Appreciation</i></li> </ul>	<p>TXT: (2 credits) Complete 1200 page text and present evidence.</p>
<p><b>Home2Teach</b> www.home2teach.com</p>	<p><i>Online Honors High School English 9-12</i></p> <p><i>Online writing classes</i></p>	<p>TXT: (1 credits) Complete course and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>HomeScholar</b> www.homescholar.org 252-459-9279</p>	<ul style="list-style-type: none"> <li>• <i>Literary Lessons from the Lord of the Rings</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Homeschool Legal Defense Association</b> www.hslda.org 540-338-5600</p>	<ul style="list-style-type: none"> <li>• <i>Argumentation &amp; Debate</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used</p>
<p><b>Institute for Excellence in Writing</b> www.excellenceinwriting.com 800.856.5815</p>	<ul style="list-style-type: none"> <li>• <i>Teaching Writing: Structure &amp; Style</i></li> <li>• <i>Student Writing Intensive Level C</i></li> <li>• <i>Student Intensive Continuation Course Level C</i></li> <li>• <i>High School Essay Intensive</i></li> <li>• <i>Advanced Communication Series</i></li> <li>• <i>A Guide to Writing Your Novel</i></li> <li>• <i>Teaching the Classics</i></li> <li>• <i>Excellence in Literature Content Guides</i></li> <li>• <i>Windows to the World: An Introduction to Literary Analysis</i></li> <li>• <i>The Elegant Essay: Building Blocks for Analytical Writing</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>ISHA Enterprises•</b> www.easygrammar.com 800-641-6015</p>	<ul style="list-style-type: none"> <li>• <i>Daily Grams:</i></li> <li>• <i>Guided Review Aiding</i></li> <li>• <i>Mastery Skills, Jr./Sr. High School</i></li> <li>• <i>Easy Grammar Ultimate Series: 180 Daily Teaching Lessons - 9,10,11,12</i></li> </ul>	<p>TXT: (.25 credits) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Easy Grammar Plus</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>iStudySmart Courses</b> www.lstudysmart.com</p>	<ul style="list-style-type: none"> <li>• <i>CLEP</i></li> <li>• <i>DSST</i></li> <li>• <i>Excelsior College Test Prep</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>John Wiley &amp; Sons</b> www.wiley.com</p>	<ul style="list-style-type: none"> <li>• <i>Blue Book for Grammar and Punctuation</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>KONOS</b> www.konos.com 972-924-2712</p>	<ul style="list-style-type: none"> <li>• <i>English From the Roots Up</i></li> <li>• <i>Learn to Write the Novel Way</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>

## LANGUAGE ARTS COURSES

<p><b>Kumon</b> www.kumon.com 877-586-6673</p>	<ul style="list-style-type: none"> <li>• Kumon Level G- Elements of Literature I</li> <li>• Kumon Level H- Elements of Literature II</li> <li>• Kumon Level I- Elements of Literature III</li> <li>• Kumon Level J- Critical Reading I</li> <li>• Kumon Level K- Advanced Critical</li> <li>• Kumon Level L- Advanced Critical</li> <li>• Reading I</li> <li>• Reading II</li> </ul>	<p>TXT: (.5 credits) Complete graded text booklet and present evidence.</p>
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<p><b>Longman</b> www.pearsonhighered.com</p>	<p><i>Kumon's Suggested Reading Books</i></p>	<p>TXT: (.5 credits) Complete two-page reviews for any six books and present evidence.</p>
<p><b>Longman</b> www.pearsonhighered.com</p>	<ul style="list-style-type: none"> <li>• Elements of Style</li> <li>• Active Vocabulary: General and</li> <li>• Academic Words</li> <li>• Odyssey - A Guide to Better Writing</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>March2Success</b> www.march2success.com</p>	<ul style="list-style-type: none"> <li>• ACT Test Prep</li> <li>• SAT Test Prep</li> <li>• State Assessment Test Prep</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Maupin House</b> www.maupinhouse.com 800-524-0634</p>	<ul style="list-style-type: none"> <li>• The Chortling Bard</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>McDougal Littlell*</b> (now HoltMcDougal) www.holtmcdougal.com</p>	<ul style="list-style-type: none"> <li>• The Writer's Craft, Orange Level</li> <li>• The Writer's Craft, Blue Level</li> <li>• The Writer's Craft, Yellow Level</li> <li>• The Writer's Craft, Purple Level</li> <li>• Language Network Orange Level</li> <li>• Language Network, Blue Level</li> <li>• Language Network, Yellow Level</li> <li>• Language Network, Purple Level</li> <li>• Language and Literature:</li> <li>• American Literature</li> </ul>	<p>TXT: (1 credit) Complete level and present evidence.</p>
<p><b>McGraw Hill*</b> www.mhonline.com</p>	<ul style="list-style-type: none"> <li>• The Art of Public Speaking</li> <li>• Angles of Vision An Intro. to Literature</li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
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<p><b>McGraw Hill*</b> www.mhonline.com</p>	<ul style="list-style-type: none"> <li>• Glencoe Writer's Choice, grade 9</li> <li>• Glencoe Writer's Choice, grade 10</li> <li>• Glencoe Writer's Choice, grade 11</li> <li>• Glencoe Writer's Choice, grade 12</li> </ul>	<p>TXT: (.25 credit) Complete text and present evidence.</p>
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<p><b>McGraw Hill*</b> www.mhonline.com</p>	<ul style="list-style-type: none"> <li>• The Gregg Reference Manual</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Memoria Press</b> www.memoriapress.com</p>	<ul style="list-style-type: none"> <li>• Traditional Logic 1</li> <li>• Traditional Logic 2</li> <li>• Material Logic</li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>Merit Software*</b> www.meritsoftware.com 800-753-6488</p>	<ul style="list-style-type: none"> <li>• Grammar Fitness</li> <li>• Reading Critically: Non-Fiction</li> <li>• Writing Fitness</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Mother of Divine Grace School</b> www.motherofdivinegrace.org</p>	<ul style="list-style-type: none"> <li>• US History &amp; American Lit. Syllabus</li> <li>• Ancient History &amp; Literature Syllabus</li> <li>• Medieval English &amp; Spanish History &amp; Literature Syllabus</li> <li>• Medieval European History &amp; Literature Syllabus</li> </ul>	<p>TXT: (1 credit Literature LA, 1 credit History SS) Complete text and present evidence.**</p>
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<p><b>Mother of Divine Grace School</b> www.motherofdivinegrace.org</p>	<ul style="list-style-type: none"> <li>• British Literature Syllabus</li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.**</p>

**LANGUAGE ARTS COURSES**

<p><b>Myers Institute</b> www.myersinstitute.com 423-570-1000</p>	<ul style="list-style-type: none"> <li>• <i>Secrets of Great Communicators</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>National Writing Institute</b> www.writing-strands.com 800-688-5375</p>	<ul style="list-style-type: none"> <li>• <i>Writing Strands Level 5</i></li> <li>• <i>Writing Strands Level 6</i></li> <li>• <i>Writing Strands Level 7</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>NARHS</b> www.narhs.org 800-882-2828</p>	<ul style="list-style-type: none"> <li>• <i>Creating Fiction</i></li> <li>• <i>Writing Exposition</i></li> <li>• <i>Reading Strands</i></li> <li>• <i>Communication and Interpersonal Relationships</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>NARHS</b> www.narhs.org 800-882-2828</p>	<ul style="list-style-type: none"> <li>• <i>Classics and Composition</i></li> </ul> <p><i>Biblical Literature</i></p> <ul style="list-style-type: none"> <li>• <i>Experiencing God</i></li> <li>• <i>Search for Significance</i></li> <li>• <i>The Book of Romans</i></li> </ul> <p><i>1st Great Book of High School Course Descriptions contains 25 SD Course Descriptions.</i></p>	<p>TXT: (1 credit) Complete 12 Classics (high school level or above) and 2-page essay for each as evidence.</p> <p>TXT: (1 credit) Complete any three 12-week Bible study pre-planned courses and present evidence.</p>
<p><b>Number2.com</b> www.number2.com</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Builder</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Oak Meadow Curriculum &amp; School</b> www.oakmeadow.com 802-251-7250</p>	<ul style="list-style-type: none"> <li>• <i>Introduction to Literature &amp; Composition I</i></li> <li>• <i>Literature &amp; Composition II</i></li> <li>• <i>American Literature</i></li> <li>• <i>World Literature</i></li> <li>• <i>AP English Language</i></li> <li>• <i>AP English Literature</i></li> </ul> <p>• <i>All the Rules Broken: An Introduction to Short Fiction</i></p>	<p>TXT: (1 credit) Complete text and present evidence.** OR SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p> <p>TXT: (.5 credits) Complete text and present evidence.**</p>
<p><b>One Year Adventure Novel</b> www.oneyearnovel.com 888-481-4550</p>	<ul style="list-style-type: none"> <li>• <i>One Year Adventure Novel</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Paradigm Accelerated Curriculum</b> www.pacworks.com 325-649-0976</p>	<ul style="list-style-type: none"> <li>• <i>English I</i></li> <li>• <i>English II</i></li> <li>• <i>English III</i></li> <li>• <i>English IV</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Potters School</b> www.pottersschool.com</p>	<ul style="list-style-type: none"> <li>• <i>Advanced Composition</i></li> <li>• <i>Adventure Literature</i></li> <li>• <i>American Literature and Composition</i></li> <li>• <i>Ancient Literature and Composition</i></li> <li>• <i>AP English Language and Composition</i></li> <li>• <i>AP English Literature and Composition</i></li> <li>• <i>Bible as Literature</i></li> <li>• <i>British Literature</i></li> <li>• <i>Classical Rhetoric 1</i></li> <li>• <i>Classical Rhetoric 2</i></li> <li>• <i>Contemporary Literature</i></li> <li>• <i>Creative Writing</i></li> <li>• <i>Early American Literature</i></li> <li>• <i>English 2</i></li> <li>• <i>English 3</i></li> <li>• <i>English Vocabulary from Latin and Greek</i></li> </ul>	<p>TXT: (1 credits) Online Courses Provide documentation of courses and grades from school.</p>

## LANGUAGE ARTS COURSES

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	<ul style="list-style-type: none"> <li>• <i>Journey Through Narnia</i></li> <li>• <i>Literature Survey</i></li> <li>• <i>Middle Years Literature and Composition</i></li> <li>• <i>Middle Years Literature and Composition</i></li> <li>• <i>Modern Literature and Composition Symposium</i></li> <li>• <i>Roots</i></li> <li>• <i>World Literature</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• <i>19th Century Literature</i></li> <li>• <i>Art of Argument</i></li> <li>• <i>C.S. Lewis: Major Works</i></li> <li>• <i>Grammar Review</i></li> <li>• <i>Introduction to Research Writing</i></li> <li>• <i>J.R.R. Tolkien: The Lord of the Rings</i></li> <li>• <i>Intermediate NCFCA/STOA Debate</i></li> <li>• <i>Poetry</i></li> <li>• <i>Propositional Logic</i></li> <li>• <i>Research Methods and Web Publication</i></li> <li>• <i>Research Paper Writing</i></li> <li>• <i>Shakespeare: Major Works</i></li> <li>• <i>Speech Writing for Competition</i></li> <li>• <i>Study Skills</i></li> <li>• <i>Worlds of Imagination: Science Fiction Literature</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>Precious Memories Educational Resources</b> www.winstongrammar.com</p>	<ul style="list-style-type: none"> <li>• <i>Winston Grammar, Basic</i></li> <li>• <i>Winston Grammar, Advanced</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Prentice Hall*</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• <i>Winston Grammar, Basic</i></li> <li>• <i>Winston Grammar, Advanced</i></li> <li>• <i>Prentice Hall Literature:</i> <i>Timeless Voices, Timeless Themes -</i></li> <li>• <i>Gold Grade 9</i></li> <li>• <i>Platinum Grade 10</i></li> <li>• <i>American Experience</i></li> <li>• <i>The British Tradition</i></li> <li>• <i>Writing Talk</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Progeny Press*</b> www.progenypress.com 877-776-4369</p>	<ul style="list-style-type: none"> <li>• <i>Study Guides for Literature</i></li> </ul>	<p>TXT: (1 credit) Complete any four study guides and four activity books and present evidence.</p>
<p><b>Rod and Staff</b> www.milestoneministries.com 800-761-0234</p>	<ul style="list-style-type: none"> <li>• <i>English 9</i></li> <li>• <i>English 10</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Sadlier-Oxford</b> www.sadlier-oxford.com 800-221-5175</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop Book D</i></li> <li>• <i>Vocabulary Workshop Book E</i></li> <li>• <i>Vocabulary Workshop Book F</i></li> <li>• <i>Vocabulary Workshop Book G</i></li> <li>• <i>Vocabulary Workshop Book H</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Grammar for Writing 4th-6th</i></li> <li>• <i>Grammar for Writing: Complete Course 9th-12th</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Smarr Publishers</b> www.smarrpublishers.com 678-774-8374</p>	<p><i>American Realism and the Modern Period</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction to Literature</i></li> <li>• <i>Survey of World Literature</i></li> <li>• <i>Survey of American Literature</i></li> <li>• <i>Survey of British Literature</i></li> <li>• <i>The Ancient Period</i></li> <li>• <i>Medieval and Early Renaissance</i></li> <li>• <i>Later Renaissance to Romanticism</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>

## LANGUAGE ARTS COURSES

<b>Sonlight Curriculum</b> www.sonlight.com	<ul style="list-style-type: none"> <li>• <i>English 1</i></li> <li>• <i>English 2</i></li> <li>• <i>English 3</i></li> <li>• <i>English 4</i></li>   <li>• <i>Creative Writing</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.** OR SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.  SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Splashes from the River</b> www.splashesfromtheriver.com 250-923-8934 (Canada)	DVD courses: <ul style="list-style-type: none"> <li>• <i>Basic Grammar Course</i></li> <li>• <i>Intermediate Grammar level 1, 2</i></li> <li>• <i>Punctuation Course</i></li> <li>• <i>Essay Course</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Textbook Publishers</b> www.kimbercurriculum.com	<ul style="list-style-type: none"> <li>• <i>Language Arts Volume I, II, III</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Textword Press</b> www.textwordpress.com	<i>Implications of Literature</i> <ul style="list-style-type: none"> <li>• <i>Ninth Grade Explorer Level</i></li> <li>• <i>Tenth Grade Navigator Level</i></li> <li>• <i>Eleventh Grade Pioneer Level</i></li> <li>• <i>Twelfth Grade Trailblazer Level</i></li>   <li>• <i>Implications of the Short Story</i></li> <li>• <i>Implications of the Novel</i></li> <li>• <i>Julius Caesar</i></li> </ul>	TXT: (1 credits) Complete text and present evidence.  SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>The Teaching Company*</b> The Great Courses www.thegreatcourses.com 800-832-2412	<ul style="list-style-type: none"> <li>• <i>20th-Century American Fiction</i></li> <li>• <i>Aeneid of Virgil</i></li> <li>• <i>Bible and Western Culture</i></li> <li>• <i>Books That Have Made History: Books That Can Change Your Life</i></li> <li>• <i>Classical Mythology</i></li> <li>• <i>Classics of American Literature</i></li> <li>• <i>Dante's Divine Comedy</i></li> <li>• <i>From Plato to Postmodernism: Understanding the Essence of Literature and Role of the Author</i></li> <li>• <i>Great Authors of the Western Literary Tradition</i></li> <li>• <i>Great Writers: Their Lives and Works</i></li> <li>• <i>Greek Tragedy</i></li> <li>• <i>Herodotus: The Father of History</i></li> <li>• <i>History of the English Language</i></li> <li>• <i>How to Read and Understand Poetry</i></li> <li>• <i>Iliad of Homer</i></li> <li>• <i>Iliad of Homer/Odyssey of Homer(Set)</i></li> <li>• <i>Joyce's Ulysses</i></li> <li>• <i>King Arthur and Chivalry</i></li> <li>• <i>Life and Work of Mark Twain</i></li> <li>• <i>Life and Writings of C. S. Lewis</i></li> <li>• <i>Life and Writings of Geoffrey Chaucer</i></li> <li>• <i>Life and Writings of John Milton</i></li> <li>• <i>Literary Modernism: Struggle for Modern History</i></li> <li>• <i>Lives and Works of the English Romantic Poets</i></li> <li>• <i>Modern British Drama</i></li> <li>• <i>Odyssey of Homer</i></li> <li>• <i>Science Fiction: The Literature of the</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## LANGUAGE ARTS COURSES

- *Shakespeare: Comedies, Histories, and Tragedies*
- *Shakespeare: The Word and the Action*
- *Soul and the City: Art, Literature, and Urban Living*
- *St. Augustine's Confessions*
- *Story of Human Language*
- *Understanding Literature and Life: Drama, Poetry and Narrative*
- *Using Literature to Understand the Human Side of Medicine*

Note: Each course consists of DVD lectures and written assignments.

<b>Thinkwell</b> www.thinkwell.com 888-416-8880	<ul style="list-style-type: none"> <li>• <i>Public Speaking</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Time for Writing</b> www.time4writing.com	<i>Writing Courses</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Total Language Plus</b> www.totallanguageplus.com 360-754-3660	<ul style="list-style-type: none"> <li>• <i>Total Language Plus (Literature Guides)</i></li> </ul>	TXT: (1 credit) Complete four study guides (high school level or above) and four activity books and present evidence.
<b>Veritas Press</b> www.veritaspress.com 800-922-5082	<ul style="list-style-type: none"> <li>• <i>Logic</i></li> </ul>	TXT: (.5 credit) Complete text and present evidence.
<b>Wordsmiths</b> www.jsgrammar.com 541-476-3080	<ul style="list-style-type: none"> <li>• <i>Jensen's Format Writing</i></li> <li>• <i>Jensen's Vocabulary</i></li> <li>• <i>Jensen's Grammar</i></li> <li>• <i>Jensen's Punctuation</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Write at Home</b> www.writeathome.com	<ul style="list-style-type: none"> <li>• <i>H.S. Composition 1</i></li> <li>• <i>H.S. Composition 2</i></li> <li>• <i>H.S. Composition 3</i></li> <li>• <i>H.S. Composition 4</i></li> </ul> <p><i>Workshops:</i></p> <ul style="list-style-type: none"> <li>• <i>Creative Writing 1</i></li> <li>• <i>Creative Writing 2</i></li> <li>• <i>Creative Writing 3</i></li> <li>• <i>Short Story Writing</i></li> <li>• <i>Expository Writing 1</i></li> <li>• <i>Expository Writing 2</i></li> <li>• <i>Expository Writing 3</i></li> <li>• <i>Essay 1</i></li> <li>• <i>Essay 2</i></li> <li>• <i>Research Paper</i></li> <li>• <i>SAT Essay Prep</i></li> </ul>	TXT: (1 credit) Complete full year course and present evidence. TXT: (.5 credits) Complete semester course and present evidence.  TXT: (.25 credits) Complete workshop and present evidence.
<b>Write Guide</b> www.writeguide.com	<i>Online writing courses</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Write Shop</b> www.writeshop.com 909-989-5576	<ul style="list-style-type: none"> <li>• <i>Write Shop I</i></li> <li>• <i>Write Shop II</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.

**MA** Mathematics prepares the student with procedural skills and computational skills. As a result, students are able to develop conceptual understanding and problem solve. It is important to include Algebra I and II, along with Geometry in your high school math schedule. Although not all high schools require these, it is often a good idea to include these for a student's benefit in the future, especially college admission. There is an abundance of math textbooks available.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 8 two page SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>101 Financial Lessons</b> www.101financiallessons.com 508-438-0411	<ul style="list-style-type: none"> <li>• <i>Teaching Money Skills Lessons</i></li> <li>• <i>Twelve Weeks to Financial Success</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>A+ Education</b> www.aplusses.com 770-506-9272	<ul style="list-style-type: none"> <li>• <i>Algebra I- A Fresh Approach</i></li> <li>• <i>Algebra II- A Fresh Approach</i></li> <li>• <i>Geometry- A Fresh Approach</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Business Math</i></li> <li>• <i>Consumer Math</i></li> <li>• <i>Plane Geometry: A Traditional Approach</i></li> <li>• <i>Advanced Math for Christian Schools</i></li> <li>• <i>Precalculus with Trigonometry and Analytical Geometry</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	PACES: <ul style="list-style-type: none"> <li>• <i>Accounting (Paces 121-132)</i></li> <li>• <i>Algebra 1 (Paces 1097-1108)</i></li> <li>• <i>General Business Math</i></li> <li>• <i>Geometry (Paces 1109-1120)</i></li> <li>• <i>Algebra 2 (Paces 1121-1132)</i></li> </ul>	TXT: (1 credit) Complete 12 PACES & present tests as evidence.
<b>Addison-Wesley*</b> www.pearsonhighered.com	<ul style="list-style-type: none"> <li><i>Technical Mathematics</i></li> <li>• <i>Technical Mathematics</i></li> <li>• <i>Technical Math w/ Calculus</i></li> <li>• <i>Technical Calculus</i></li> <li>• <i>Math and Technology</i></li> <li><i>Basic Mathematics</i></li> <li>• <i>Intermediate Algebra</i></li> <li>• <i>Beginning &amp; Inter. Algebra (Combined)</i></li> <li>• <i>Algebra for College Students</i></li> <li>• <i>Geometry</i></li> <li>• <i>Computer Math</i></li> <li><i>Liberal Arts Mathematics</i></li> <li>• <i>Quantitative Literacy</i></li> <li>• <i>Survey of Mathematics</i></li> <li><i>Courses for Business Students</i></li> <li>• <i>Business Math (Arithmetic Level)</i></li> <li>• <i>Business Math/Algebra Based</i></li> <li>• <i>Finite Math and Applied Calculus</i></li> <li>• <i>Finite Mathematics</i></li> <li>• <i>Applied Calculus</i></li> <li>• <i>Mathematics for Business</i></li> <li><i>Precalculus Mathematics</i></li> <li>• <i>College Algebra</i></li> <li>• <i>College Algebra w/ Graphing Calculators</i></li> <li>• <i>Algebra and Trigonometry</i></li> <li>• <i>Algebra/Trig with Graphing Calculators</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.

## MATH COURSES

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- *Plane Trigonometry*
- *Plane Trig. w/ Graphing Calculators*
- *Precalculus Mathematics*
- *Precalculus with Graphing Calculators*
- Courses for Engineers & Scientists*
- *Calculus*
- *Calculus with Precalculus*
- *Calculus for Life Sciences*
- *Multivariable Calculus*
- *Introductory Linear Algebra*
- *Differential Equations*
- *Differential Equations & Linear Algebra*
- *Discrete Math*
- *Numerical Analysis*
- *Partial Differential Equations*
- *Complex Analysis*
- *Complex Variables*
- *Engineering Math*

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### AGS\*\*\*\*

www.pearsonschool.com  
800-848-9500

- *Math for the World of Work*
- *Basic Math Skills*
- *Algebra I*
- *Algebra II*
- *Geometry*
- *Life Skills Math*
- *Consumer Math*
- *Life Skills Mathematics*
- Complete Workbook Series*
- *Building Basic Math Skills*
- Complete Workbook Series*

TXT: (1 credit) Special needs  
Complete text and present evidence.

SD: Special Needs. Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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### ALEKS Corporation

www.Aleks.com  
714-619-7090

- *Algebra Readiness*
- *Algebra 1*
- *High School Geometry*
- *Integrated Mathematics*
- *Algebra 2*
- *Algebra 2 with Trigonometry*
- *Precalculus*
- *Trigonometry*
- *High School Preparation for Algebra 1*
- *Foundations of High School Math*
- *Math Intervention*
- *Mastery of SAT Math*
- *Math for College Readiness*
- *Math for College Success*
- *Math for 4-Year College Success*
- *Prep for GED Mathematics*
- *AP Statistics (Quantitative)*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

NOTE: Web-based, artificially intelligent assessment and learning system.

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### Alpha Omega Publications

www.aop.com  
800-682-7391

- *Accounting*
- *Consumer Math*
- *Math 9 Algebra I*
- *Math10 Geometry*
- *Math 11 Algebra II*
- *Math 12 Trigonometry*

TXT: (1 credit)  
Complete 10 LIFEPAKS & present tests as evidence.

- *Checks and Balances*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.



<p><b>Barron's Educational Series*</b> www.barronseduc.com</p>	<p><i>Barron's Series</i></p> <ul style="list-style-type: none"> <li>• <i>Painless Algebra</i></li> <li>• <i>Painless Geometry</i></li> <li>• <i>Essential Math: Basic Math for Everyday Use</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Bob Jones University Press</b> www.BJUP.com 800-845-5731</p>	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Geometry</i></li> <li>• <i>Consumer Math</i></li> <li>• <i>Precalculus</i></li> </ul>	<p>TX: (1 credit) Complete text and present evidence.</p>
<p><b>Carnegie Learning</b> www.carnegielearning.com</p>	<ul style="list-style-type: none"> <li>• <i>Bridge to Algebra</i></li> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Geometry</i></li> <li>• <i>Integrated Math I, II, or III</i></li> </ul>	<p>TX: (1 credit) Complete text and present evidence.</p>
<p><b>Chalk Dust</b> www.chalkdust.com</p>	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>College Algebra</i></li> <li>• <i>Geometry</i></li> <li>• <i>Trigonometry</i></li> <li>• <i>Pre-Calculus</i></li> <li>• <i>Calculus</i></li>   <li>• <i>SAT Math Review</i></li> </ul>	<p>TX: (1 credit) Complete text and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Christian Light Publications</b> www.CLP.org 800-776-0478</p>	<ul style="list-style-type: none"> <li>• <i>Algebra I Word Problems</i></li> <li>• <i>Algebra II Word Problems</i></li> <li>• <i>Brain Stretchers Book 1</i></li> <li>• <i>Brain Stretchers Book 2</i></li> <li>• <i>Brain Stretchers Book 3</i></li> <li>• <i>Brain Stretchers Book 4</i></li> <li>• <i>Cranium Crackers Book 4</i></li> <li>• <i>Dr. Funster's Quick Thinks Level C, Book 1</i></li> <li>• <i>Math Word Problems Level C</i></li> <li>• <i>Mixed Concepts: Whole Numbers to Percents</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Dave Ramsey</b> www.daveramsey.com 888-227-3223</p>	<ul style="list-style-type: none"> <li>• <i>Foundations in Personal Finance</i></li> </ul> <p>Notes: Videos and workbook.</p> <ul style="list-style-type: none"> <li>• <i>Financial Peace for the Next Generation</i></li> </ul>	<p>TX: (.5 credit) Complete text and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Globe Fearon</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• <i>Success in Math: General Math, Pre-Algebra, Basic Algebra, Basic Geometry, Consumer Math</i></li> </ul>	<p>SD: Special Needs**** Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>H &amp; H Publishing</b> www.hhpublishing.com 800-366-4079</p>	<ul style="list-style-type: none"> <li>• <i>Interactive Beginning Algebra</i></li> </ul>	<p>TX: (.5 credit) Complete text and present evidence.</p>
<p><b>Hayes Publishing</b> www.hayespub.com 800-245-6234</p>	<ul style="list-style-type: none"> <li>• <i>Modern Geometry</i></li> </ul>	<p>TX: (1 credit) Complete text and present evidence.</p>
<p><b>Holt McDougal*</b> www.hmhco.com 800-462-6595</p>	<ul style="list-style-type: none"> <li>• <i>Algebra: Intermediate</i></li> <li>• <i>College Algebra</i></li> <li>• <i>Teaching Mathematics Using Technology</i></li> </ul>	<p>TX: (1 credit) Complete text and present evidence.</p>

## MATH COURSES

	<ul style="list-style-type: none"> <li>• <i>Algebra: Structure and Method, Book 1</i></li> <li>• <i>Geometry; Algebra &amp; Trigonometry: Structure &amp; Method, Book 2</i></li> <li>• <i>Personal Finance</i></li> <li>• <i>Understanding Basic Statistics</i></li> <li>• <i>Advanced Mathematics: Precalculus w/ Discrete Mathematics &amp; Data Analysis</i></li> <li>• <i>Finite Mathematics</i></li> <li>• <i>Calculus I with Precalculus</i></li> <li>• <i>Algebra 1 Concepts and Skills</i></li> <li>• <i>Algebra 2</i></li> <li>• <i>Geometry</i></li> <li>• <i>Integrated Mathematics Book 2</i></li> <li>• <i>Integrated Mathematics Book 3</i></li> <li>• <i>Advanced Mathematics:</i></li> <li>• <i>Precalculus with Discrete</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>Insight Technical Education</b> www.sixbranches.com 877-640-2256</p>	<ul style="list-style-type: none"> <li>• <i>Practical Accounting Fundamentals</i></li> <li>• <i>Practical Business Launch</i></li> </ul> <p>• <i>Practical Drafting Applied Engineering</i> • <i>Graphics Workbook</i></p>	<p>TXT: (1 credit) Complete text and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>iStudySmart Courses</b> iStudySmart.com www.Istudysmart.com</p>	<ul style="list-style-type: none"> <li>• <i>CLEP</i></li> <li>• <i>DSST</i></li> <li>• <i>Excelsior College Test Prep</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Key Curriculum Press</b> www.keypress.com 800-995-MATH</p>	<ul style="list-style-type: none"> <li>• <i>Key to Algebra (Introductory Algebra)</i></li> <li>• <i>Discovering Algebra</i></li> <li>• <i>Advanced Algebra Through Data</i></li> <li>• <i>Exploration (Algebra II)</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Discovering Geometry</i></li> <li>• <i>Precalculus with Trigonometry: Concepts and Applications</i></li> <li>• <i>Calculus: Concepts and Applications</i></li> </ul> <p>• <i>Basic Algebra &amp; Geometry</i></p>	<p>TXT: (1 credit) Complete text and present evidence.</p> <p>TXT: (1 credit in Algebra, 1 credit in Geometry) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Key to Geometry,</i></li> <li>• <i>Key to Measurement</i></li> <li>• <i>Key to Percents</i></li> <li>• <i>Key to Decimals</i></li> <li>• <i>Key to Fractions</i></li> <li>• <i>Activity-Based Statistics</i></li> <li>• <i>Dynamic Geometry</i></li> <li>• <i>Painless Algebra</i></li> </ul>	<p>TXT: (.25 credit) Complete text and present evidence.</p>
<p><b>Keyboard Enterprises</b> www.keyboardenterprises.com</p>	<ul style="list-style-type: none"> <li>• <i>Algebra I Phase 1</i></li> <li>• <i>Algebra I Phase 2</i></li> <li>• <i>Algebra I Phase 3</i></li> <li>• <i>Algebra II Phase 1</i></li> <li>• <i>Algebra III Phase 2</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>Kumon</b> www.kumon.com 877-586-6673</p>	<ul style="list-style-type: none"> <li>• <i>Kumon Math Level G- Algebra IA</i></li> <li>• <i>Kumon Math Level H- Algebra IB</i></li> <li>• <i>Kumon Math Level I- Algebra IIA/Geometry</i></li> <li>• <i>Kumon Math Level J- Algebra IIB</i></li> <li>• <i>Kumon Math Level K- Math Analysis/Pre-Calculus</i></li> <li>• <i>Kumon Math Level L- Calculus</i></li> <li>• <i>Kumon Math Level M- Trigonometry/Geometry</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>

<b>Lakeshore Basics and Beyond</b> www.lakeshorelearning.com	Remedial Math	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
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<b>March2Success</b> www.march2success.com	Videos and workbook. <i>Geometry</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
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<b>Math Realm</b> www.mathrealm.com	• <i>Real-Life Math</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
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<b>Math-U-See</b> www.mathusee.com 888-854-6284	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Trigonometry</i></li> <li>• <i>Geometry</i></li> <li>• <i>Stewardship</i></li> <li>• <i>Precalculus</i></li> <li>• <i>Calculus</i></li> </ul> <p>• <i>Math-U-See Honors Courses</i></p> <p><i>NOTE- Supplement w/ honors material &amp; title "Honors." No additional credit granted.</i></p>	TXT: (1 credit) Complete text and present evidence.
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<b>McGraw Hill*</b> www.mheducation.com	<ul style="list-style-type: none"> <li>• <i>Fundamentals of Corporate Finance</i></li> <li>• <i>Geometry: An Integrated Approach</i></li> <li>• <i>Geometry: Integration, Applications, Connections</i></li> <li>• <i>Geometry-Applications and Connections</i></li> <li>• <i>Mathematics Connections: Integrated and Applied Geometry Concepts &amp; Applications</i></li> </ul> <p>• <i>Geometry Demystified</i></p>	TXT: (1 credit) Complete text and present evidence.
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<b>Moody Publishers</b> www.moodypublishers.com	<ul style="list-style-type: none"> <li>• <i>Money Matters for Teens</i></li> <li>• <i>World's Easiest Pocket Guide to Buying Your First Car</i></li> <li>• <i>World's Easiest Pocket Guide To Finding Your First Full Time Job</i></li> <li>• <i>World's Easiest Pocket Guide To Creating Your First Financial Plan</i></li> <li>• <i>World's Easiest Pocket Guide to Getting Your First Credit Card</i></li> <li>• <i>World's Easiest Pocket Guide to Renting Your First Apartment</i></li> <li>• <i>Money Matters Workbook for Teens (11-14)</i></li> <li>• <i>Money Matters Workbook for Teens (15-18)</i></li> <li>• <i>Money Before Marriage</i></li> <li>• <i>The ABC's of Handling Money God's Way</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## MATH COURSES

<b>Paradigm Accelerated Curriculum</b> www.pacworks.com 325-649-0976	<ul style="list-style-type: none"> <li>• <i>Essential Math Skills</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Polka Dot Publishing</b> www.stanleyschmidt.com/FredGauss/index2.html 775-852-2690	<ul style="list-style-type: none"> <li>• <i>Life of Fred: Geometry</i></li> <li>• <i>Life of Fred: Beginning Algebra</i></li> <li>• <i>Life of Fred: Advanced Algebra</i></li> <li>• <i>Life of Fred: Trigonometry</i></li> <li>• <i>Life of Fred: Calculus</i></li> <li>• <i>Life of Fred: Statistics</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Potters School</b> www.pottersschool.com	<ul style="list-style-type: none"> <li>• <i>Algebra</i></li> <li>• <i>Geometry</i></li> <li>• <i>Advanced Algebra</i></li> <li>• <i>Functions Statistics Trigonometry</i></li> <li>• <i>Pre-Calculus and Discrete Math</i></li> <li>• <i>Pre-Calculus</i></li> <li>• <i>Calculus</i></li> <li>• <i>AP Calculus</i></li> <li>• <i>Accounting</i></li> </ul>	TXT (1 credit) Online courses Provide documentation of courses and grades from school.
<b>Prentice Hall*</b> www.pearsonschool.com	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Geometry</i></li> <li>• <i>Geometry: Tools for a Changing World</i></li> <li>• <i>Algebra II with Trigonometry</i></li> <li>• <i>Practical Business Math: An Applications Approach</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Professor in a Box</b> www.professorinabox.com 609-425-7090	<ul style="list-style-type: none"> <li>• <i>Financial Accounting</i></li> <li>• <i>Accounting and Money Skills</i></li> <li>• <i>Principles of Marketing</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Saxon</b> www.saxonpublishers.com	<ul style="list-style-type: none"> <li>• <i>Accounting</i></li> <li>• <i>Business Math</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> </ul> <p><i>NOTE: When a student completes Algebra 1 and Algebra 2 in sequence the student will receive an additional .5 credit in Plane Geometry.</i></p>	TXT: (1 credit in Algebra I MA, 2 credit in Algebra II MA, .5 credit in Plane Geometry MA) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Advanced Mathematics</i></li> </ul>	TXT: (.5 credit in Analytic Geometry MA, .5 credit in Trigonometry MA, .5 credit in Advanced Trigonometry MA, .5 credit in Pre-Calculus MA) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Calculus I</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Physics</i></li> </ul>	TXT: (1 credit in Physics MA or NS) Complete text and present evidence.

<p><b>Scholars Online</b> www.scholarsonline.org</p>	<ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Geometry</i></li> <li>• <i>Pre-Calculus with Trigonometry</i></li> <li>• <i>Calculus</i></li> </ul>	<p>TXT: Online college prep courses. Provide transcript of courses, credits and grades that will be sent at end of year. Credits vary by course.</p>
<p><b>Singapore Curriculum</b> www.singaporemath.com</p>	<ul style="list-style-type: none"> <li>• <i>Exploring Mathematics, Series 1A &amp; 1B Introductory Algebra and Geometry</i></li> <li>• <i>New Elementary Mathematics 1: Introductory Algebra and Geometry</i></li> </ul> <p><i>These are considered Middle School Courses and will not be awarded credit if used before the 9th grade.</i></p>	<p>TXT: (1 credit) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Exploring Mathematics, Series 2A &amp; 2B: Intermediate Algebra and Geometry.</i></li> <li>• <i>Exploring Mathematics, Series 3A &amp; 3B: Advanced Algebra and Geometry</i></li> <li>• <i>Exploring Mathematics, Series 4A &amp; 4B: Introductory Advanced Math and Review</i></li> <li>• <i>New Elementary Mathematics 2: Intermediate Algebra and Geometry</i></li> <li>• <i>New Elementary Mathematics 3: Advanced Algebra and Geometry</i></li> <li>• <i>New Elementary Mathematics 4A &amp; 4B: Introductory Advanced Math and Review</i></li> <li>• <i>New Syllabus Mathematics 1 - Introductory Algebra &amp; Geometry</i></li> <li>• <i>New Syllabus Mathematics 2 - Intermediate Algebra &amp; Geometry</i></li> <li>• <i>New Syllabus Mathematics 3 - Advanced Algebra &amp; Geometry</i></li> <li>• <i>New Syllabus Mathematics 4 - Special topics &amp; review</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p> <p>TXT: (2 credits) Complete text and present evidence. SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Singing Turtle Press</b> www.singingturtle.com 505-690-2351</p>	<p><i>Algebra Survival Guide text &amp; workbook</i></p>	<p>TXT: (1 credit) Complete text and workbook and present evidence.</p>
<p><b>Steck-Vaughn</b> www.steckvaughn.hmhco.com</p>	<p><i>Working With Numbers Refresher: Algebra</i></p>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Systematic Mathematics</b> www.systemath.com 866-532-7648</p>	<p><i>Algebra A &amp; B (Algebra I)</i> <i>Algebra C &amp; D (Algebra II)</i></p>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Teaching Tape Technologies</b> www.teachingtape.com 205-678-9996</p>	<ul style="list-style-type: none"> <li>• <i>Teaching Tape Technology for Saxon Math (supplements Saxon texts)</i></li> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Advanced Math</i></li> <li>• <i>Calculus</i></li> </ul>	<p>TXT: (1 credit) Use in conjunction with Saxon textbooks. Complete text and present evidence.</p>
<p><b>Teaching Textbooks</b> www.teachingtextbooks.com 866-867-6284</p>	<ul style="list-style-type: none"> <li>• <i>Algebra 1</i></li> <li>• <i>Algebra 2</i></li> <li>• <i>Geometry</i></li> <li>• <i>Pre-Calculus</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>

## MATH COURSES

<b>Textbook Publishers</b> www.kimbercurriculum.com	<ul style="list-style-type: none"> <li>• <i>Applied Mathematics, Vol. 1: Numeration</i></li> <li>• <i>Applied Mathematics, Vol. 2: Fractions</i></li> <li>• <i>Applied Mathematics, Vol. 3: Decimals</i></li> <li>• <i>Applied Mathematics, Vol. 4: Ratios &amp; Proportions</i></li> <li>• <i>Applied Mathematics, Vol. 5: Percents</i></li> <li>• <i>Applied Mathematics, Vol. 6: Statistics</i></li> <li>• <i>Applied Mathematics, Vol. 7: Weights &amp; Measures</i></li> <li>• <i>App. Mathematics, Vol. 8: Business Math</i></li> <li>• <i>Applied Mathematics, Vol. 9: Geometry</i></li> <li>• <i>Applied Mathematics, Vol. 10: Basic Algebra</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>The Teaching Company*</b> www.thegreatcourses.com 800-832-2412	<ul style="list-style-type: none"> <li>• <i>Basic Math - High School Level</i></li> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Geometry</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
Note: Each course consists of DVD lectures and written assignments.		
<b>Thinkwell</b> www.thinkwell.com 888-416-8880	<ul style="list-style-type: none"> <li>• <i>Beginning Algebra</i></li> <li>• <i>Calculus</i></li> <li>• <i>College Algebra</i></li> <li>• <i>Intermediate Algebra</i></li> <li>• <i>Precalculus</i></li> <li>• <i>Algebra I</i></li> <li>• <i>Algebra II</i></li> <li>• <i>Trigonometry</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
NOTE: online video learning system		
<b>Thomson South-Western</b> www.swlearning.com	<ul style="list-style-type: none"> <li>• <i>Applied Business Mathematics</i></li> <li>• <i>Mathematics of Money</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>VideoText Interactive</b> www.videotext.com	<ul style="list-style-type: none"> <li>• <i>Algebra: A Complete Course</i>  <i>Algebra I = Modules A, B, C</i>  <i>Algebra II = Modules D, E, F</i></li> </ul>	TXT: (1 credit Algebra I) Complete Module A, B, C and present tests as evidence. TXT: (1 credit Algebra II) Complete Module D, E, F and present tests as evidence.
<ul style="list-style-type: none"> <li>• <i>Geometry: A Complete Course</i></li> </ul>		
Note: *If VideoText Geometry is combined w/ another publisher's Algebra curriculum, then receive additional 1/2 credit Trigonometry and 1 credit Geometry.		
Note: **If VideoText Algebra and Geometry are both completed, add 1 Precalculus credit and 1 credit Geometry.		
<b>WH Freeman</b> www.whfreeman.com	<i>Harold Jacob's Math:</i> <ul style="list-style-type: none"> <li>• <i>Elementary Algebra</i></li> <li>• <i>Geometry</i></li> <li>• <i>Mathematics, a Human Endeavor</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Wildridge Education</b> www.fun-books.com	<i>Math &amp; Music</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**FA, LA, NS, SS, US** Multi-subject courses offer a complete, all-in-one curriculum. This may be a good solution for your student. Remember, it is important to follow the publisher's course work exactly in order to receive the full anticipated credit.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

**PUBLISHER: COURSE TITLES & NOTES: CREDITS:**

**Cornerstone Curriculum**  
 www.cornerstonecurriculum.com  
 972-235-5149

Optional: TXT or SD  
 TXT: Complete text & present as evidence for the following credits\*\*:

<ul style="list-style-type: none"> <li>• <i>Introduction to Biblical World View</i></li> <li>• <i>Starting Points: Building the Biblical World View</i></li> <li>• <i>World Views of the Western World Year 1</i></li> <li>• <i>World Views of the Western World Year 2</i></li> <li>• <i>World Views Year II: Grandeur of Christianity and the Revolutionary Age</i></li> <li>• <i>World Views of the Western World Year 3</i></li> <li>• <i>World Views Year III: Christianity Answers the 21st Century</i></li> </ul>	<ul style="list-style-type: none"> <li>Bible 1</li> <li>American Literature 1</li> <li>American History 1</li> <li>Composition .25</li> <li>Ancient Literature 1</li> <li>Philosophy / Theology 1</li> <li>Western Civilization .25</li> <li>Humanities .25</li> <li>World History .25</li> <li>Composition .5</li> <li>Medieval Literature 1</li> <li>Philosophy / Theology 1</li> <li>Music Appreciation .5</li> <li>Art Appreciation .5</li> <li>Western Civilization .5</li> <li>Humanities .5</li> <li>American History 1</li> <li>World History .5</li> <li>American Government 1</li> <li>Political Theory 1</li> <li>Science .5</li> <li>Composition .25</li> <li>Modern Literature 1</li> <li>Philosophy / Theology 1</li> <li>Music Appreciation .5</li> <li>Art Appreciation .5</li> <li>Western Civilization .25</li> <li>Humanities .25</li> <li>American History 1</li> <li>World History .25</li> <li>Economic Theory 1</li> <li>Origins/Ecology .5</li> </ul>
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SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**MULTI-SUBJECT COURSES**

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**Heart of Wisdom**  
www.Heartofwisdom.com

Optional: TXT or SD  
TXT: Complete text & present as evidence for the following credits\*\*:

- *Ancient History: Adam to Messiah*

Ancient history	1
Bible	1
Language Arts	1
Science	.25
Art History	.25

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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**Lampstand Press**  
www.taspestryofgrace.com  
800-705-7487

Optional: TXT or SD  
TXT: Complete text & present as evidence for the following credits\*\*:

- *Tapestry of Grace Year I*

Composition I, II, III, or IV	.5
Ancient Literature	1
Ancient World Geography	.25
History of Fine Arts I	.25
Bible History	1
Ancient Government Studies	.5
Philosophy of Ancient World	.5

- *Tapestry of Grace Year II*

Composition I, II, III, or IV	.5
Classic Lit. of Western World	1
World Geography	.25
History of Fine Arts II	.25
Church History: Middle Ages or Theological Studies I	.5
Government Studies II	.5

- *Tapestry of Grace Year III*

Composition I, II, III, or IV	.5
Classic Literature of the World	1
World Geography	.25
History of Fine Arts III	.25
Church History	.5
Government Studies III	.5
19th Century Philosophy	.5

- *Tapestry of Grace Year IV*

Composition I, II, III, or IV	.5
Classic Literature of 20th Cent.	1
World Geography	.25
History of Fine Arts IV	.25
Modern Church History	.5
Government Studies IV	.5
20th Century Philosophy	.5

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.



**My Father's World**  
www.mfwbooks.com  
573-202-2000

Optional: TXT or SD  
TXT: Complete text & present as evidence for the following credits\*\*:

• <i>Year 1: Ancient History and Literature</i>	Old Testament	1
	Ancient Literature	1
	Ancient History	1
• <i>Year 2: World History and Literature</i>	NT and Church History	1
	World Literature	1
	World History	1
• <i>Year 3: American History to 1877</i>	Biblical Worldview	1
	American Literature	1
	U.S. History to 1877	.5
	Government	.5
• <i>Year 4: American History 1877 to Present</i>	Spiritual Disciplines	1
	Modern Literature/Speech	1
	U.S. History 1877 to the Present	.5
	Economics	.5
	Geography (optional)	.5 or 1

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

Optional: TXT or SD  
TXT: Complete text & present as evidence for the following credits\*\*:

• <i>History Odyssey: Ancients Level II, Level III Middle Ages Level II, Level III</i>	Each Level earns	
	History	1
	English	1
	Geography	1

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**Sonlight Curriculum**  
www.sonlight.com

Optional: TXT or SD  
TXT: Complete text & present as evidence for the following credits\*\*:

• <i>American History in Depth Level 100</i>	US History	1
	American Literature	1
• <i>History of God's Kingdom 200</i>	World History	1
	Literature	1
• <i>20th Century World History Level 300</i>	World History	1
	Literature	1
• <i>Civics / American Government Level 400</i>	Civics	1
	Literature	1
	Bible	1

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**MULTI-SUBJECT COURSES**

**Trisms**

www.Trisms.com  
918-633-6527

Optional: TXT or SD

TXT: Complete text & present as evidence for the following credits\*\*:

• <i>Discovering the Ancient World</i>	Survey of Science History	1
	Literature & Composition	1
	Ancient History	1
	World Geography	1
	Research Writing	.5
	Cartography	.5
• <i>The Rise of Nations</i>	English	1
	Government	1
	European History	1
	Multicultural Literature	1
	World Geography	1
	Research Writing	.5
• <i>Expansion of Civilizations</i>	General Science	1
	Literature & Composition	1
	Classical & Medieval History	1
	World Geography	1
	Research Writing	.5
	Cartography	.5
• <i>Age of Revolution</i>	Literature & Composition	1
	Modern American History	1
	World History	1
	20th Century Government	1
	Modern Humanities	1
	Research Writing	.5
	Advanced Critical Thinking	.5

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**Veritas Press**

www.veritaspress.com  
800-922-5082

Optional: TXT or SD

TXT: Complete text & present as evidence for the following credits\*\*:

• <i>Omnibus I</i>	Ancient World History	1
	Doctrine & Theology	1
	Ancient Literature	1
• <i>Omnibus II</i>	Medieval History	1
	Doctrine & Theology	1
	Medieval & Reformation Literature	1
• <i>Omnibus III</i>	Modern US & British History	1
	Doctrine & Theology	1
	Modern US & British Literature	1
• <i>Omnibus IV</i>	Ancient World History	1
	Doctrine & Theology	1
	Ancient Literature	1
• <i>Omnibus V</i>	Medieval History	1
	Doctrine & Theology	1
	Medieval & Reformation Literature	1
• <i>Omnibus VI</i>	Modern US & British History	1
	Doctrine & Theology	1
	Modern US & British Literature	1

**PE** Physical education is not required by all states in order to graduate from high school. “Physical education shall be designed to promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills. This requirement may include but is not limited to: physical fitness, fundamental motor skills and patterns, adaptive physical education, individual and group sports. Physical education may include special physical education, movement education, and motor development.”

Most physical education courses are self-designed, however there are some textbooks available. There are a wide variety of activities to consider, including (but not limited to) skiing, biking, running, golfing, walking, hiking, weight lifting, exercising, etc. Individual sports (running, skiing) and/or team sports (baseball, soccer, football, basketball, hockey) qualify. Instruction, practice, and game logged hours qualify as team sports for this credit. Local recreation departments can provide you with a list of team sports offered in your community. Activities may be available to you through organizations such as a church group, 4-H, fitness centers, YMCA, YWCA, public schools, adult education, sports camps, clubs, gyms, and videos.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 5 two page SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Horizons 9-12 Physical Education</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Switched-On Schoolhouse® Physical Fitness</i></li> </ul>	TXT: (.5 credit) Complete text and present evidence
<b>Benjamin Cummings*</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Dynamic Physical Education for Secondary School Students</i></li> <li>• <i>An Introduction to Human Movement: The Sciences of Physical Education</i></li> <li>• <i>The Physical Education Activity Handbook</i></li> <li>• <i>Teaching Cues for Sport Skills for Secondary School Students</i></li> <li>• <i>Teaching for Lifetime Physical Activity Through Quality High School Phys Ed</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Human Kinetics</b> www.humankinetics.com	<ul style="list-style-type: none"> <li>• <i>Active Aging</i></li> <li>• <i>Aquatics</i></li> <li>• <i>Coaching &amp; Officiating</i></li> <li>• <i>Dance</i></li> <li>• <i>Fitness &amp; Health</i></li> <li>• <i>Health Care in Exercise &amp; Sport</i></li> <li>• <i>Kinesiology/Exercise &amp; Sport Science</i></li> <li>• <i>Nutrition &amp; Healthy Eating</i></li> <li>• <i>Outdoor Activities</i></li> <li>• <i>Physical Education &amp; Health Education</i></li> <li>• <i>Recreation</i></li> <li>• <i>Sports</i></li> <li>• <i>Strength &amp; Conditioning</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Hunter Textbooks</b> www.huntertextbooks.com	<ul style="list-style-type: none"> <li>• <i>Aerobics</i></li> <li>• <i>Aquatic Fitness</i></li> <li>• <i>Badminton</i></li> <li>• <i>General Fitness</i></li> <li>• <i>Golf</i></li> <li>• <i>Physical Education</i></li> <li>• <i>Racquetball</i></li> <li>• <i>Skiing</i></li> <li>• <i>Soccer</i></li> <li>• <i>Softball</i></li> <li>• <i>Swimming</i></li> <li>• <i>Tennis</i></li> <li>• <i>Volleyball</i></li> <li>• <i>Walking</i></li> <li>• <i>Weight Training</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## PHYSICAL EDUCATION COURSES

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**McGraw Hill\***

www.mheonline.com

- *Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach*
- *Foundations of Personal Fitness*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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**Noble Publishing Associates**

www.barnesandnoble.com

- *We Win: A Complete Physical Education Program for the Entire Family without Competition*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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**Outward Bound**

www.outwardbound.org

- *Outward Bound Leadership Programs*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**NS** Science can be an adventure in discovering how things work, the laws of the universe, and experimenting and thinking about our world. There is an abundance of textbooks to choose from, but self-designing a course can be rewarding. Science courses that include hands-on labs can really cinch the learning process. Our staff has determined that a lab course requires at least 12 written, dated, and graded labs. A lab may consist of using the microscope, but may also include cooking (culinary science), gardening and agriculture (horticulture), assembling, repairing, and programming a computer (Computer Science), engine design, diagnosis, and repair (Mechanical Science), or sewing (Fabric, Textile, and Design) and so on.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 29 two page SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>Science of the Physical Creation</i></li> <li>• <i>Biology, God's Living Creation</i></li> <li>• <i>Chemistry, Precision and Design</i></li> <li>• <i>Physics: The Fundamental Science</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>Biology (Paces 1097-1108)</i></li> <li>• <i>Physical Science (Paces 1109-1120)</i></li> <li>• <i>Chemistry (Paces 1121-1132)</i></li> <li>• <i>Physics (Paces 1133-1144)</i></li> </ul>	TXT: (1 credit) Complete 12 PACES & present tests as evidence.
<b>Addison Wesley*</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Environmental Science</i></li> <li>• <i>Human Anatomy and Physiology</i></li> <li>• <i>Conceptual Physics</i></li> <li>• <i>Chemistry</i></li> <li>• <i>Conceptual Physical Science</i></li> </ul>	TXT: (1 credit) Complete text and present evidence. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Physical Science II (Science 9)</i></li> <li>• <i>Biology (Science 10)</i></li> <li>• <i>Chemistry (Science 11)</i></li> <li>• <i>Physics (Science 12)</i></li> </ul> <p>Switched-On Schoolhouse® (SOS)</p> <p>Monarch®: Alpha Omega's online curriculum. Switched-On Schoolhouse® (SOS): Alpha Omega's CD-ROM curriculum. LIFEPAC®: Combines textbook and workbooks. <i>LIFEPAC Select: Omega's textbook and workbook curriculum that combines multiple grades to create the course. Selects are not eligible for high school credit.</i></p>	TXT: (1 credit) Complete 10 LIFEPACS & present tests as evidence.
<b>alWright! Publishing</b> www.alwrightpub.com	<ul style="list-style-type: none"> <li>• <i>Botany Unit Study</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>AMSCO*</b> www.amscopub.com 800-969-8398	<ul style="list-style-type: none"> <li>• <i>Marine Science</i></li> <li>• <i>Physical Science</i></li> <li>• <i>Chemistry: A Contemporary Approach</i></li> <li>• <i>The Living Environment Biology</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Apologia Educational Ministries</b> www.apologia.com	<ul style="list-style-type: none"> <li>• <i>Physical Science</i></li> <li>• <i>Biology</i></li> <li>• <i>Advanced Biology (The Human Body)</i></li> <li>• <i>Chemistry</i></li> <li>• <i>Advanced Chemistry</i></li> </ul> <p>Note: Alternative objective tests available.</p>	TXT: (1 credit) Complete text and present evidence. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Answers in Genesis</b> www.AnswersinGenesis.com	<ul style="list-style-type: none"> <li>• <i>Geology</i></li> </ul> <p>Note: Free online course. 12 chapters.</p>	TXT: (.5 credit) Complete text and present evidence.

## SCIENCE COURSES

	<ul style="list-style-type: none"> <li>• Marine Biology</li> <li>• Physics</li> <li>• Advanced Physics</li> <li>• <i>The Human Body: Fearfully and Wonderfully Made</i></li> </ul> <p>Note: General Science is identified as an 8th grade course and is not eligible for high school credit.</p>	
<b>Beginnings Publishing</b> www.beginningspublishing.com 800-831-3570	Rainbow Science <ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Intro to Biology</li> </ul> <p>Note: The publisher/author has verified that this is a 7th-9th grade two-year course. If it is completed as a one year course, 8th or 9th grade, 2 credits will be awarded. Labs are a required part of this course</p>	TXT: (1 credit Physical Science NS, 1 credit Intro to Biology NS) Complete text, separate hours, and present evidence.
	<ul style="list-style-type: none"> <li>• <i>The Spectrum, Chemistry</i></li> </ul> <p>Note: Labs are a required part of this course.</p>	TXT: (1 credit) Complete text and present evidence.
<b>Benjamin Cummings Publishers*</b> www.pearsoned.co.uk	<ul style="list-style-type: none"> <li>• Biology 5th Edition (AP)</li> <li>• <i>Biology: Concepts and Connections</i></li> </ul>	TXT: (1 credit) Complete text and present evidence. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Bob Jones University Press</b> www.BJUP.com 800-845-5731	<ul style="list-style-type: none"> <li>• <i>The Physical World</i></li> <li>• <i>Biology for Christian Schools</i></li> <li>• <i>Chemistry for Christian Schools</i></li> <li>• <i>Physics for Christian Schools</i></li> </ul> <p>Note: Earth Science is identified as an 8th grade course and is not eligible for high school credit.</p>	TXT: (1 credit) Complete text and present evidence. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Career Press</b> www.CareerPress.org 800-227-3371	<ul style="list-style-type: none"> <li>• <i>Homework Helpers – Biology</i></li> <li>• <i>Homework Helpers – Chemistry</i></li> </ul>	LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Christian Light Publications</b> www.CLP.org 800-776-0478	<ul style="list-style-type: none"> <li>• <i>Science 900 General Science</i></li> <li>• <i>Science 1000 Biology</i></li> <li>• <i>Science 1100 Chemistry</i></li> <li>• <i>Science 1200 Physics</i></li> <li>• <i>Modern Residential Wiring Textbook</i></li> <li>• <i>Basic Automotive Service and Systems</i></li> <li>• <i>Small Gas Engines</i></li> </ul>	TXT: (1 credit) Complete 10 LightUnits and present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Remember Thy Creator</i></li> <li>• <i>Science and the Bible</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Civil Air Patrol (CAP)</b> www.gocivilairpatrol.com 877-227-9142	<ul style="list-style-type: none"> <li>• <i>Intro to Flight</i></li> </ul> <p>Note: Add 12 labs and reports and course would be called CAP Intro to Flight w/lab.</p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Creation Science Seminars</b> www.creationscienceseminars.org	<ul style="list-style-type: none"> <li>• <i>Worldviews and Violence Prevention</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Critical Thinking Company</b> www.criticalthinking.com www.brightminds.us	<ul style="list-style-type: none"> <li>• <i>Red Herrings Science Mysteries Book B1</i></li> <li>• <i>Science wise Book 3</i></li> <li>• <i>Thinking Connections Book B1</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

	<ul style="list-style-type: none"> <li>• <i>Viruses and Bacteria Book</i></li> <li>• <i>Daily Mind Builders: Science</i></li> </ul>	
<b>Encore Software</b> www.encore.com 800-395-0277	<i>High School Advantage 2012</i> <i>(biology, chemistry, physics sections)</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Friendly Chemistry</b> www.friendlychemistry.com	<ul style="list-style-type: none"> <li>• <i>Friendly Chemistry</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Globe Fearon</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Globe Biology</i></li> </ul>	TXT: (1 credit) Complete text and present evidence. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Holt McDougal*</b> www.hmco.com 800-462-6595	<ul style="list-style-type: none"> <li>• <i>Holt Science Spectrum: Physical Science</i></li> <li>• <i>Holt Science Spectrum: A Physical Approach</i></li> <li>• <i>Holt Science Spectrum: A Balanced Approach</i></li> <li>• <i>Holt Biology</i></li> <li>• <i>Modern Biology</i></li> <li>• <i>Biology: Principles and Explorations</i></li> <li>• <i>Essentials of Biology</i></li> <li>• <i>Holt Biology: Visualizing Life</i></li> <li>• <i>Biology Today</i></li> <li>• <i>Concepts of Biology</i></li> <li>• <i>Holt Environmental Science</i></li> <li>• <i>Modern Earth Science (High School Level)</i></li> <li>• <i>Holt Chemistry</i></li> <li>• <i>Modern Chemistry</i></li> <li>• <i>Holt Chemistry: Visualizing Matter</i></li> <li>• <i>Modern Chemistry</i></li> <li>• <i>Holt Physics</i></li> <li>• <i>Modern Physics</i></li> <li>• <i>Psychology: Principles in Practice</i></li> <li>• <i>Earth Science</i></li> <li>• <i>The World of Chemistry</i></li> <li>• <i>General Chemistry</i></li> <li>• <i>Introductory Chemistry</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.  LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>I Study Smart Courses</b> www.lstudysmart.com	<ul style="list-style-type: none"> <li>• <i>Anatomy &amp; Physiology</i></li> <li>• <i>General Biology</i></li> <li>• <i>Microbiology</i></li> <li>• <i>Natural Sciences</i></li> <li>• <i>CLEP</i></li> <li>• <i>DSST</i></li> <li>• <i>Excelsior College Test Prep</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>John Wiley &amp; Sons</b> www.wiley.com	<ul style="list-style-type: none"> <li>• <i>Biology: A Self-Teaching Guide</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Kimber Curriculum</b> www.kimbercurriculum.com 801-822-0825	<ul style="list-style-type: none"> <li>• <i>1: Why and How God Created My Body</i></li> <li>• <i>2: Why and How God Created Things</i></li> <li>• <i>3: Why and How God Created Plants</i></li> <li>• <i>4: Why and How God Created Animals</i></li> <li>• <i>5: Why and How God Created the Earth</i></li> <li>• <i>6: Why and How God Created the Universe</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>March2Success</b> www.march2success.com	<ul style="list-style-type: none"> <li>• <i>ACT</i></li> <li>• <i>SAT</i></li> <li>• <i>State Assessment Test Prep</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Master Books</b> www.masterbooks.net 800-999-3777	<ul style="list-style-type: none"> <li>• <i>Body by Design</i></li> <li>• <i>Exploring the History of Medicine</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**SCIENCE COURSES**

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**McGraw Hill\***  
www.mheducation.com

- *Principles of Botany*
- *Introductory Plant Biology*
- *Plants and Society*
- *Aircraft Basic Science*
- *Approaches to Psychology*
- *Dinosaurs, The Textbook*
- *Physical Geology*
- *Marine Biology*
- *Animal Diversity*
- *Zoology*
- *Animal Behavior: Mechanisms, Ecology, Evolution*
- *Integrated Principles of Zoology*
- *Animal Sciences, The Biology, Care, and Production of Domestic Animals*
- *Earth Science: Understanding Environmental Systems*
- *Environmental Geology*
- *Essentials of Understanding Psychology*
- *Forest Health and Protection*
- *Intro. to Forests & Renewable Resources*
- *Introduction to Wildlife Management*
- *Introduction to the World's Oceans*
- *Meteorology DVD: The Earth Revealed*
- *Sociology: The Core*
- *Sociology: Diversity, Conflict, and Change*
- *Understanding Psychology*
- *Introduction to the Biology of Marine Life*
- *Physics: Principles & Problems*
- *Env. Science: A Study of Interrelationships*
- *Meteorology*
- *Automotive Excellence*
- *Carpentry and Building Construction*
- *Biology: The Dynamics of Life*
- *Earth Science: Geology, the Environment, and the Universe*
- *Glencoe Physical Science*
- *Merrill Chemistry*
- *Earth Science: Geology, the Environment, and the Universe*
- *Psychology: The Science of Mind and Behavior*
- *Culinary Essentials*
- *Physical Science with Earth Science*

TXT: (1 credit)  
Complete text and present evidence.

LAB: (.5 credit)  
Complete 20+ labs and show lab reports as evidence.

- *Food Science: The Biochemistry of Food and Nutrition*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

**New Horizons Equine Education Center**  
www.newhorizonsequine.com  
770-266-0631

- *Equine Science Series (101-110)*
- *Stable Management*
- *Equine First Aid*

TXT: (2 credits)  
Complete each course and present evidence.

*Note: Publisher offers numerous online courses in equine sciences.*

TXT: (.5 credits)  
Complete course and present evidence.

**New Leaf Press**  
www.newleafpublishinggroup.com

- *Body by Design (presents the anatomy, physiology, and creation evidence in the human body)*
- *The Ocean Book*

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.



## SCIENCE COURSES

<b>Paradigm Accelerated Curriculum</b> www.pacworks.com 325-649-0976	<ul style="list-style-type: none"> <li>• <i>Integrated Physics and Chemistry</i></li> <li>• <i>Principles, Theories &amp; Precepts of Biology</i></li>   <li>• <i>Precepts of Anatomy and Physiology</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.  TXT: (.5 credit) Complete text and present evidence.
<b>Pearson Education*</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Earth Science</i></li> <li>• <i>Biology: The Living Science</i></li> <li>• <i>Biology: The Study of Life</i></li> <li>• <i>Chemistry: Connections to Our Changing World (10 units)</i></li> <li>• <i>Chemistry: The Central Science Fundamentals of Chemistry</i></li> <li>• <i>Physics: Principles with Applications</i></li> <li>• <i>Environmental Science (7 units w/CD-ROM)</i></li> <li>• <i>Conceptual Physics</i></li> <li>• <i>Physical Science: Concepts in Action</i></li> <li>• <i>Biology: Exploring Life</i></li> <li>• <i>Understanding Weather and Climate</i></li> <li>• <i>Synoptic Meteorology/Weather Analysis</i></li> <li>• <i>Climatology: An Atmospheric Science</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.  LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Potters School</b> www.pottersschool.org	<ul style="list-style-type: none"> <li>• <i>Physical Science</i></li> <li>• <i>Biology</i></li> <li>• <i>Aviation Science</i></li> <li>• <i>Chemistry</i></li> <li>• <i>Physics</i></li> <li>• <i>Marine Biology</i></li> <li>• <i>Air-Ocean Science - Meteorology &amp; Oceanography</i></li> <li>• <i>Astronomy</i></li> <li>• <i>Electronics</i></li> <li>• <i>Anatomy &amp; Physiology</i></li> <li>• <i>Advanced Chemistry</i></li> <li>• <i>Advanced Physics</i></li> <li>• <i>AP Physics</i></li> </ul> <p style="text-align: center;"><i>Note: Course availability varies by semester</i></p>	TXT (1 credit) Online courses. Provide documentation from school of courses and grades.
<b>Rolling Hills Publishing</b> www.autoupkeep.com 800-918-READ	<ul style="list-style-type: none"> <li>• <i>Auto Upkeep: Basic Car Care, Maintenance and Repair</i></li> </ul>	TXT: Either .5 credit or 1 credit. 20 chapters completed = 1 credit. LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.
<b>Scholars Online</b> www.scholarsonline.org	<ul style="list-style-type: none"> <li>• <i>Astronomy</i></li> <li>• <i>Forces of Matter</i></li> <li>• <i>Natural Science</i></li> <li>• <i>Biology</i></li> <li>• <i>Chemistry</i></li> <li>• <i>Physics</i></li> </ul>	TXT: Online college prep courses. Provide transcript of courses, credits and grades that will be sent at end of year. Credits vary by course.
<b>Science for High School</b> www.scienceforhighschool.com	<ul style="list-style-type: none"> <li>• <i>High School Science in your Home:</i></li> <li>• <i>Physical Science</i></li> <li>• <i>Biology</i></li> <li>• <i>Chemistry</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Smithsonian Books</b> www.smithsonianbooks.com	<ul style="list-style-type: none"> <li>• <i>The Story of Science Series by Joy Hakim</i></li> </ul>	TXT: (1 credit ) Read all three books, complete activities, and present evidence.** OR SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## SCIENCE COURSES

<p><b>Tate Publishing</b> www.tatepublishing.com 888-361-9473</p>	<ul style="list-style-type: none"> <li>• <i>The Quest for Right Volume I, II, or III</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>The Teaching Company*</b> www.thegreatcourses.com 800-832-2412</p>	<ul style="list-style-type: none"> <li>• <i>History of Science: 1700 to 1900</i></li> <li>• <i>History of Science: Antiquity to 1700</i></li> <li>• <i>My Favorite Universe</i></li> <li>• <i>Biological Anthropology: An Evolutionary Perspective</i></li> <li>• <i>Biology and Human Behavior: The Neurological Origins of Individuality</i></li> <li>• <i>Einstein's Relativity and the Quantum Revolution: Modern Physics for Non-Scientists</i></li> <li>• <i>Energy and Climate: Science for Citizens in the Age of Global Warming</i></li> <li>• <i>Particle Physics for Non-Physicists: A Tour of the Microcosmos</i></li> <li>• <i>Understanding the Human Body: An Introduction to Anatomy and Physiology</i></li> <li>• <i>Understanding the Universe: An Introduction to Astronomy</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Thinkwell</b> www.thinkwell.com 888-416-8880</p>	<ul style="list-style-type: none"> <li>• <i>Biology</i></li> <li>• <i>Chemistry</i></li> </ul>	<p>TXT: (2 credits) Complete text and present evidence.</p>
<p><b>Westfield Studios</b> www.the101series.com 800-898-3213</p>	<ul style="list-style-type: none"> <li>• <i>Biology 101</i></li> <li>• <i>Chemistry 101</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
		<p>LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.</p>
<p><b>Walch &amp; Associates</b> www.learningthings.com</p>	<ul style="list-style-type: none"> <li>• <i>Contemporary Chemistry: A Practical Approach</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Practical Chemistry Labs</i></li> </ul>	<p>LAB: (.5 credit) Complete 20+ labs and show lab reports as evidence.</p>
<p><b>Worth Publishers</b> www.worthpublishing.com</p>	<ul style="list-style-type: none"> <li>• <i>Exploring Psychology</i></li> <li>• <i>Fundamentals of Abnormal Psychology</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>

**SS** Social Studies can be an exciting way to learn about our society while discovering who, what, when, where, and hopefully why. Social Studies combines history, geography, and cultural studies. Social Studies is another subject where textbooks are abundant, however, self-designed courses might incorporate textbooks, historical fiction, maps, and current events from online newspapers, news broadcasts, blogs, and radio.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource. *1st Great Book of High School Course Descriptions* contains 25 two page Social Studies SD course descriptions w/ objectives, suggested activities and resources, and methods of evaluation.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>World Geography</i></li> <li>• <i>Economics: Work and Prosperity</i></li> <li>• <i>Life Management Under God</i></li> <li>• <i>Genesis -- First Things</i></li> <li>• <i>Israel's United Kingdom</i></li> <li>• <i>Israel's Divided Kingdom</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>American Govt. in Christian Perspective</i></li> </ul>	TXT: (.5 credits in Social Studies / not US History) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>World History and Cultures</i></li> <li>• <i>Bible Doctrines for Today</i></li> <li>• <i>Church History</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>Introduction to Missions</i></li> <li>• <i>Christian Growth</i></li> <li>• <i>Economics</i></li> <li>• <i>Collectivism</i></li> </ul>	TXT: (.5 credit) Complete 6 PACES & present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>U.S. Civics</i></li> </ul>	TXT: (.5 credit Social Studies / not US History) Complete 6 PACES & present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>World History</i></li> <li>• <i>World Geography</i></li> </ul>	TXT: (1 credit) Complete 12 PACES & present tests as evidence.
<b>AGS****</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>World History</i></li> <li>• <i>World Geography</i></li> <li>• <i>US Government</i></li> <li>• <i>Economics</i></li> </ul>	TXT: (1 credit) Special Needs Complete text and present evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>Ancient/Western History</i></li> <li>• <i>Civics/World Geography</i></li> <li>• <i>Foundations for Living</i></li> </ul>	TXT: (1 credit) Complete 10 LIFEPACS & present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Government and Economics</i></li> </ul>	TXT: (1 credit in Social Studies / not US History) Complete 10 LIFEPACS & present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Civics</i></li> </ul>	TXT: (.5 credit in Social Studies / not US History) Complete 5 LIFEPACS & present evidence.
		TXT: (.5 credit) Complete 5 LIFEPACS & present evidence.
	<ul style="list-style-type: none"> <li>• <i>The Story of the Constitution SOS</i></li> </ul>	TXT: (.5 credit) Complete course & present evidence.
	Monarch®: Alpha Omega's online curriculum. Switched-On Schoolhouse® (SOS): Alpha Omega's CD-ROM curriculum. LIFEPAC®: Combines textbook and workbooks. LIFEPAC Select: Omega's textbook and workbook curriculum that combines multiple grades to create the course. Selects are not eligible for high school credit.	

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	<p>book lessons into “worktext” units. LIFEPAC Select is made from LIFEPAC Core courses and are eligible for credit if the unit has not been previously completed by the student.</p>	
<p><b>American Vision</b> www.americanvision.com</p>	<ul style="list-style-type: none"> <li>• <i>Movies as Literature</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>To Pledge Allegiance</i></li> </ul>	<p>Optional: TXT or SD TXT: (.5 credits) Complete text &amp; present review questions &amp; tests as evidence. SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
	<ul style="list-style-type: none"> <li>• <i>Lies That Go Unchallenged in Popular Culture</i></li> <li>• <i>The Greatest Century of Missions</i></li> <li>• <i>The Exhaustive Concordance To The United States Constitution</i></li> <li>• <i>A Dictionary of Early Christian Beliefs</i></li> <li>• <i>America's Christian Heritage</i></li> <li>• <i>Thinking Straight in a Crooked World</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>AMSCO*</b> www.amscopub.com 800-969-8398</p>	<ul style="list-style-type: none"> <li>• <i>Global History and Geography -- The Growth of Civilizations</i></li> <li>• <i>Economics for Everyone</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Apologia Educational Ministries</b> www.apologia.com</p>	<ul style="list-style-type: none"> <li>• <i>Around the World in 180 Days</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>B&amp;H Publishing Group</b> www.bhpublishinggroup.com 800-448-8032</p>	<ul style="list-style-type: none"> <li>• <i>Worldview in Focus: Thinking Like a Christian</i></li> </ul> <p>Note: Workbook or Student Journal available for this 12 week course in Understanding and Living a Biblical Worldview.</p>	<p>TXT (.25 credits) Complete text &amp; present evidence.</p>
<p><b>Beautiful Feet Books</b> www.bfbooks.com 800-889-1978</p>	<ul style="list-style-type: none"> <li>• <i>U.S. History &amp; World History Senior High Pack Part I &amp; Part II</i></li> </ul>	<p>TXT: (1 credit in US History, 1 credit in American Literature) Complete text, separate hours, and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>U.S. History &amp; World History Senior High Pack Part III &amp; Part IV</i></li> </ul>	<p>TXT: (1 credit in World History, 1 credit in World Literature) Complete text, separate hours, and present evidence.</p>
	<ul style="list-style-type: none"> <li>• <i>Ancient History Senior High Pack</i></li> </ul>	<p>TXT: (1 credit in Ancient History, 1 credit in Literature) Complete text, separate hours, and present evidence</p>
	<ul style="list-style-type: none"> <li>• <i>Medieval History Senior High Pack</i></li> </ul>	<p>TXT: (1 credit in Medieval History, 1 credit in Literature) Complete text, separate hours, and present evidence</p>
<p><b>Bluestocking Press</b> www.bluestockingpress.com 800-959-8586</p>	<ul style="list-style-type: none"> <li>• <i>Whatever Happened to Penny Candy?</i></li> <li>• <i>Bluestocking Guide: Economics</i></li> <li>• <i>Economics: A Free Market Reader</i></li> <li>• <i>The Money Mystery: The Hidden</i></li> <li>• <i>Force Affecting Your Career,</i></li> <li>• <i>Business and Investments</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used</p>
<p><b>Bob Jones University Press</b> www.BJUP.com 800-845-5731</p>	<ul style="list-style-type: none"> <li>• <i>Geography for Christian Schools</i></li> <li>• <i>World History for Christian Schools</i></li> <li>• <i>Patterns for Christian Living (Bible Truths, Level F)</i></li> </ul>	<p>TXT: (1 credit) Complete text &amp; present evidence.</p>

	<ul style="list-style-type: none"> <li>• <i>American Government for Christian Schools</i></li> </ul>	TXT: (1 credit in Social Studies) Complete text & present evidence.
	<ul style="list-style-type: none"> <li>• <i>Economics for Christian Schools</i></li> <li>• <i>Family Life Skills</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<p><b>Bright Ideas Press</b> www.brightideaspress.com 877-492-8081</p>	<ul style="list-style-type: none"> <li>• <i>The Mystery of History, Vol. I,</i></li> <li>• <i>The Mystery of History, Vol. II</i></li> <li>• <i>The Mystery of History, Vol. III</i></li> </ul> <p>K through high school curriculum. Requires 3-5 additional hours per week of supplemental activities to fulfill credit requirement.</p>	TXT: (1 credit) Complete text & present evidence..
<p><b>Carson-Dellosa</b> www.carsondellosa.com 800-321-0943</p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Constitution</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<p><b>Christian Liberty Press</b> www.shopchristianliberty.com 800-348-0899</p>	<ul style="list-style-type: none"> <li>• <i>The Story of the Constitution</i></li> <li>• <i>God and Government Vol. I</i></li> <li>• <i>God and Government Vol. II</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>Streams of Civilization I</i></li> <li>• <i>Streams of Civilization II</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	<ul style="list-style-type: none"> <li>• <i>In the Shadow of Plenty (Economics)</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<p><b>Christian Light Publications</b> www.CLP.org 800-776-0478</p>	<ul style="list-style-type: none"> <li>• <i>Social Studies 900 Civics &amp; World Geography</i></li> <li>• <i>Social Studies 1000 World History</i></li> <li>• <i>Social Studies 1200 Democracy &amp; Christian Challenges</i></li> </ul>	TXT: (1 credit) Complete 10 LightUnits and present tests as evidence.
	<ul style="list-style-type: none"> <li>• <i>Christian Ethics</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<p><b>Civil Air Patrol (CAP)</b> www.gocivilairpatrol.com 877-227-9142</p>	<ul style="list-style-type: none"> <li>• <i>Training Course: 1 Year.</i></li> </ul>	TXT: (1 credit) Complete course, provide meeting schedule, dated assignments, reading and written work, and letter from instructor.
<p><b>Classical Conversations</b> www.classicalconversations.com</p>	<ul style="list-style-type: none"> <li>• <i>Words Aptly Spoken: American Documents</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<p><b>Constitutional Law</b> www.conlaw.hslda.org</p>	<ul style="list-style-type: none"> <li>• <i>Constitutional Law for Enlightened Citizens w/ Michael Farris</i></li> </ul> <p>Enroll: Fall semester, September-February, or Spring semester, January-June. Students receive Constitutional Law for Enlightened Citizens, Dr. Farris' text, and audio cd of recorded lectures. Online, bi-weekly discussion is required. Midterm and final exam questions submitted in essay form to Dr. Farris. Students who complete course successfully receive certificate.</p>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<p><b>Critical Thinking Press</b> www.criticalthinking.com 800-458-4849</p>	<ul style="list-style-type: none"> <li>• <i>You Decide!</i></li> <li>• <i>Daily Mind Builders: Social Studies</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

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<p><b>Crossway Books</b> www.crossway.org</p>	<ul style="list-style-type: none"> <li>• <i>How Should We Then Live</i></li> <li>• <i>The Consequences of Ideas: Understanding the Concepts that Shaped Our World</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Dave Ramsey</b> www.daveramsey.com 888-227-3223</p>	<ul style="list-style-type: none"> <li>• <i>Financial Peace for the Next Generation</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Fablevision</b> www.fablevision.com 888-240-3734</p>	<ul style="list-style-type: none"> <li>• <i>Mapping the World by Heart</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>For Such A Time As This</b> www.forsuchatimeasthis.com 814-479-7710</p>	<ul style="list-style-type: none"> <li>• World History</li> <li>• British History</li> <li>• US: American History</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Geography Matters</b> www.geomatters.com 606-636-4678</p>	<ul style="list-style-type: none"> <li>• <i>Trail Guides to US Geography</i></li> <li>• <i>Trail Guides to World Geography</i></li> <li>• <i>The Ultimate Geography &amp; Timeline Guide</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Globe Fearon</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• <i>Pacemaker US History</i></li> </ul>	<p>SD: Special Needs**** Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Goodheart Wilcox</b> www.g-w.com 800-323-0440</p>	<ul style="list-style-type: none"> <li>• <i>Contemporary Living</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Heart of Wisdom</b> www.heartofwisdom.com</p>	<ul style="list-style-type: none"> <li>• <i>Adam to Abraham</i></li> <li>• <i>Mesopotamia</i></li> <li>• <i>Ancient Egypt:</i></li> <li>• <i>Ancient Greece</i></li> <li>• <i>Ancient Israel</i></li> <li>• <i>Ancient Rome</i></li> <li>• <i>The Messiah</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p>Note: Internet-Linked Studies</p>		
<p><b>Holt McDougal*</b> www.hmhco.com 800-462-6595</p>	<ul style="list-style-type: none"> <li>• <i>Holt World History: The Human Journey From Ancient Cultures to the Modern World</i></li> <li>• <i>World History: People and Nations</i></li> <li>• <i>World History: Continuity and Change: Explore the World Your Way</i></li> <li>• <i>Psychology: Principles and Practice</i></li> <li>• <i>Sociology: The Study of Human Relationships: It's About All of Us!</i></li> <li>• <i>Holt Economics: Down Wall Street and Your Street</i></li> <li>• <i>People, Places, and Change: Around the World in One School Year</i></li> <li>• <i>Holt World Geography Today</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Homeschool Legal Defense Assoc.</b> www.hslda.org 540-338-5600</p>	<ul style="list-style-type: none"> <li>• <i>Argumentation &amp; Debate</i></li> <li>• <i>Constitutional Law for Enlightened Citizens</i></li> <li>• <i>Constitutional Literacy</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>I Study Smart</b> www.lstudysmart.com</p>	<ul style="list-style-type: none"> <li>• CLEP: <i>College Level Examination Program</i></li> <li>• DSST: <i>DANTES Subject Standardized Tests</i></li> <li>• ECE: <i>Excelsior College Test Prep</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>

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<b>Kimber Curriculum</b> <a href="http://www.kimbercurriculum.com">www.kimbercurriculum.com</a> 801-822-0825	<i>Senior History Year 1;</i> <ul style="list-style-type: none"> <li>• <i>Middle East and European History, Vol 1</i></li> <li>• <i>Old Testament &amp; World History Vol 2</i></li> </ul> <i>Senior History Year 2</i> <ul style="list-style-type: none"> <li>• <i>Middle East and European History, Vol 2</i></li> <li>• <i>Old Testament &amp; World History Vol 2</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Konos</b> <a href="http://www.konos.com">www.konos.com</a>	<ul style="list-style-type: none"> <li>• <i>History of the World</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Landmark Freedom</b> <a href="http://www.landmarklfb.com">www.landmarklfb.com</a> 863-422-0188	<ul style="list-style-type: none"> <li>• <i>World History</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Listen for Life</b> <a href="http://www.listenforlife.org">www.listenforlife.org</a> 510-540-8136	<ul style="list-style-type: none"> <li>• <i>Travels with Music</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Maxwell Learning</b> <a href="http://www.studentsfriend.com">www.studentsfriend.com</a>	Resource to prepare parents to teach a course in World History and Geography. Lesson plans provided. Free download.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>McDougal Littell*</b> <a href="http://www.mcdougallittell.com">www.mcdougallittell.com</a>	<ul style="list-style-type: none"> <li>• <i>World Cultures and Geography</i></li> <li>• <i>World Geography</i></li> <li>• <i>World Geography Today</i></li> <li>• <i>World History: Patterns of Interaction</i></li> <li>• <i>The Americans: Reconstruction to the 21st Century</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>McGraw Hill/Dushkin*</b> <a href="http://www.mhhe.com">www.mhhe.com</a>	Global Studies workbooks: <ul style="list-style-type: none"> <li>• <i>Africa</i></li> <li>• <i>China</i></li> <li>• <i>India and South Asia</i></li> <li>• <i>The Middle East</i></li> <li>• <i>Europe</i></li> <li>• <i>Japan and the Pacific Rim</i></li> <li>• <i>Russia, The Eurasian Republics, and Central/Eastern Europe</i></li> <li>• <i>American Political System</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Midwest Theological</b> <a href="http://www.theologicalforum.org">www.theologicalforum.org</a>	Full Courses: <ul style="list-style-type: none"> <li>• <i>Introduction to Catholicism</i></li> <li>• <i>Understanding the Scriptures</i></li> <li>• <i>History of the Church</i></li> <li>• <i>Our Moral Life in Christ</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
	Semester Courses: <ul style="list-style-type: none"> <li>• <i>Faith and Revelation: Knowing God Through Sacred Scripture</i></li> <li>• <i>The Blessed Trinity and Our Christian Vocation</i></li> <li>• <i>The Mystery of Redemption and Christian Discipleship</i></li> <li>• <i>The Church: Textbook on the Sacrament of Salvation</i></li> <li>• <i>The Sacraments: Source of Our Life in Christ</i></li> <li>• <i>Our Moral Life in Christ Understanding the Scriptures</i></li> <li>• <i>The History of the Church</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.

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<p><b>Myers Institute</b> www.myersinstitute.com 423-570-1000</p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Times</i></li> <li>• <i>Christian Worldview–Impact for Leadership (3 CD Set)</i></li> <li>• <i>Finding a Job You Can Love</i></li> <li>• <i>Of Knights and Fair Maidens: A Radical New Approach to Old-fashioned Relationships</i></li> <li>• <i>Secrets of World Changers (Six video coaching lessons and a study guide)</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Paradigm Accelerated Curriculum</b> www.pacworks.com 325-649-0976</p>	<ul style="list-style-type: none"> <li>• <i>Character and Skills for Home and Careers</i></li> <li>• <i>World Geography</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Pearson Education*</b> www.pearsonschool.com 800-848-9500</p>	<ul style="list-style-type: none"> <li>• <i>American Government: Continuity and Change</i></li> <li>• <i>American Government: Roots and Reform</i></li>   <li>• <i>Sense and Non-Sense: American Culture and Politics</i></li> <li>• <i>Party's Just Begun, The: Shaping Political Parties for America's Future</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p> <p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Potters School</b> www.pottersschool.org</p>	<ul style="list-style-type: none"> <li>• <i>Mystery of History 1: Creation to Resurrection</i></li> <li>• <i>Mystery of History II: Early Church through the Middle Ages</i></li> <li>• <i>Propositional Logic &amp; Apologetics</i></li> <li>• <i>Medieval, Reformation and Renaissance History</i></li> <li>• <i>World History</i></li> <li>• <i>AP World History (AP audited course)</i></li> <li>• <i>Geography</i></li> <li>• <i>American Government</i></li> <li>• <i>Psychology</i></li> <li>• <i>Western Philosophy</i></li> <li>• <i>Starting Points: Forming Your Biblical Worldview</i></li> <li>• <i>Bible Survey</i></li> <li>• <i>Theology Matters</i></li> <li>• <i>Worldviews and Issues</i></li> <li>• <i>Western Civilization Worldviews</i></li> <li>• <i>Ancient History</i></li> <li>• <i>Middle Years History</i></li> <li>• <i>Modern History</i></li>   <li>• <i>Thinking Like a Christian: Biblical Worldview</i></li> <li>• <i>History of Ancient Israel</i></li> <li>• <i>History of the Ancient World and Rome</i></li> <li>• <i>History of Modern Israel</i></li> <li>• <i>Asia Survey</i></li> <li>• <i>Latin American History</i></li> <li>• <i>Christ in the Camps</i></li> <li>• <i>Christian Rescuers in the Holocaust</i></li> <li>• <i>Confronting Liberal Bias in the Study of History</i></li> <li>• <i>World History Through Film</i></li> <li>• <i>Government 1: The Constitution</i></li> <li>• <i>Government 2: America as a Christian Nation</i></li> <li>• <i>Politics According to the Bible</i></li> <li>• <i>Constitutional Law</i></li> </ul>	<p>TXT (1 credit) Online courses. Provide documentation of courses and grades from school.</p> <p>TXT (.5 credit) Online courses. Provide documentation of courses and grades from school.</p>



- *Economics*
- *World Missions*
- *World Religions*
- *Gospels and the Life of Christ*  
*Church History and the Acts*
- *Examining and Understanding*  
*Islam Hermeneutics*
- *Apologetics*
- *Worldview in Film*
- *Career Planning*
- *College Preparation*

**Prentice Hall\***  
www.phschool.com  
800-848-9500

- *Adventures in the Human Spirit*
- *American Law and Legal Systems*
- *Entrepreneurship*
- *Governing: An Introduction to*  
*Political Science*
- *Government by the People:*  
*State and Local Politics*
- *Intro. to Modern Philosophy:*  
*Examining the Human Condition*
- *Magruder’s American Government*
- *Politics in States and Communities*
- *State and Local Politics:*  
*The Great Entanglement*
- *Understanding Attitudes and*  
*Predicting Social Behavior*
- *World History: Connections to Today*
- *World Philosophy: An East-West*  
*Comparative Introduction to Philosophy*

TXT: (1 credit)  
Complete text and present evidence.

**Runkle Publishers**  
www.runklepub.com  
www.geomatters.com

- *World Physical Geography*

TXT: (1 credit)  
Complete text and present evidence.

**Scholars Online**  
www.scholarsonline.org

- *World History Program*
- *American Government Program*
- *Philosophy Program*

TXT: (Credits vary by course)  
Online college prep courses. Provide transcript of courses, credits and grades that will be sent at end of year.

**Sonlight Curriculum**  
www.sonlight.com

- *World History Part II*
- *Core 300 20th Century World History*

TXT: (1 World History Credit, 1 Literature credit)  
Complete text exactly as planned by publisher and present evidence.

Optional SD: If the curriculum outline is not followed exactly, then each course must have hours documented. Provide course descriptions, hours, evaluations, and concrete evidence for each course in your portfolio.

- *Core 200 History of God’s Kingdom*

TXT: (1 Church History Credit, 1 Literature credit)  
Complete text exactly as planned by publisher and present evidence.

Optional SD: If the curriculum outline is not followed exactly, then each course must have hours documented. Provide course descriptions, hours, evaluations, and concrete evidence for each course in your portfolio.

**SOCIAL STUDIES COURSES**

<p><b>Summit Press</b> www.summit.org 866-786-6483</p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Times: The Religious Worldviews of Our Day and the Search for Truth</i></li> <li>• <i>Understanding the Times: A Comparative Worldview and Apologetics Curriculum</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p> <p>TXT: (.5 credits) Complete text and present evidence.</p>
<p><b>Tan Books and Publishers</b> www.tanbooks.com</p>	<ul style="list-style-type: none"> <li>• <i>William The Conqueror</i></li> <li>• <i>Characters of the Reformation</i></li> <li>• <i>Bible History &amp; Bible History Workbook</i></li> <li>• <i>The Book of Destiny: An In-Depth Analysis of the Apocalypse</i></li> <li>• <i>The Canons and Decrees of the Council of Trent</i></li> <li>• <i>Christ the King, Lord of History</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p> <p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>The Notgrass Company</b> www.notgrass.com 800-211-8793</p>	<ul style="list-style-type: none"> <li>• <i>Exploring Government</i></li> <li>• <i>Exploring World History</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence.</p> <p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>The Teaching Company*</b> www.thegreatcourses.com 800-832-2412</p>	<ul style="list-style-type: none"> <li>• <i>Historical Jesus</i></li> <li>• <i>History of Ancient Egypt</i></li> <li>• <i>History of Ancient Rome</i></li> <li>• <i>Famous Romans</i></li> <li>• <i>Foundations of Western Civilization</i></li> <li>• <i>Human Prehistory &amp; the First Civilizations</i></li> <li>• <i>Alexander the Great &amp; the Hellenistic Age</i></li> <li>• <i>Ancient Greek Civilization</i></li> <li>• <i>Famous Greeks</i></li> <li>• <i>Ancient Near Eastern Mythology</i></li> <li>• <i>Roots of Human Behavior</i></li> <li>• <i>Theories of Human Development</i></li> <li>• <i>Plato, Socrates, and the Dialogues</i></li> <li>• <i>Search for a Meaningful Past: Philosophies, Theories and Interpretations of Human History</i></li> <li>• <i>Greece and Rome: An Integrated History of the Ancient Mediterranean</i></li> <li>• <i>Medieval World</i></li> <li>• <i>Early Middle Ages</i></li> <li>• <i>Late Middle Ages</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Thinkwell</b> www.thinkwell.com 888-416-8880</p>	<ul style="list-style-type: none"> <li>• <i>American Government</i></li> <li>• <i>Economics</i></li> <li>• <i>Macroeconomics</i></li> <li>• <i>Microeconomics</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>TruthQuest History</b> www.truthquesthistory.com</p>	<p>Level II:</p> <ul style="list-style-type: none"> <li>• <i>Beginnings</i></li> <li>• <i>Ancient Greece</i></li> <li>• <i>Ancient Rome</i></li> <li>• <i>Middle Ages</i></li> <li>• <i>Renaissance/Reformation Exploration</i></li> <li>• <i>Age of Revolution I, II &amp; III</i></li> </ul>	<p>TXT: (1 credit) Complete four books and study guides, and present as evidence.</p>

## SOCIAL STUDIES COURSES

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<b>Waring, Diana</b> www.dianawaring.com	<i>History Alive</i> <ul style="list-style-type: none"><li>• <i>True Tales from the Times of Ancient Civilizations &amp; the Bible</i></li></ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Weiner Media</b> www.biblestudybooks.com 352-375-6000	<ul style="list-style-type: none"><li>• <i>The Story of Liberty</i></li><li>• <i>Study Guide to The Story of Liberty</i></li><li>• <i>The Boys of '76: History of the</i></li><li>• <i>Battles of the Revolution</i></li><li>• <i>Sweet Land of Liberty</i></li></ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>WH Freeman Publishers</b> www.whfreeman.com 800-446-8923	<ul style="list-style-type: none"><li>• <i>World Regional Geography</i></li></ul>	TXT: (1 credit) Complete text and present evidence.
<b>Worth Publishers</b> www.worthpublishers.com	<ul style="list-style-type: none"><li>• <i>Psychology</i></li><li>• <i>Psychology: Myers in Modules</i></li></ul>	TXT: (1 credit) Complete text and present evidence.

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## STATE STUDIES COURSES

**ST** State Studies are designed to teach students about the individual characteristics, history, and personality of each of the states. There are few textbooks available, however, two self-designed course descriptions from *1st Great Book of High School Courses* are listed below. State Studies is not always a requirement for graduation.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

PUBLISHER:	COURSE TITLES & NOTES:	CREDITS:
<b>AAM Homeschool</b> www.aamhomeschool.org	• <i>North Carolina History: Adventure of the American Mind</i>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	"Switched on Schoolhouse" produces a <i>State Studies</i> program for each state.	TXT: (.5 credit) Complete text and present evidence.
<b>Clairmont Press</b> www.clairmontpress.com	<i>State History:</i> • Georgia • Louisiana • North Carolina • South Carolina • West Virginia  Note: 7th & 8th grade level	TXT: (.5 credit) Complete text and present evidence.
<b>NARHS</b> www.narhs.org 800-882-2828	<i>1st Great Book of High School Course Descriptions (See examples below.)</i>  Note: Excellent resource for self-designed course descriptions and objectives.	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<ul style="list-style-type: none"> <li>• <i>State Studies, 1</i></li> </ul> <p>This course studies the local and regional aspects of the state. Student will discover the state's unique characteristics, its contribution to the union and the region, and significance upon entry into the United States.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To become familiar with the operations of your state government</li> <li>• To become familiar with the major historical events</li> <li>• To become familiar with the geography, topography, climate, cities, counties, and rivers</li> <li>• To become familiar with animals, plants, and wildlife</li> <li>• To become familiar with industry and products, such as agri-cultural industries, as well as factories, and mills</li> <li>• To read and become familiar with famous people in your state: explorers, statesmen, stateswomen, notable authors, artists, and musicians and their works.</li> <li>• To become familiar with cultural and ethnic heritage</li> </ul>	<ul style="list-style-type: none"> <li>• <i>State Studies, 2</i></li> </ul> <p>This course is designed to familiarize students with their own state history. Through this research-based study, student will discover the various economic, social, and political influences that have shaped the region. Significant individual's contributions will be studied as well as geographical influences, governmental structures, wildlife, and recreation. Student will produce a notebook that results in understanding and connection to their region.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To collect both detailed and factual information regarding the state</li> <li>• To explain the settling patterns of the state</li> <li>• To compare the contributions of nations that settled in the state</li> <li>• To know the influences of natural resources on industry.</li> <li>• To examine the components of state, county, and city governments</li> <li>• To be familiar with political, geographical, county, and city maps.</li> <li>• To stay current on city, county, and state news</li> </ul>	
<b>The Notgrass Company</b> www.notgrass.com 800-211-8793	• <i>Exploring Georgia</i>  • <i>Exploring Tennessee</i>	TXT: (.5 credit) Complete text and present evidence.  TXT: (1 credit) Complete text and present evidence.

 **US** There is an abundance of United States History textbooks available. US History courses focus on presenting the student with factual knowledge and increasing analytical skills. Generally, Civics, Government, and Economics courses are awarded Social Studies credit and are not considered for US History credit. Always check with your state's requirements and credit allotment.

Evaluating student's work: Calculating a grade for a text (TXT) course may include daily work, quizzes, and tests. Calculating a grade for a self-designed (SD) course may include evaluations of the student's work—suggested forms are included in the Evaluating Student Work section of this resource.

Course evidence is in the form of documentation that presents itself as complete, compelling, and convincing. Each course requires completed, graded, corrected course work. This may be in the form of daily work, quizzes, and tests, computer generated grade reports from course software, online course completion certificates, logged hours, photos, videos, letters, transcripts, and more.

<b>PUBLISHER:</b>	<b>COURSE TITLES &amp; NOTES:</b>	<b>CREDITS:</b>
<b>A Beka</b> www.abeka.com 800-874-3592	<ul style="list-style-type: none"> <li>• <i>United States History: Heritage of Freedom</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>ACE</b> www.ACEMinistries.com 800-925-7777	<ul style="list-style-type: none"> <li>• <i>American History (PACES 1121-1132)</i></li> <li>• <i>The Constitution (Paces133-136)</i></li> </ul>	TXT: (1 credit) Complete 12 PACES and present tests as evidence.  TXT: (.25 credit) Complete 4 PACES and present tests as evidence.
<b>AGS****</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>US History</i></li> </ul>	TXT: (1 credit) Special Needs Complete text and present evidence.
<b>Alpha Omega Publications</b> www.aop.com 800-622-3070	<ul style="list-style-type: none"> <li>• <i>US History (LIFEPACS 1100 series)</i></li> <li>• <i>The Civil War</i></li> <li>• <i>The Vietnam Era</i></li> <li>• <i>Twentieth Century American History</i></li> </ul> <p>Monarch® is Alpha Omega's online curriculum.                      Switched-On Schoolhouse® (SOS) is Alpha Omega's CD-ROM curriculum.                      LIFEPAC® combines textbook and work-book lessons into "worktext" units.</p> <p>LIFEPAC Select is made from LIFEPAC Core courses and are eligible for credit if the unit has not been previously completed by the student.</p>	TXT: (1 credit) Complete 10 LIFEPACS and present tests as evidence.  TXT: (.5 credit) Complete 5 LIFEPACS and present tests as evidence.
<b>AMSCO*</b> www.amscopub.com 800-969-8398	<ul style="list-style-type: none"> <li>• <i>United States History - Preparing for the Advanced Placement Examination</i></li> <li>• <i>Essential United States History</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Barron's Educational Series*</b> www.Barronseduc.com 800-645-3476	<ul style="list-style-type: none"> <li>• <i>American History the Easy Way</i></li> <li>• <i>Let's Review: U.S. History and Government</i></li> <li>• <i>American History to 1877</i></li> <li>• <i>American History 1877 to the present</i></li> <li>• <i>Painless American History</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Beautiful Feet Books</b> www.bfbooks.com 800-889-1978	<ul style="list-style-type: none"> <li>• <i>U.S. History Senior High Pack, Parts I &amp; II</i></li> </ul>	Optional: TXT TXT: (1 credit US History US, 1 credit American Lit. LA) Complete exactly as planned by publisher and present evidence.** OR SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

## US HISTORY COURSES

<b>Bluestocking Press</b> www.bluestockingpress.com 800-959-8586	<ul style="list-style-type: none"> <li>• <i>A Bluestocking Guide: World War I</i></li> <li>• <i>A Bluestocking Guide: World War II</i></li> <li>• <i>World War I: The Rest of the Story and How It Affects You Today</i></li> <li>• <i>World War II: The Rest of the Story &amp; How It Affects You Today</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Bob Jones University Press</b> www.BJUP.com	<ul style="list-style-type: none"> <li>• <i>US History for Christian Schools</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.
<b>Burke, Merle</b> www.amazon.com	<ul style="list-style-type: none"> <li>• <i>United States History *** (The Growth of Our Land)</i></li> </ul>	TXT: (1 credits) Complete text and present evidence.
<b>Bright Ideas Press</b> www.brightideaspress.com 877-492-8081	<ul style="list-style-type: none"> <li>• <i>All American History Volume I</i></li> <li>• <i>All American History Volume II</i></li> </ul>	TXT: (.5 credits) Complete text and present evidence.
<b>Christian Light Publications</b> www.CLP.org 800-776-0478	<ul style="list-style-type: none"> <li>• <i>U.S. History Social Study LightUnits, 1100 series</i></li> </ul>	TXT: (1 credit) Complete 10 LightUnits and present tests as evidence.
<b>Critical Thinking Books and Software</b> www.criticalthinking.com	<ul style="list-style-type: none"> <li>• <i>Colonies to Constitution</i></li> <li>• <i>New Republic to Civil War</i></li> <li>• <i>Reconstruction to Progressivism</i></li> <li>• <i>Spanish-American War to Vietnam War</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Drive Thru History</b> www.drivethruhistory.com	<ul style="list-style-type: none"> <li>• <i>Drive Thru History: America</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Fasttrack Teaching Materials</b> www.fasttrackteaching.com 703-644-4612	<ul style="list-style-type: none"> <li>• <i>Fasttrack to America's Past</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Foundation for American Education</b> www.amazon.com	<ul style="list-style-type: none"> <li>• <i>From Union to Empire: Essays in the Jeffersonian Tradition***</i></li> <li>• <i>Lincoln the Man*** (First Printing in Fifty Years)</i></li> <li>• <i>North Against South: The American Iliad 1848-1877</i></li> </ul>	SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.
<b>Globe Fearon</b> www.pearsonschool.com 800-848-9500	<ul style="list-style-type: none"> <li>• <i>Exploring United States History</i></li> <li>• <i>Globe Fearon American History</i></li> <li>• <i>Pacemaker US History</i></li> </ul>	TXT: (1 credit) Special Needs**** Complete text and present evidence.  SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.****
<b>Holt McDougal*</b> www.hmhco.com 800-462-6595	<ul style="list-style-type: none"> <li>• <i>The American Nation Full Survey</i></li> <li>• <i>The American Nation- Modern Era</i></li> <li>• <i>Call to Freedom: The Complete Volume: "Exciting Access to Our Democratic Heritage"</i></li> <li>• <i>Call to Freedom- beginnings to 1877</i></li> <li>• <i>Call to Freedom - Beginnings to 1914</i></li> <li>• <i>The Americans</i></li> <li>• <i>Creating America</i></li> <li>• <i>Creating America: A History of the United States</i></li> <li>• <i>Creating America: A History of the United States, Beginnings through Reconstruction</i></li> </ul>	TXT: (1 credit) Complete text and present evidence.

	<ul style="list-style-type: none"> <li>• <i>Creating America: A History of the US, Beginnings through WWI</i></li> <li>• <i>Creating America: A History of</i></li> </ul>	
<p><b>McGraw Hill*</b> www.Glenco.com 800-334-7344</p>	<ul style="list-style-type: none"> <li>• <i>American Odyssey: 20th Century and Beyond</i></li> <li>• <i>American History: The Early Years</i></li> <li>• <i>American History: The Modern Era</i></li> <li>• <i>American Republic to 1877</i></li> <li>• <i>American Republic, Since 1877.</i></li> <li>• <i>American Journey, Building a Nation</i></li> <li>• <i>The American Century: A History of the US in Modern Times</i></li> <li>• <i>History of a Free Nation</i></li> <li>• <i>United States History: In the Course of Human Events</i></li> <li>• <i>Exploring United States History</i></li> </ul>	<p>TXT: (1 credits) Complete text and present evidence.</p>
<p><b>Milliken Publishers</b> www.millikenpub.com 800-325-4136</p>	<ul style="list-style-type: none"> <li>• <i>American Frontier</i></li> <li>• <i>American Colonies</i></li> <li>• <i>US Constitution</i></li> <li>• <i>US Presidency</i></li> <li>• <i>Early North America</i></li> <li>• <i>Revolutionary War</i></li> <li>• <i>America's Civil War</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Oxford University Press</b> www.oup.com 800-445-9714</p>	<ul style="list-style-type: none"> <li>• <i>The History of Us Series by Joy Hakim Books 1-10</i></li> </ul>	<p>TXT: (1 credit) Complete Books 1-10 &amp; present questions or tests as evidence.</p> <p>TXT: (1 credit) Complete 4 Books &amp; 4 Corresponding Workbooks as evidence.</p> <p>TXT: (1 credit) Complete Books 1-10 &amp; present 10 activities as evidence.</p>
<p><b>Paradigm Accelerated Company</b> www.pacworks.com 325-649-0976</p>	<ul style="list-style-type: none"> <li>• <i>The Defining of America (Vol. III)</i></li> <li>• <i>The Defending of America (Vol. IV)</i></li> </ul>	<p>TXT: (.5 credits) Complete text and present evidence</p>
<p><b>Penguin Group</b> www.us.penguin.com</p>	<ul style="list-style-type: none"> <li>• <i>A Patriot's History of the United States</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Potters School</b> www.pottersschool.com</p>	<ul style="list-style-type: none"> <li>• <i>US History (9-10th Grade)</i></li> <li>• <i>U.S. Military History</i></li> <li>• <i>U.S. History (11-12th Grade)</i></li> <li>• <i>American History (Classical Track)</i></li> </ul>	<p>TXT: (1 credit) Online Courses Provide documentation of courses and grades from school.</p>
	<ul style="list-style-type: none"> <li>• <i>History Through Film</i></li> <li>• <i>World War II: A Struggle for Freedom</i></li> </ul>	<p>TXT: (.5 credit) Complete text and present evidence.</p>
<p><b>Prentice Hall*</b> www.pearsonschool.com</p>	<ul style="list-style-type: none"> <li>• <i>The American Nation</i></li> <li>• <i>America: Pathways to the Present</i></li> <li>• <i>Survey Modern America</i></li> <li>• <i>Survey American History</i></li> <li>• <i>United States History</i></li> <li>• <i>Honoring the American Past: The Stories of World War II Veterans</i></li> <li>• <i>Out of Many: A History of the American People, Combined Volume</i></li> <li>• <i>A History of the United States</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Providence Foundation</b> www.providencefoundation.com</p>	<ul style="list-style-type: none"> <li>• <i>America's Providential History</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>

## US HISTORY COURSES

<p><b>Revell Books</b> www.revellbooks.com 800-877-2665</p>	<ul style="list-style-type: none"> <li>• <i>The Light and The Glory</i></li> <li>• <i>From Sea to Shining Sea</i></li> <li>• <i>Sounding Forth the Trumpet</i> (study guides are available)</li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Regnery Press</b> www.regnery.com 202-216-0600</p>	<ul style="list-style-type: none"> <li>• <i>The Book of Heroes: Great Men and Women in US History</i></li> <li>• <i>The Politically Incorrect Guide to American History</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Scholars Online</b> www.scholarsonline.org</p>	<ul style="list-style-type: none"> <li>• <i>American History</i></li> </ul> <p>Note: Online college prep courses.</p>	<p>TXT: (Credits vary by course) Provide transcript of courses, credits and grades received at end of year.</p>
<p><b>Sonlight Curriculum</b> www.sonlight.com</p>	<ul style="list-style-type: none"> <li>• <i>American History in Depth 100</i></li> </ul>	<p>Optional: TXT or SD TXT: (1 credit in US History US, 1 credit in American Literature LA) Complete exactly as planned by publisher, record separate hours, and present evidence.</p>
<p><b>Steck-Vaughn</b> www.steckvaughn.hmhco.com</p>	<ul style="list-style-type: none"> <li>• <i>America's History: Land of Liberty</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Tan Books and Publishers</b> www.tanbooks.com</p>	<ul style="list-style-type: none"> <li>• <i>Christ and the Americas</i></li> </ul> <p>Note: Both a textbook and a workbook are available.</p>	<p>TXT: (1 credit) Special Needs**** Complete text and present evidence.</p> <p>TXT: (1 credit) Complete text and present evidence.</p>
<p><b>Textbook Publishers</b> www.kimbercurriculum.com 801-822-0825</p>	<ul style="list-style-type: none"> <li>• <i>Senior History, God's Hand in the Building of America</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>The Notgrass Company</b> www.notgrass.com 800-211-8793</p>	<ul style="list-style-type: none"> <li>• <i>Exploring America: History, Literature, and Faith</i></li> </ul> <p>Note: Text comes in 2 volumes.</p>	<p>Optional: TXT or SD TXT: (1 credit in American History SS, 1 credit in Language Arts LA, 1 credit in Bible) Complete exactly as planned by publisher, record separate hours, and present evidence.</p>
<p><b>The Teaching Company*</b> www.thegreatcourses.com 800-832-2412</p>	<ul style="list-style-type: none"> <li>• <i>American Civil War</i></li> <li>• <i>American Religious History</i></li> <li>• <i>Conquest of the Americas</i></li> <li>• <i>History of the Supreme Court</i></li> <li>• <i>History of the U.S. Economy in the 20th Century</i></li> <li>• <i>History of the United States</i></li> <li>• <i>World War II: A Military and Social History</i></li> <li>• <i>Robert E. Lee and His High Command</i></li> <li>• <i>Thomas Jefferson: American Visionary</i></li> <li>• <i>United States and the Middle East: 1914 to 9/11</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>The Teaching Company*</b> www.thegreatcourses.com 800-832-2412</p>	<ul style="list-style-type: none"> <li>• <i>American Civil War</i></li> <li>• <i>American Religious History</i></li> <li>• <i>Conquest of the Americas</i></li> <li>• <i>History of the Supreme Court</i></li> <li>• <i>History of the U.S. Economy in the 20th Century</i></li> <li>• <i>History of the United States</i></li> <li>• <i>World War II: A Military and Social History</i></li> <li>• <i>Robert E. Lee and His High Command</i></li> <li>• <i>Thomas Jefferson: American Visionary</i></li> <li>• <i>United States and the Middle East: 1914 to 9/11</i></li> </ul>	<p>SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.</p>
<p><b>Wadsworth Publishing</b> www.cengage.com 800-354-9706</p>	<ul style="list-style-type: none"> <li>• <i>Portrait of America Volume I</i></li> <li>• <i>Portrait of America Volume II</i></li> </ul>	<p>TXT: (1 credit) Complete text and present evidence</p>



**Walch & Associates**  
www.learningthings.com

- *African-American Heroes*
- *American History Mysteries*
- *American History on the Screen*
- *Cases and Controversies in US History*
- *Ellis Island and Beyond*
- *Fascinating Facts from American History*
- *Heading West, A Unit on the American Frontier*
- *Key Decisions in US History*
- *Native Americans*
- *Short Lessons in US History*
- *Stories of the Presidents, Beyond the Cherry Tree*
- *Using the Internet to Investigate US History*
- *Choosing Your Way through America's Past*  
(5-part series covering the 1700s;  
1800 - 1850;  
1850 - 1900;  
1900 - 1920s;  
1930s - 1960s  
and 1970s - 1990s)

SD: Use these resources to create your self-designed course. Provide: Course Description, Grades, Hours, Work, Projects, Activities, and Resources used.

*Note: Walch carries many other US History titles. Be certain you select high school level materials.*

## COURSE TITLES

### ☐ Credit Course Titles

<b>SUBJECT KEY:</b>	MA Math
BU Business	PE Phys Ed
CS Computer Skills	PA Practical Arts
FA Fine Arts	NS Natural Science
FL Foreign Language	ST State Studies
HE Health	SS Social Studies
LA Language Arts	US US History

#### COURSES:

Accounting	BU, MA	Biblical Studies	LA, SS	Criminal Law	SS
Accounting, Principles of	MA	Biology	NS	Critical Thinking	LA, SS
Acting, Performance	FA	Bookkeeping	BU, MA	Cross-cultural Experience	SS
Adaptations in Phys Ed	PE	British Literature	LA	Culinary Arts	BU, FA, PA
Advanced Art Portfolio	FA	Building Construction	BU, FA	Culture & Comm in America	SS
African-American Literature	LA	Building Rest & Remodeling	FA, SS	Current National Events	SS
Agricultural Management	BU, SS	Building Trades - Carpentry	BU, FA, PA	Current World Events	SS
Agricultural Research	BU, NS, SS	Building Trades - Electricity	BU, NS, PA	Dance	FA, PE
Agricultural Science	BU, NS	Building Trades - Finish Work	FA, PA	Diesel Mechanics	BU, NS
Agricultural Technology	BU, NS, CS, SS	Bldg Trades - Oil Burner Tech	BU, NS	Diesel Technology	BU, NS
Agriculture as Business	BU, SS	Building Trades - Plumbing	BU, NS, PA	Disability Care - Comm Res	SS
Agriculture & the Environment	BU, NS, SS	Business Administration	BU, SS	Disability Care - Housing	BU, SS
Algebra - Alg 1, Alg 2	MA	Business Communications	BU, LA, SS	Disability Care - Legal Issues	BU, SS
Alternative Medicine	HE, NS	Business Law	BU, SS	Disability Care - Personal Care	HE, NS
American Civil War	SS, US	Business Management	BU, SS	Disability Care - Personal Dev	SS
American Folklore	LA	Business Math	BU, MA, SS	Drafting	FA, MA
American Government	SS, US	Calculus	MA	Drama	FA
American History	SS, US	Calculus w/ Elem Functions	MA	Drawing	FA
American Literature	LA	Cardio Kickboxing	HE, PE	Drivers Education	SS, ST
American Short Stories	LA	Career Aspirations	BU, SS	eBay, Making Money on eBay	MA, SS
American Sign Lang (ASL)	FA, FL, SS	Career Development	BU, SS	ESL Eng as a Second Lang	FL, LA
American Revolutionary War	SS, US	Career Internship	BU, SS	Early Civilizations	SS
Analyzing & Interpreting Lit	LA	Cartography	FA, SS	Earth Science	NS
Anatomy & Physiology	HE, NS	Certified Nurses Aide	HE, PA	Ecology	NS
Ancient History	SS	Chemistry	NS	Economics	BU, SS
Ancient History from the Bible	SS	Child Care - Intro to Safety	HE, SS	Egyptian Civ, Egyptology	SS
Ancient Literature	LA	Child Care - Phys Disabled	HE, SS	Elder Care - Comm Res	SS
Ancient Li from the Bible	LA	Child Growth & Development	HE	Elder Care - Housing	BU, SS
Antiques	BU, SS	Chinese	FA, FL	Elder Care - Legal Issues	SS
Appliance Repair	BU, NS	Choir / Chorus	FA	Elder Care - Personal Care	HE, PA
Aquaculture - as a Business	BU, SS	Christian Doctrine	LA, SS	Electricity	BU, NS
Aquaculture - Management	BU, SS	Civics	SS, US	Electronics	BU, NS
Aquaculture - Science	NS	Civil Law	SS	Energy	NS
Aquaculture - Technology	BU, NS, BU	Classical Literature	LA	English	LA
Aquaculture - Environment	NS, SS	Climatology	NS, SS	English Composition	LA
Art	FA	Clothing, Fab, Text, & Fashion	BU, FA, PA	English for the Trades	LA
Art Hist - Prehistoric/Med	FA, SS	Collage & Assemblage	FA	Entrepreneurial Studies	BU, SS
Art Hist - Ren/Modern	FA, SS	College Algebra	MA	Environmental Protection	BU, NS, SS
Asian History	SS	College Algebra - Trig	MA	Environmental Science	NS
Astronomy	NS	College Math	MA	Environmental Technology	BU, CS, NS, SS
Auto Mechanics	BU, NS, PA	Community Action	SS	Equestrian Skills - Competition	PE
Auto Reconditioning	BU, FA, NS, PA	Community Service	BU, SS, PA	Equestrian Skills - Dressage	PE, FA
Auto Service Technology	BU, NS, PA	Comp Aided Drafting (CAD)	BU, FA, CS	Equestrian Skills - Jumping	PE
Automotive Sales	BU, SS	Computer Appl & Info Syst	BU, NS, CS	Equestrian Skills - Riding	PE
Aviation - Flying Lessons	PA	Computer Business App	BU, CS	Equestrian Skills - Training	PE
Aviation - Pilot Ground School	PA	Computer Certification	CS, NS	Equine Health & Disease	NS
Backyard Maple Sugaring	BU, NS	Computer Desktop Publishing	BU, CS, FA	Equine Management	BU, PA
Band	FA	Computer Graphics	CS, FA	Equine Repro & Genealogy	NS
Banking	BU, CS, MA	Computer Math	BU, CS, MA	Equine Sc - Anat & Physi	NS
Baseball & Society	SS	Computer Programming	BU, CS, NS	Equine Sc - Nutrition & Health	NS
Bible as Literature	LA	Computer Service & Repair	BU, CS, NS	Etymology	LA
		Conservation	BU, NS, SS	European History	SS
		Cons Math - Everyday Appl	MA	Exploring Technology	CS
		Cons Math - Major Purchases	MA	Family Farming	BU, SS
		Cons Math - Invest Insur	MA	Fiction Writing	LA
		Consumer Studies	SS	Firefighting - Jr Volunteers	PA, PE
		Construction Design	FA	First Aid, CPR, Lifesaving	HE
		Construction Technology	NS	Food Service Management	BU, SS, PA
		Cosmetology	BU, FA, NS, SS	Forest Management	BU, NS, SS
		Creative Writing	LA	Forest Technology	BU, NS, SS

## COURSE TITLES

French	FA, FL	Machines	NS	Public Speaking	FA, LA
Freshman College Comp	LA	Managing Office Procedures	BU, SS	R O T C, Jr	SS, PE, US
Furniture Mkg, Repair, Restore	FA, PA	Managing the Family Farm	BU, PA, SS	Real Estate - Development	BU, MA, SS
Gardening	PA	Management Communications	LA	Real Estate - The Business of	BU, MA, SS
Garment Making	BU, FA, PA	Marine Biology	NS	Real Estate - Investment	BU, MA, SS
Gemology	FA, NS	Marketing & Advertising	BU, SS	Real Estate - Law & Licensing	BU, SS
General Science	NS	Marriage & the Family	SS	Real Estate - Value & Appr	BU, MA, SS
Genetics	NS	Martial Arts	FA, PE	Refrigeration Technology	BU, NS, PA
Geography	SS	Math for Bus & the Trades	BU, MA	Religion	LA, SS
Geometry	MA	Mechanical Drawing, Drafting	BU, FA, MA	Renewable Natural Resources	BU, NS, SS
Government & Politics	SS	Medical Assistant	HE, NS	Residential Arch & Design	FA, MA
Grammar & Composition	LA	Medical Terminology	LA, NS	Robotics	NS
Greek	FA, FL	Medication Technician	HE, NS	School-to-Work English	LA
Group Athletic Activities	PE	Merchandising - Catalog	BU, SS	Science & Technology	NS, SS
Hair, Skin, & Nails	FA, HE, PA	Merchandising - Direct Mrktg	BU, SS	Science of Everyday Things	NS, SS
Handcarving	FA	Merchandising - The Internet	BU, SS	Screen Printing	BU, FA, PA
Health	HE	Merchandising - Wholesaling	BU, SS	Secretarial Systems	BU, LA, SS
Health Aide	BU, HE	Meteorology	NS	Self Defense	PE
Health Careers Practicum	BU, HE	Microbiology	NS	Sheet Metal Technology	BU, PA
Health Occupations, Intro	BU, SS	Middle Eastern Civilization	SS	Sign Language (ASL)	FA, FL
Health Specialties	BU, SS	Military History	SS	Small Engine Repair	BU, NS
Heavy Equipment Maint	NS, PA	Military Science	NS, SS	Sociology	SS
Heavy Equipment Operator	PA	Military Service, An Intro	SS	Space Science	NS
Hebrew	FA, FL	Modern Civilization	SS	Spanish	FA, FL
Hebrew Language & Culture	FA, FL, SS	Music	FA	Speech	FA, LA
History of Flight	SS	Music Appreciation	FA	Stained Glass Design	FA
History of Music	FA, SS	Music Composition	FA	State Studies	SS, ST
History of US through 1877	SS, US	Music History	FA, SS	Studio Ceramics	FA
History of US from 1865	SS, US	Musical Instrument Study	FA	Team Sports	PE
History of War, Weap, Warriors	SS	Music Theory	FA	Technical Math	BU, MA
Horticulture	NS	Multicultural Literature	LA	Technical Writing	BU, LA
Household Mangt, Home Ec	SS, PA	Mythology	LA, SS	Tech of Yesterday & Today	NS, SS
How Everyday Things Work	NS	Near East Civilization	SS	Teen Survival	HE, SS
Human Growth & Dev	HE, NS, SS	Nutrition	HE, NS	Telecommunications	BU, NS, SS
Human Services	SS	Observational Drawing	FA	The American Revolution	SS, US
Humanities	FA, SS	Oceanography	NS	The Civil War	SS, US
Individual Athletic Activities	PE	Oral Interpretation	LA	Theatre	FA, LA
Industrial Arts	PA, SS	Orchestra	FA	Theology	LA, SS
Information Technologies	BU, CS, NS	Outdoor Recreational Mangt	BU, PE, SS	Trigonometry	MA
Interior Design	BU, FA, PA	Painting	FA	TV Production	CS, NS, SS
Interpersonal Communications	LA, SS	Paleontology	NS, SS	Typing, Keyboarding	BU, CS
Introduction to Communication	LA, SS	Parenting Skills	PA, SS	US History	SS, US
Introduction to Linguistics	FL, LA	Peer Counseling	LA, SS	Veterinary Aide	BU, NS
Introductory Anthropology	SS	Personal Care Attendant	HE, SS	Veterinary - Sm Animal Care	NS
Investigating Insurance	BU, MA, SS	Personal Finance	BU, MA	Veterinary - Lg Animal Care	NS
Italian	FA, FL	Personal Fitness	HE, PE	Veterinary - Technology	NS
Japanese	FA, FL	Personal Investing	BU, MA	Video Production & Tech	CS, FA
Jewelry Making	FA, PA	Pharmacy Assistant	HE, NS	Web Design & Maint	BU, CS, SS
Journalism	LA	Philosophy	LA, SS	Weight Training	PE
Jr ROTC	SS, PE, US	Photography - Black & White	FA	Welding	BU, FA, PA
Landscape Design	BU, FA	Photography - Color	FA	Western Civilization	SS
Landscape Management	BU	Photography Lab	FA	Wilderness Survival	NS
Landscaping	BU, FA, PA	Phys Ed for Men	HE, PE	Woodworking	FA, PA
Latin	FA, FL	Phys Ed for Women	HE, PE	Workplace Communications	LA
Law Enforcement	SS	Physical Education	PE	World Affairs	SS
Leadership	SS	Physical Science	NS	Writing Lab	LA
Legal Research	LA, SS	Physics	MA, NS	Zoology	NS
Legal Secretary	BU, LA, SS	Poetry Writing	LA		
Library Aide	LA	Political Science	BU, SS		
Life Management	HE, SS	Pottery & Clay Design	FA		
Literature, The Classics	LA	Presidency & American Govt	SS, US		
Livestock Care	NS	Probability & Statistics	MA		
Machine Tool Technology	BU, NS	Psychology	NS, SS		

# Curriculum Design Worksheet

Today's Date \_\_\_/\_\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_

Student \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Parent \_\_\_\_\_ Email \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Course Category:** LA Language Arts (English) / FL Foreign Language, / MA Math / NS Science / SS Social Studies / US US History / PE Physical Education / HE Health / CS Computer / ST State Studies / BU Business / PA Practical Arts / TECH Technical / VOC Vocational / ELEC Elective

**Anticipated Credit:** List the anticipated amount of credit your text course is expected to earn. .25 / .5 / 1 / 1.5

**Anticipated Hours:** List the anticipated hours (confirm w/ your state's requirements) your Self-Designed course requires? EX: 120 hrs earns 1 credit / 90 earns .75 credit / 60 earns .5 credit / 30 earns .5 credit.

**Type of Course:** How will you learn this course? (SD) Self-Designed Course? State the method you will use such as research, coach, employer .etc. (MS) Will you use a multi-subject curriculum or unit study? (TXT) Will you use a textbook? Name the textbook.

**Method of Evaluation:** How do you plan on grading this course? Will you use tests, write papers, use evaluation forms, or evaluations from others such as coach, employer, youth leader .etc.?

**Contact Your Advisor:** Submit prior to school year. Contact your advisor if changes are made during the year. In addition, be certain all materials are high school level. If in doubt, contact the publisher or your advisor.

**School Year** \_\_\_ / \_\_\_ **Grade** \_\_\_\_\_

**Course Category:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Anticipated Credit:** \_\_\_\_\_ SD/MS/TXT- Text or Resource: \_\_\_\_\_

**Anticipated Hours:** \_\_\_\_\_ **Method of Evaluation:** \_\_\_\_\_

**Course Category:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_

**Anticipated Credit:** \_\_\_\_\_ SD/MS/TXT- Text or Resource: \_\_\_\_\_

**Anticipated Hours:** \_\_\_\_\_ **Method of Evaluation:** \_\_\_\_\_

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**Anticipated Hours:** \_\_\_\_\_ **Method of Evaluation:** \_\_\_\_\_

**Total Anticipated**

**Credits:** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Plan Creation Date:** \_\_\_\_\_

check if continued on 2nd page...

Course Category: \_\_\_\_\_ Course Title: \_\_\_\_\_  
Anticipated Credit: \_\_\_\_\_ SD/MS/TXT- Text or Resource: \_\_\_\_\_  
Anticipated Hours: \_\_\_\_\_ Method of Evaluation: \_\_\_\_\_

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Anticipated Hours: \_\_\_\_\_ Method of Evaluation: \_\_\_\_\_

Total Anticipated

Credits: \_\_\_\_\_ Signature \_\_\_\_\_ Plan Creation Date: \_\_\_\_\_

# Example

Today's Date \_\_\_/\_\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_

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Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Course Category: **LA** Language Arts (English) / **FL** Foreign Language, / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **TECH** Technical / **VOC** Vocational / **ELEC** Elective

Anticipated Credit: List the anticipated amount of credit your text course is expected to earn. .25 / .5 / 1 / 1.5

Anticipated Hours: List the anticipated hours (confirm w/ your state's requirements) your Self-Designed course requires? EX: 120 hrs earns 1 credit / 90 earns .75 credit / 60 earns .5 credit / 30 earns .5 credit.

Type of Course: How will you learn this course? (SD) Self-Designed Course? State the method you will use such as research, coach, employer .etc. (MS) Will you use a multi-subject curriculum or unit study? (TXT) Will you use a textbook? Name the textbook.

Method of Evaluation: How do you plan on grading this course? Will you use tests, write papers, use evaluation forms, or evaluations from others such as coach, employer, youth leader .etc.?

Contact Your Advisor: Submit prior to school year. Contact your advisor if changes are made during the year. In addition, be certain all materials are high school level. If in doubt, contact the publisher or your advisor.

School Year \_\_\_ / \_\_\_ Grade \_\_\_\_\_

Course Category: LA Course Title: Language Arts II

Anticipated Credit: 1.0 SD/MS/**(TXT)** Text or Resource: HBJ (traditional course) English Handbook, for 11th grade

Anticipated Hours: n/a Method of Evaluation: graded daily work, graded unit tests

Course Category: MA Course Title: Consumer Math

Anticipated Credit: 1.0 SD/MS/**(TXT)** Text or Resource: A Beka Consumer Math

Anticipated Hours: n/a Method of Evaluation: graded daily work, graded unit tests, timed practice tests

Course Category: US Course Title: US History

Anticipated Credit: 1 SD/MS/**(TXT)** Text or Resource: work in the CLEP Study Guide

Anticipated Hours: n/a Method of Evaluation: assignments as directed in the text-will earn credit if pass test

Course Category: HE Course Title: Health

Anticipated Credit: .5 **(SD)**/MS/TXT- Text or Resource: using www, reg. textbooks, magazines, experiences. Will log hours.

Anticipated Hours: 60 Method of Evaluation: grading tool for self-designed courses, will use for each assignment

Course Category: PE Course Title: Physical Education (Pitcher on the American Legion Baseball Team)

Anticipated Credit: .5 **(SD)**/MS/TXT- Text or Resource: practices, games, activities prescribed for the team. Will log hours.

Anticipated Hours: 60 Method of Evaluation: Will use "Guidelines for Phys Ed" and "Phys Ed Assessment"

Course Category: FL Course Title: French I

Anticipated Credit: 1 SD/MS/**(TXT)** Text or Resource: community college coursework

Anticipated Hours: n/a Method of Evaluation: college course grade \*(will request transcript at year end)

Total Anticipated

Credits: 4.5

Signature \_\_\_\_\_ Plan Creation Date: \_\_\_\_\_

check if continued on 2nd page...

# Self-Designed Course

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

Course Classification: (Circle One) **LA** Language Arts (English) / **FL** Foreign Language, / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **TECH** Technical / **VOC** Vocational / **ELEC** Elective

Anticipated Hours: Hours (confirm w/ your state's requirements) your Self-Designed course requires? EX: 120 hrs earns 1 credit / 90 earns .75 credit / 60 earns .5 credit / 30 earns .5 credit.

**COURSE DESCRIPTION:** Describe the course in as much detail as possible.

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**LEARNING OBJECTIVES/GOALS:** Detail what student hopes to learn in this course.

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**ACTIVITIES:** Detail what student will do to reach the learning goals. This may include research, field trips, job-shadowing, job-training, playing a sport...

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**RESOURCES:** List and name guides, books, texts, DVDs, CD's, websites, and other materials...

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**METHOD OF EVALUATION:** List the method/resources used to grade this course. Ex. Self-Designed Course Grading Tool (included), letter from employer, letter from coach, contest placement, awards...

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TOTAL HOURS invested and logged for this course: \_\_\_\_\_

FINAL GRADE: \_\_\_\_\_

CREDITS: \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## EXAMPLE SELF-DESIGNED COURSE

# Example

Course Title: Basic Jewelry Making

Course Classification: FA

Course Description: Making jewelry is a fine art skill. It requires time and patience, combined with a flare for style and creativity. This course will require that the student document his or her time and activities and provide proof that the course was taken and evaluated. Written work and photographs of the student making the jewelry and other evidence will be provided in the portfolio.\*

### Objectives included:

- To learn about metals used in jewelry such as gold, silver, platinum, copper, etc.
- To learn about precious stones used.
- To study clay jewelry.
- To study glass beading.
- To study estate jewelry.
- To study appraisal.
- To learn to make keychains, hair jewelry, wire necklaces, rings, pendants, and earrings.

### Research included:

The Internet was a valuable place to search for detail.. The following sites were a good place to start:

- [www.geocities.com/jwlrymkr](http://www.geocities.com/jwlrymkr) to study casting, fabrication, mold making, repairs, wax carving, ingot making, polishing, stone setting, and more.
- [www.antiquejewelryonline.com](http://www.antiquejewelryonline.com) for tutorials, periods of jewelry history 1760-1950, gemstone lore, birthstones, and jewelry metals.
- We asked a jeweler to recommend good books to read (see list of books in the portfolio).
- We interviewed a jeweler about the things he liked and didn't like about his profession.
- We job shadowed a jeweler for one busy day in February, just before Valentine's Day!
- Visited a quarry (see photos in portfolio)
- Visited gem shows, after we found a listing of them on the Internet (see list on the portfolio).
- Visited craft shows to find local artisans whose hobbies include making their own jewelry and selling it directly to the public.
- Visited craft and hobby shops to see what supplies they carry related to making jewelry.
- Interviewed three local artists from craft & jewelry shows and determined the route that led them to their profession/hobby (see portfolio).
- Visited the library to research the subject (not much there in our town!).
- Collected and studied various rocks and minerals (see photo and chart in portfolio).
- Learned to classify rocks and minerals.
- Found out how jewelers earn a degree in their field, and what special certification is available (see report in the portfolio).

### Suggested Textbooks:

To locate current textbooks on the subject, we went to the following. (See the list of the books, as mentioned above, in the portfolio)

- Trade publications, journals for jewelers, journals used by the jewelry profession.
- Craft publications which specifically feature jewelry making.
- Library reference books on the topic (they were limited).
- Found out that jewelry making is offered at the local community college or university. Then, we called the college bookstore and asked the name of the text they are using for that course. We considered buying it, but the cost seemed really high!
- Studied magazine articles. (Used the Readers Guide To Periodic Literature. It referred us to the most recent magazine articles on the subject.)
- Studied the classified sections of the jewelry magazines, a wealth of information (see sample of the ads in portfolio).

### Method of Evaluation:

- We produced written summaries of some discoveries and experiences learned and they are in the portfolio. This written work is dated, corrected, and graded, as best we knew how.
- We produced a scrapbook of photos, articles, people, places and activities done during the course of study.
- We produced some jewelry, trying our hand at the jewelry-making process. (See portfolio.)
- We tried to repair jewelry. We had broken or non-functional jewelry available from relatives and friends. They gave it to us, and we worked on it. Sometimes we were successful, and sometimes we were not (the broken watches are still broken!) Again, we photographed the projects (see enclosed).
- We created a "Glossary of Terms" used in the jewelry industry (enclosed in the portfolio).



# Example

Course Title: Equine Nutrition

Course Classification: NS, BU

Course Description: Much of the information we found in texts on the anatomy and physiology of horses. We focused on horse feed, medications, safety with tack and feed, setting boundaries and limits, exercise, and housing. We documented our time and wrote reports, took lots of photographs, and even a video.\*

## Objectives included:

- To locate equine web sites of interest, such as Equine Nutrition at the University of Kentucky.
- To study breeds and breeding and diet.
- To study scientific veterinary information.
- To study equine nutrition.
- To study horse nutritional management software.
- To study the anatomy and physiology of horses.

## Activities included:

- We searched the Internet for a variety of information such as Veterinary Science. A good place to start was the university web sites where we knew they offered equine studies such as the University of Minnesota at: [www.crk.umn.edu/academics/degreesalpha.htm](http://www.crk.umn.edu/academics/degreesalpha.htm) and Equine Nutrition at the University of Kentucky at [www.uky.edu/ag/VetScience/](http://www.uky.edu/ag/VetScience/)
- Did research in the local library (see the book list included in the portfolio).
- We asked, but our local High School Guidance Office did not have catalogs of interest relating to equine studies.
- Learned about specific horse nutritional management software (see report included in the portfolio).
- We offered to work at a local barn, and the rancher agreed to let us volunteer and rewarded us with free riding! (See photos.)
- Job shadowed a veterinarian, and a farrier for one day each (See report in the portfolio.)
- Determined the pay ranges of the horse-related professions. We made a one-page chart, included in the portfolio.
- Determined that there is such a profession as "horse nutritionist" She was listed on the web, but we did not make contact with her.
- Attended horse shows and drill team events. Spoke with horsemen and horsewomen about what feed they use and why.
- Spoke with judges about local sources of information. (We summarized our time at the horse shows in an enclosed report.)
- Contacted the makers of horse feed and discussed nutritional contents. Compared our results (see our written conclusions in the portfolio).
- Study catalogs from equine suppliers to know about various resources.
- Determined the major suppliers and manufacturers of nutritional products for horses (see the one-page list in the portfolio).
- Called other suppliers / manufacturers of nutritional products. We told them we were doing a project for school, and we asked for an interview and requested their catalogs. Some of them were very nice, but others did not have the time.

## Suggested Textbooks:

To locate current textbooks on the subject, we tried the following.

- Trade Publications, journals for horseman, journals used by the profession of managing horse nutrition.
- Library reference books on the topic.
- We found the names of the textbooks used in Equine Nutrition courses at Kentucky, Minnesota, and a few others (see portfolio).
- Reviewed the classified sections of horse-related magazines.
- We included some pages and parts of pages in a little report included in the portfolio.

## Method of Evaluation:

- Produced written reports on the activities engaged in from the above list. Dated, corrected, and graded the written work enclosed.
- Produced a scrapbook of the people, places, and activities experienced for this topic research.
- Produced a video of some of the experiences...we have enclosed a copy of the VHS tape for you to review in our portfolio.
- Produced a "Glossary of Terms" related to this course.

\*This course description was adapted from "First Great Book of High School Course Descriptions" published by NARHS. It is protected under copyright, but you may use it as a model to create your own for any subject area. This book contains hundreds of course descriptions appropriate for self-designed courses in every subject area.

Subjects:

1

2

3

4

Monday	Date				
Tuesday	Date				
Wednesday	Date				
Thursday	Date				
Friday	Date				
Saturday	Date				
Sunday	Date				
TRACKING COURSE HOURS	Required Hours				
	This week's hours				
	= Total Hours				
TRACKING COURSE HOURS	Required Hours				
	This week's hours				
	= Total Hours				
TRACKING COURSE HOURS	Required Hours				
	This week's hours				
	= Total Hours				
TRACKING COURSE HOURS	Required Hours				
	This week's hours				
	= Total Hours				
NOTES:					

# DAILY LOG \_\_\_\_ / \_\_\_\_ Week 1

5	6	7	8
Required Hours This week's hours <input style="width: 100px;" type="text"/> = Total Hours	Required Hours This week's hours <input style="width: 100px;" type="text"/> = Total Hours	Required Hours This week's hours <input style="width: 100px;" type="text"/> = Total Hours	Required Hours This week's hours <input style="width: 100px;" type="text"/> = Total Hours

Subjects:

1

2

3

4

Monday

Date

Tuesday

Date

Wednesday

Date

Thursday

Date

Friday

Date

Saturday

Date

Sunday

Date

TRACKING  
COURSE  
HOURS

Required Hrs.

Last week's  
Remaining Hours .....  
- This week's hours .....  
= Remaining Hours: .....

Required Hrs.

Last week's  
Remaining Hours .....  
- This week's hours .....  
= Remaining Hours: .....

Required Hrs.

Last week's  
Remaining Hours .....  
- This week's hours .....  
= Remaining Hours: .....

Required Hrs.

Last week's  
Remaining Hours .....  
- This week's hours .....  
= Remaining Hours: .....

NOTES:



Subjects:

1 Lit (LA)      2 Algebra I (MA)      3 Biology (NS)      4 Civics (SS)

Day	Date	1 Lit (LA)	2 Algebra I (MA)	3 Biology (NS)	4 Civics (SS)
Monday		Scarlet Ltr. Ch 1-2 Guide Questions  1 1/2	Problems/DVD p75-85	Ch 5 132 - 138 Answer Review Questions	Civics LIFE PAC #5/10 21-25 ans. questions
Tuesday		Attended HomeLink Lit Class and Study hall Update Vocab List  1 hrs	Problems/DVD p86-94	Field Trip Hematology Lab at SMMC Hospital	26-30 ans. questions
Wednesday		Scarlet Ltr. Quiz #1 94% Ch 3-4  1 1/2	Practice test	Watch video on blood-types	30-35 ans. questions
Thursday		Sc. Ltr. CH 3-4 Guide Questions  1 1/2	Final Test	Study for Test	Review for Test #1  89%
Friday		Sc. Ltr. Quiz #2  1/2 hr	Correct Test Problems/DVD p95-99	Ch 5 Test 92%	Correct Test
Saturday					
Sunday					
TRACKING COURSE HOURS		Remaining Hours This week's hours: 6 hr + Last week's hours: 49 hr = Total Hours 55 hr	Remaining Hours This week's hours: + Last week's hours: = Total Hours	Remaining Hours This week's hours: + Last week's hours: = Total Hours	Remaining Hours This week's hours: #5 LP + Last week's hours: 10 LP = Total Hours
NOTES:	Add to book list-The Hobbit. See movie in Dec. Record Community Service: HomeLink: Helped set up/take down Curriculum give away tables. Upwards Soccer: asst. coach. 2 hours. Get signatures.				

## DAILY LOG / Week

5 SD Health (HE)	6 SD Choir (FA)	7 SD OJT (PA)	8 SD PE./track																																																
CPR class @ SMMC  <div style="text-align: right;">3 hrs</div>	Voice Practice  Music Theory p 2-7  <div style="text-align: right;">1.5 hrs</div>	Created Resume and Cover Letter  <div style="text-align: right;">1.5 hrs</div>	Homeschool swim at Lions Pool  <div style="text-align: right;">11 hr</div>																																																
CPR class Certification Test  <div style="text-align: right;">3 hrs</div>	Voice Lessons  Music Theory p 8-12  <div style="text-align: right;">3 hrs</div>	Submitted 3 more applications  Rehearsed for interview <div style="text-align: right;">1 hr</div>																																																	
Airborne Pathogens Class  <div style="text-align: right;">2</div>	Youth Group Worship Team  <div style="text-align: right;">2 1/2</div>	2nd interview at Ink. Got the job!  <div style="text-align: right;">1/2</div>	Homeschool PE after HL class  <div style="text-align: right;">1 1/2</div>																																																
Airborne Pathogens Class Test  <div style="text-align: right;">2 1/2</div>	Carmina Berona rehearsal 1-3  <div style="text-align: right;">2 1/2</div>																																																		
Drug Awareness Presentation @ CAP  <div style="text-align: right;">1 hr</div>	Carmina Berona w/ Symph. @ Capital Theatre 6-9  <div style="text-align: right;">3 hrs</div>	First Day Paperwork and register training  <div style="text-align: right;">2 hrs</div>	Kissel Park Mileage Club -2 miles  <div style="text-align: right;">1/2 hr</div>																																																
		more training: computer and stocking shelves  <div style="text-align: right;">2</div>	Ran w/ mom  <div style="text-align: right;">1/2 hr</div>																																																
	Youth Group Worship Team Rehearsal  <div style="text-align: right;">1.5 hrs</div>		Greenway Bike Trail  <div style="text-align: right;">1 hr</div>																																																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Remaining Hours</td> <td style="width: 15%;">This week's hours:</td> <td style="width: 15%;">11 1/2 hr</td> <td style="width: 15%;">+ Last week's hours:</td> <td style="width: 15%;">21 hr</td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>= Total Hours</td> <td colspan="4">32 1/2</td> </tr> </table>	Remaining Hours	This week's hours:	11 1/2 hr	+ Last week's hours:	21 hr			= Total Hours	32 1/2				<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Remaining Hours</td> <td style="width: 15%;">This week's hours:</td> <td style="width: 15%;">14 hr</td> <td style="width: 15%;">+ Last week's hours:</td> <td style="width: 15%;">30 hr</td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>= Total Hours</td> <td colspan="4">44 hrs</td> </tr> </table>	Remaining Hours	This week's hours:	14 hr	+ Last week's hours:	30 hr			= Total Hours	44 hrs				<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Remaining Hours</td> <td style="width: 15%;">This week's hours:</td> <td style="width: 15%;">7 hrs</td> <td style="width: 15%;">+ Last week's hours:</td> <td style="width: 15%;">0</td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>= Total Hours</td> <td colspan="4">7 hrs</td> </tr> </table>	Remaining Hours	This week's hours:	7 hrs	+ Last week's hours:	0			= Total Hours	7 hrs				<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Remaining Hours</td> <td style="width: 15%;">This week's hours:</td> <td style="width: 15%;">4 1/2</td> <td style="width: 15%;">+ Last week's hours:</td> <td style="width: 15%;">30 hrs</td> <td style="width: 15%;"></td> </tr> <tr> <td></td> <td>= Total Hours</td> <td colspan="4">34 1/2 hr</td> </tr> </table>	Remaining Hours	This week's hours:	4 1/2	+ Last week's hours:	30 hrs			= Total Hours	34 1/2 hr			
Remaining Hours	This week's hours:	11 1/2 hr	+ Last week's hours:	21 hr																																															
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Remaining Hours	This week's hours:	4 1/2	+ Last week's hours:	30 hrs																																															
	= Total Hours	34 1/2 hr																																																	
CPR certified.																																																			

# Grade Tracker Tool

Use this tracking tool to record all scores in one subject that are worth the same value. Use the additional page if needed. This form is only to track grades and does not replace record keeping or evidence.

Student Name \_\_\_\_\_ School Year \_\_\_\_ / \_\_\_\_ Grade \_\_\_\_\_

	Subject:		Subject:		Subject:		Subject:		Subject:	
	Date of Score	Score	Date of Score	Score	Date of Score	Score	Date of Score	Score	Date of Score	Score
1										
2										
3										
4										
5										
6										
7										
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9										
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11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

Subject:	Subject:	Subject:	Subject:	Subject:
Total Score				
Divided by				
Average				
Final Grade				



	Subject:		Subject:		Subject:		Subject:		Subject:	
	Date of Score	Score	Date of Score	Score	Date of Score	Score	Date of Score	Score	Date of Score	Score
21										
22										
23										
24										
25										
26										
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33										
34										
35										
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37										
38										
39										
40										

Subject:		Subject:		Subject:		Subject:		Subject:	
Total pg. 1									
Total pg. 2									
Total									
Divided by									
Average									
Final Grade									

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Homework, Quiz, and Test Calculations

Use this calculation tool for any one subject that counts homework as one value, quizzes as another value, and tests as still another value. Use as many variables as you wish, as long as the total of all values (%) equal exactly 100%. See the example below.

Subject:							
Homework Total	877	Quiz Total	843	Test Total	1347	As long as	
Divided by	10	Divided by	10	Divided by	16	A + B + C =	100%
Equals Average	87.7	Equals Average	84.3	Equals Average	84.1	then	
A. X by ____ %	20 %	B. X by ____ %	30 %	C. X by ____ %	50 %	D + E + F =	84.92
D. Homework Calculated Total	17.54	E. Quiz Calculated Total	25.29	F. Test Calculated Total	42.09	Final Grade	B

Subject:							
A. Homework Total		B. Quiz Total		C. Test Total		As long as	
Divided by		Divided by		Divided by		D+E+F=	100%
Equals Average		Equals Average		Equals Average		then	
D. X by ____ %		E. X by ____ %		F. X by ____ %		A+B+C=	
Equals Homework Calculated Total		Equals Quiz Calculated Total		Equals Test Calculated Total		Final Grade	

Subject:							
A. Homework Total		B. Quiz Total		C. Test Total		As long as	
Divided by		Divided by		Divided by		D+E+F=	100%
Equals Average		Equals Average		Equals Average		then	
D. X by ____ %		E. X by ____ %		F. X by ____ %		A+B+C=	
Equals Homework Calculated Total		Equals Quiz Calculated Total		Equals Test Calculated Total		Final Grade	

Subject:							
A. Homework Total		B. Quiz Total		C. Test Total		As long as	
Divided by		Divided by		Divided by		D+E+F=	100%
Equals Average		Equals Average		Equals Average		then	
D. X by ____ %		E. X by ____ %		F. X by ____ %		A+B+C=	
Equals Homework Calculated Total		Equals Quiz Calculated Total		Equals Test Calculated Total		Final Grade	

# Course Summary

Student: \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_ / \_\_\_\_ Today's Date: \_\_\_\_\_

Course Classifications: **LA** Language Arts (English) / **FL** Foreign Language, / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **TECH** Technical / **VOC** Vocational / **ELEC** Elective

**Credit Goal:** List the amount of credit your course earned. .25 / .5 / 1 / 1.5

**Type of Course:** How did you learn this course? Did you use a textbook? Name the textbook. Self-Designed Course? State the method used such as research, coach, employer .etc.

**Hours Completed:** Did you complete the full amount of required hours for 1 credit, 3/4 earned for .75, 1/2 earned for .5, or 1/4 earned for .25?

**Method of Evaluation:** How did you grade this course? Did you use tests, write papers, use evaluation forms or evaluations form others such as coach, employer, youth leader .etc.? Include these.

1. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

2. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_ SD Hours Completed: \_\_\_\_\_

3. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

4. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

5. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

6. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

7. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

8. Course Title: \_\_\_\_\_ Course Classification \_\_\_\_\_ Credit Goal \_\_\_\_\_

Textbook Course: \_\_\_\_\_ Self-Designed Course: \_\_\_\_\_

Method of Evaluation \_\_\_\_\_

# Example

Student: \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_ / \_\_\_\_ Today's Date: \_\_\_\_\_

**Course Classifications:** LA Language Arts (English) / FL Foreign Language, / MA Math / NS Science / SS Social Studies / US US History / PE Physical Education / HE Health / CS Computer / ST State Studies / BU Business / PA Practical Arts / TECH Technical / VOC Vocational / ELEC Elective

**Credit Goal:** List the amount of credit your course is expected to earn. .25 / .5 / 1 / 1.5

**Type of Course:** How did you learn this course? Did you use a textbook? Name the textbook. Self-Designed Course? State the method used such as research, coach, employer .etc.

**Method of Evaluation:** How did you grade this course? Did you use tests, write papers, use evaluation forms or evaluations form others such as coach, employer, youth leader .etc.?

1. Course Title: English / LA / 1.0  
Textbook Course: English Grammar and Composition, Book 5, by HBJ  
Method of Evaluation: Graded worksheets, quizzes and other papers.
2. Course Title: Physical Education / PE / .5  
Self-Designed Course: Played on the American Legion Baseball team; private swimming, downhill skiing, shoot hoops.  
Method of Evaluation: Attitude, effort, skills improvement, and the reports of others with whom participated.
3. Course Title: Health / HE / .5  
Self-Designed Course: Red Cross CPR class, information from parent's nursing textbooks when appropriate, a study of drug/chemical abuse, nutrition and fitness, and dating responsibilities. Completed Hunter Safety course.  
Method of Evaluation: Verbal quizzes. Three written reports. Oral presentation on dating. CPR & Hunter Safety certification.
4. Course Title: French 1 / FL / 1.0  
Textbook Course: Freshman-level course completed at General Community College, Someplace, ST.  
Method of Evaluation: Regular college course evaluations by the instructor. Instructor's final grade. Transcript attached.
5. Course Title: United States History: US / .5  
Textbook Course: Prepared for and took the CLEP test by using the CLEP Study Guide to History of the US 1: Colonization to 1877.  
Method of Evaluation: Score on the CLEP test, in addition to keeping track of the number of hours spent studying the course material leading up to the test (quality of his notes and practice tests). Completed 49 hours of study. Copy of CLEP results attached.
6. Course Title: Biology: NS / 1.0  
Textbook Course: University of Nebraska Internet course in biology.  
Method of Evaluation: John's assigned teaching specialist in Biology assigned work, evaluated it regularly, and gave a final grade for the course.
7. Course Title: Typing: CS / .5  
Textbook Course: Introduction to Keyboarding on the PC.  
Method of Evaluation: Built-in system of scoring and grading provided with the course.
8. Course Title: American Sign Language: FL / 1.0  
Textbook Course: Johnnie took the adult ed, evening course offered at the high school.  
Method of Evaluation: This was left to the discretion of the instructor of the course.
9. Course Title: Consumer Mathematics / MA / 1.0  
Textbook Course: A Beka Textbook, workbook, teacher's edition.  
Method of Evaluation: Graded his work on quizzes, tests, workbook, and other assignments.
10. Course Title: Home Economics / PA / 1.0  
Self-Designed Course: Under parental guidance and plan. Learned household management skills such as food planning and purchasing; laundry and fabric care; bill planning and paying; maintenance of building and grounds; time management; dealing with vendors and suppliers; introduction to infant and toddler safety in the home; and more.  
Method of Evaluation: Recorded hours spent in each task, evaluated grasp of content. How well would he be able to do this on his own as an adult? Completed 97 clock hours.

# Course/School/Transcript Records

Today's Date \_\_\_/\_\_\_/\_\_\_

DOB \_\_\_/\_\_\_/\_\_\_

Student \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Parent \_\_\_\_\_ Email \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Use this to track evidence. TXT courses require tests. Self-Designed courses require evidence such as daily work, quizzes, tests, etc. Show course evidence by attaching a certificate, grade report, unofficial or sealed official transcript, or other documentation when course is not completed as a homeschool course. An official transcript has a school's official signature and is sent inside a sealed envelope directly to another school. An unofficial transcript is the same information, but given directly to a student. For verification purposes, an official transcript is usually requested prior to graduation to confirm grades and credits. Request an official transcript when possible.

School Year \_\_\_ / \_\_\_ Grade \_\_\_\_\_

Source	Attached	Requested
Exploring Technology	x	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Registrar reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally parent will be consulted, but administrative decisions may be made without first notifying the guardian/parents.

Signature of Guardian/Parent \_\_\_\_\_ Date \_\_\_\_\_

# Homeschool Transcript

Today's Date \_\_\_/\_\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_

Student \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Parent \_\_\_\_\_ Email \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Course Subject: **LA** Language Arts (English) / **FL** Foreign Language / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **VOC** Vocational / **TECH** Technical / **ELEC** Elective

School Year \_\_\_ / \_\_\_ Grade \_\_\_\_\_

Source	Subject	Course	Grade	Credit
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Credit Total \_\_\_\_\_

~ Note: if course is not completed at home, include course evidence provided by school, or certificate documenting course completion, grade, and credit. Request an official transcript when possible. Use Course/School/Transcript Records to track.

Achievements: Provide proof w/ letter or certificate: scouts, church awards, music awards, contests, competitions...

\_\_\_\_\_  
\_\_\_\_\_

Volunteer Work: Place or organization the student invested time, help, or work without pay... Nursery, Red Cross, Hospital...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Note: Registrar reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally parent will be consulted, but administrative decisions may be made without first notifying the guardian/parents.

# Example

Today's Date \_\_\_/\_\_\_/\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_

Student \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Parent \_\_\_\_\_ Email \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Course Subject: **LA** Language Arts (English) / **FL** Foreign Language / **MA** Math / **NS** Science / **SS** Social Studies / **US** US History / **PE** Physical Education / **HE** Health / **CS** Computer / **ST** State Studies / **BU** Business / **PA** Practical Arts / **VOC** Vocational / **TECH** Technical / **ELEC** Elective

School Year \_\_\_ / \_\_\_ Grade \_\_\_\_\_

Source	Subject	Course	Grade	Credit
H	CS	Exploring Technology	90	.5
H	FL	French I	93	1
H	HE	Health	89	.5
H	LA	American Literature	95	1
H	MA	Algebra I	96	1
H	NS	Biology W/Lab	85	1.5
H	PE	Team Sports	95	.5
H	US	United States History (CLEP-See attached)	P	1
CC	NS	Exploring Technology	91	1
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Credit Total				<u>8</u>

~ Note: if course is not completed at home, include course evidence provided by school, or certificate documenting course completion, grade, and credit. Request an official transcript when possible. Use Course/School/Transcript Records to track.

Achievements: Provide proof w/ letter or certificate: scouts, church awards, music awards, contests, competitions...

Earned brown belt in Karate (See Ceremony picture)      Track Athlete of the Week (See Certificate)  
CPR certified. (See Card attached)      \_\_\_\_\_

Volunteer Work: Place or organization the student invested time, help, or work without pay... Nursery, Red Cross, Hospital...

Union Gospel Mission 18 hrs (See letter attached)      \_\_\_\_\_  
Church Nursery 18 hrs (See letter Attached)      \_\_\_\_\_  
 \_\_\_\_\_

Note: Registrar reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally parent will be consulted, but administrative decisions may be made without first notifying the guardian/parents.

# Community Service Form

Community service hours are unpaid activities that benefit the community and others. Community service is eligible for high school credit to those who are at least 14 years. Take this form with you each time you volunteer so your hours and minutes can be verified by a supervising adult. Maximum number of hours allowed per day is eight.

Credit hours can be used towards high school credit OR hours can be listed under transcript community service. It is recommended to track the number of volunteer hours per location. For example: Harvest CC Nursery Volunteer: 36 hours.

Student Name \_\_\_\_\_ School Year \_\_\_\_ / \_\_\_\_ Grade \_\_\_\_\_

Date	Location	Activity Performed	In	Out	Total	Phone Number & Supervisor's signature
8/12	UGM	Meal Service	3:00	6:00	3hrs	509.555.1212 <i>Signature of Supervisor</i>



# Evaluating Student Work

The following pages contain scoring and grading guides, rubrics, formulas, and ideas for homeschooling Parents. These are provided as a service for parents to use and may not necessarily be used as part of your specific program. We hope they offer some ideas for all grades, all families, and all students. You have our permission to copy and use these fabulous resources to enhance your personal schooling experience.

# Evaluating Student Work

**G**raduating student work and thereby providing helpful feedback is important to student achievement.

1. If the student knows what the standard is, he/she is more likely to stretch to achieve it.
2. If the feedback is given quickly, adjustments can be made quickly.
3. If feedback is slow or non-existent, errors may persist.
4. Work evaluation can motivate the student to higher achievement levels if delivered in a positive way.
5. Students can focus on what is important if they know what the lesson's work standards and goals are.

**A**s important as work evaluation is, why do home school parents find it so challenging?

One of the most difficult tasks in home schooling is that which involves fair and valuable assessments of students' work. When the student is our own child, and future opportunities depend upon the report of the quality of the academic performance, there can be a conflict of interests.

We also might have difficulty determining how to assess such subjects as p.e., art, music and other activities that do not require a written response. In addition, it might be difficult to determine what our objectives or goals for a lesson are before the lesson occurs.

We might just design a lesson without any thought to what the purpose of the lesson is. However, if we can take some time before each assignment to express to the student what we hope is achieved through the exercise, it is more likely that the student will focus their attention on what is important.

**O**BJECTIVES: Goals of a lesson or a study.

Objectives should not be too easy or too difficult. The perfect level for an objective is in the area that will stretch the student's learning into new areas without causing frustration.

Objectives should be stated in a way that is "measurable". When writing a course description the best way to do this is to start the expression of an objective with the word "to" followed by a verb.

Examples:

- \*To write a paragraph using correct spelling.
- \*To compare the two main characters in this novel.
- \*To know the capitals of the 50 states.
- \*To draw an outline of the Washington state boundary and fill in the main geographical regions from memory.

Objectives can be formally stated as in a course description for a self-designed course, or can be stated orally before a student begins a lesson. An informal objective stated orally would be this, "Before you study this list of spelling words, be sure to pay close attention to the double vowels. You will be tested on these in about 30 minutes." An informal objective statement like that would certainly give the student focus during the study time.

As students work toward achieving an objective, they should also be aware of what standard is acceptable. While studying for that spelling test, the student will probably apply more diligence if he / she knows that only 3 mistakes are allowed as opposed to 8.

**F**EEDBACK: The return of information about the result of a process or activity.

For students to learn from mistakes or understand when their work quality has hit the mark, feedback is essential.

To illustrate this fact, imagine that you are a student who has been given an assignment to read two books from the NARNIA series and then to compare the two main characters in each of the novels.

You spend 2 weeks reading the 2 books, and then write the 5-page essay using the skills you hope the teacher will appreciate.

Your paper is handed in on time and then you wait for some response from the teacher. A week goes by, then two without the paper being returned. During the third week, the teacher again assigns two more books to be read and another comparison paper to be written. But this time she states, "Please improve upon the quality of the essay you handed in last time." The papers are then handed back from 3 weeks prior, but there are no grades or comments on the essays what so ever. How can a student know how to improve without feedback?

Another component of effective feedback is that it must be quick. For a math student who has learned a process wrong, he can quickly relearn if the feedback comes right away. Wrong habits are hard to break. The sooner the error is caught, the easier the correct skill can be established.

## **M**EASUREMENT OF STUDENT PERFORMANCE

The quality of student achievement can be observed and measured in a variety of ways.

### Multiple Choice, True/False, Matching Tests

These exams take time to write but are easy to correct. Divide the number of correct responses by the number possible to determine a percentage grade.

### Essay Tests

These are easy to write but hard to grade. Your objectives should be stated clearly so the essay can be focused and evaluated according to how closely the student's work met the goals. Essay tests can be graded according to content of the writing, but also according to correct "mechanics" such as spelling, grammar, complete sentences and punctuation. One form provided in this manual is the "Quick Guide" which will list guidelines for the student and the evaluator.

### Checklists

Checklists are especially helpful when training a student on correct procedures such as work habits, science lab skills, equipment safety, format essay writing or technical procedures. These can set forth valuable items/areas for determining how thoroughly a student follows instruction.

### Observations and Records

An anecdotal record is a brief narrative objectively describing the activities surrounding an event or lesson. The date, time, and place are included so that patterns can be seen over time as other records are kept. A helpful time to write such narratives would be when the student is involved with p.e., performances, or speeches to name a few.

### Discussions

Students can gain very helpful and immediate feedback if the results of the work are discussed immediately after the lesson is completed. Keep constructive criticism "sandwiched" between positive statements.

### Daily Work Grades

Count the number of problems or "possible" errors. Count the number of correct responses and divide that total by the number of problems. For instance, if there were 25 math problems on a page and the student missed 2 problems, divide the 23 correct by the 25 possible. The score will be 92%. If there were 10 spelling words and the student missed 3, then divide 7 by 10 and the score computed will be 70%.

### Self-evaluations

It is valuable for students to establish goals for themselves and then to consider how closely they attained the goals. Self-evaluation can become more accurate over time, but a self-evaluation should never be used as the ONLY source of a course grade.

### Rubrics

These helpful grading tools can be as general or specific as you make them. They organize the evaluation criteria, describe expectations of student work, and measure the levels of performance proficiency. Many are provided in this manual, but they are easy to generate and quick to use.

## **T**HE VALUE OF WORK ASSESSMENT FOR STUDENTS

With feedback on the quality of work to guide them, students are more likely to produce work that meets the set standard. They more easily understand what excellent work looks like. They know what the criteria are for this level of work. They are able to see concrete ways to improve their work in order to meet the standards.

## **T**HE VALUE OF WORK ASSESSMENT FOR TEACHERS

Assessment helps with selecting, clarifying and evaluating the education objectives. It helps with instruction (where to begin, how quickly to proceed). It helps clarify student progress and performance. It can help motivate and encourage students. It can help determine program effectiveness.

**EVALUATING STUDENT WORK**

# Self-Designed Course: Goals-Based

by April Thome

This grading tool provides a way for parents and outside instructors to assess the student's work for self-designed courses. This tool may prove especially useful when there is little written work to grade. Use this form for each assignment, each week, or if necessary, for the end of the course. The more often you use this tool per course, the more accurate your assessment.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Course Description: \_\_\_\_\_

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**Directions:**

1. From the list below, choose the categories that apply to the student's coursework.
2. Based on the chosen categories, evaluate student's aptitude, performance, and investment using scores between 6 and 10: **10 excels / 9 Beyond criterion / 8 criterion met / 7 criterion not met / 6 criterion not completed**
3. Numeric grade: Rank the importance of objectives (1-3) and multiply each, then add totals to reach a final grade.

Step 1: List Objectives/Goals	Step 2: Objective Score 10 (highest) 6 (lowest)	Step 3: Rank (Must Total 10) 3 (most important) 1 (less important)	Step 4: Step 2 x Step 3 =Total
1. _____	6 7 8 9 10	_____	= _____
2. _____	6 7 8 9 10	_____	= _____
3. _____	6 7 8 9 10	_____	= _____
4. _____	6 7 8 9 10	_____	= _____
5. _____	6 7 8 9 10	_____	= _____
Total Column for Final Grade =			_____

*Example*

Culinary Arts: Student will plan and prepare weekly menus for family based on a developed a budget  
 Student will learn basic nutritional guidelines and how to read labels based on these guidelines.  
 Student will research food preparation and implement family friendly presentation.

1. Plan Weekly Menus	6 7 8 (9) 10	3	= <u>27</u>
2. Nutritious Values & Labels	6 7 8 9 (10)	2	= <u>20</u>
3. Develop a Budget	6 (7) 8 9 10	3	= <u>21</u>
4. Food Preparation	6 7 (8) 9 10	1	= <u>8</u>
5. Presentation	6 7 8 (9) 10	1	= <u>9</u>

Final Grade Total = 85

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Self-Designed Course

by April Thome

This grading tool provides a way for parents and outside instructors to assess the student's work for self-designed courses. This tool may prove especially useful when there is little written work to grade. Use this form for each assignment, each week, or if necessary, for the end of the course. The more often you use this tool per course, the more accurate your assessment.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Course Description: \_\_\_\_\_

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**Directions:**

1. From the list below, choose the categories that apply to the student's coursework.
2. Based on the chosen categories, evaluate student's aptitude, performance, and investment using scores between 6 (lowest) and 10 (highest).
3. For a numeric grade: Total the scores, divide by the number of categories chosen, and then multiply by ten.

		Example Karate lessons
<input type="checkbox"/> Motivation	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in skill level	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Attitude	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Effort	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Depth of interest	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Care for detail	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Development of organizational skills	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in understanding	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Goals achieved	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Creative techniques used	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Other _____	6 7 8 9 10	✓ at-home practice 6 7 8 9 10

**\* Calculation Box:**

A. Total the combined score of each category used: \_\_\_\_\_

73

B. Divide by Number of Categories: \_\_\_\_\_

73 / 9 = 8.1

C. Multiply the result of line B X 10: \_\_\_\_\_

8.1 x 10 = 81

**The final grade:** \_\_\_\_\_

81

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**EVALUATING STUDENT WORK**

# Self-Evaluation Tool

by April Thome and her HomeLink Students and Advisors

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

Assignments that require self-discipline and personal motivation can be difficult to evaluate. How do you assign a percentage mark (e.g., 93, 85, 71, etc.) for weight-training, household management, or long-term notebook projects? This self-evaluation tool can offer part of the answer. For the best results, we suggest using this self-evaluation process multiple times during the course of projects. Multiple evaluations tend to offer clearer results. Save this original page and make as many copies as you need to have on hand.

**DIRECTIONS:** Complete the evaluation form by rating yourself on this project compared to your best effort possible. Rate each item that applies using a number from 6 to 10. Select a number that seems most appropriate for today's work. (The lowest rating is 6; the highest is 10.)

What was your goal at the outset of the assignment?

\_\_\_\_\_  
\_\_\_\_\_

Rate all items that apply:

- 1. How closely did you come to meeting your goal? \_\_\_\_\_
- 2. Was your time used well? \_\_\_\_\_
- 3. Did you meet the deadline? \_\_\_\_\_
- 4. Did you show a good attitude? \_\_\_\_\_
- 5. How well did you express your creativity? \_\_\_\_\_
- 6. Rate the visual quality of your work? \_\_\_\_\_
- 7. Rate the content quality of your work? \_\_\_\_\_
- 8. How organized were you as the work was done? \_\_\_\_\_
- 9. How detailed is the finished product? \_\_\_\_\_
- 10. Did you proofread or make an effort to improve? \_\_\_\_\_

What can be improved or changed? \_\_\_\_\_

\_\_\_\_\_

What is your strategy for improvement? \_\_\_\_\_

\_\_\_\_\_

A. Add up the combined score of each category used. Write that number here: \_\_\_\_\_

B. Take that number and divide it by the number of categories used. Result is \_\_\_\_\_

C. Multiply the result of line B by 10. **The final grade is** \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*CAUTION: The purpose of self-evaluation is to promote critical thinking and proofreading skills, as well as goal setting for improvement. Some students have a tendency to evaluate their own work more critically, some do not. Therefore, we suggest the self-evaluations are only one factor in determining the final mark for the course. Parents and instructors are expected to add their own criteria and evaluate the work to issue a final mark.*

# Writing: Quick Guide for Grading

by April Thome

As a teacher or a parent-teacher, you are called upon to “grade papers.” The more experience you have, the better. But there are practical helps, too. When you use the simplified Writing Quick Guide below, you will ease the stress of scoring writing assignments.

Writing Quick Guide	
<u>8</u>	Central idea
<u>7</u>	Content quality
<u>8</u>	Followed directions
<u>8</u>	Proper word usage
<u>7</u>	Organization
<u>8</u>	Proper sentences
<u>9</u>	Punctuation
<u>9</u>	Capitalization
<u>7</u>	Spelling
<u>9</u>	Language precision
<u>7</u>	Appearance
<u>8</u>	Relevant information
Total points earned <u>85</u>	
Grade for this work <u>B</u>	

Writing Quick Guide tells your students what you are looking for.  
Writing Quick Guide reminds you what you are looking for.

- Who?** Everyone benefits when they know what to expect, when they know what the rules are.
- What?** This little “Quick Guide” assigns 8 points for each item you reviewed.
- When?** When the students wonder what you are looking for, they will know.
- Where?** Attach this little score card to the paper you corrected.  
Let them see it and know where points were awarded
- Why?** Let them know exactly why you scored it the way you did.
- How?** When your student asks, “How did you get that score?” You will have an answer.

Remember, experience matters. Keep using it -- use it to guide you as you correct a paper. Use it to tell the students what you scored. Writing Quick Guide provides consistency and is easily understood. Permission is granted to copy the little Quick Guides below and on the facing page. Cut them up, and use them as often as you like. Attach one to each paper you grade and return it to the student for his or her observation.

Each item is worth 8 points (8 points x 12 areas = 96 points. Use the 4 “bonus points” to award an area that’s exceptional).

**EVALUATING STUDENT WORK**

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_

**Writing Quick Guide**

- Central idea
- Content quality
- Followed directions
- Proper word usage
- Organization
- Proper sentences
- Punctuation
- Capitalization
- Spelling
- Language precision
- Appearance
- Relevant information

Total points earned \_\_\_\_\_  
Grade for this work \_\_\_\_\_



# One Way to Evaluate a Composition

by Maureen Marchetti Martin

Try using this form to grade a general composition. These point values total a maximum of 100.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Composition Title: \_\_\_\_\_

Required Items	Possible total points	Points earned this time
Title (appropriate and eye-catching)	5	_____
Introductory paragraph		
Introduction with thesis statement	6	_____
Sentence to introduce main idea #1	2	_____
Sentence to introduce main idea #2	2	_____
Sentence to introduce main idea #3	2	_____
Grammar, usage, spelling, punctuation	7	_____
First paragraph in the body of the composition		
Restate the main idea #1 (topic sentence)	5	_____
At least three sentences supporting main idea #1	6	_____
Grammar, usage, spelling, punctuation	7	_____
Second paragraph in the body of the composition		
Restate the main idea #2 (topic sentence)	5	_____
At least three sentences supporting main idea #2	6	_____
Grammar, usage, spelling, punctuation	7	_____
Third paragraph in the body of the composition		
Restate the main idea #3 (topic sentence)	5	_____
At least three sentences supporting main idea #3	6	_____
Grammar, usage, spelling, punctuation	7	_____
Conclusion		
Restate the thesis from the introduction	6	_____
Restate main idea #1	2	_____
Restate main idea #2	2	_____
Restate main idea #3	2	_____
Concluding sentence	3	_____
Grammar, usage, spelling, punctuation	7	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____

Comments / Suggestions

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Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Preparing the Written Book Report

by April Thome

The written book report should have four parts: the introduction, the body, the conclusion, and the evaluation.

## PART 1: The Introduction

The first sentence should include the title of the book, the author's name, the type of literature read, and a phrase that describes the general message of the story. In addition, a well-written introduction will describe the setting (time, place, mood).

Expect to write 3-6 sentences in your introduction.

**Example:** Hind's Feet On High Places, an allegory written by Hannah Hurnard recounts the journey of a girl named "Much Afraid" as she attempts to follow her Shepherd on the path to the High Places. At first the story takes place in a valley village somewhere in the world. But then, the action and mystery builds as the main character begins her journey on a mountain path headed toward experiences rich with doubt, worry, fright, joy, understanding, and ultimately the mountain top experience. Throughout the varied sequence of events, the reader will identify with Much Afraid's reactions, thoughts, and lessons.

## PART 2: The Body

For a biography, relate the chief incidents and tell their importance. For a fiction, write a summary of the plot, in other words, the sequence of actions which make up a story. When telling about the plot, begin with the conflict that involves the main character. Sometimes the conflict affects two people, or it can influence the main character and a variety of people and circumstances. In some stories conflict may be at work within the main character. It is important that the conflict be identified and explained. Then recount the events that develop the conflict to the point at which one of the opposing forces is about to prevail over the other. This is called the "climax" of the story. For a nonfiction, summarize the written information (include enough detail in the summary to convince the reader of the report that you have indeed read the book).

## PART 3: The Conclusion

For a biography, the conclusion may be a statement concerning the main significance of the person's life.

For a fiction, the conclusion follows the climax and tells the events that resolve the conflict.

For a nonfiction, the conclusion will be a summation of the main points in the body.

## PART 4: The Evaluation

For a satisfying conclusion, give your thoughts about the book, whether they are favorable or unfavorable. This might be the most important part of the report for the reader who is wondering if the book would be worthwhile to read. Be specific about what was most enjoyable and what could have made it better. Tell who you would recommend this reading selection to. Explain how the book influenced your thinking or your goals in life. The best way to make your point is by using quotes from the book to support and illuminate your statements. Try to end your book report with powerful wording that is designed to interest the reader into reading the book or agreeing with your opinion.

# Book Report: Grading Checklist

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Book Title and Author: \_\_\_\_\_

The written book report should contain the four parts listed below. Assign points as indicated.

(5 pts) Introduction

- \_\_\_\_\_ (1 pt) includes title of book
- \_\_\_\_\_ (1 pt) author's name
- \_\_\_\_\_ (1 pt) type of literature
- \_\_\_\_\_ (1 pt) setting
- \_\_\_\_\_ (3 pts) phrase that describes the message of the story
- \_\_\_\_\_ (1 pt) spelling, complete sentences, correct punctuation and capitals

1. \_\_\_\_\_ TOTAL POINTS AWARDED FOR THE INTRODUCTION

(5 pts) The Body

- \_\_\_\_\_ (2 pts) relate the main events of the story
- \_\_\_\_\_ (2 pts) conflict described
- \_\_\_\_\_ (2 pts) plot / conflict is written in own words
- \_\_\_\_\_ (1pt) spelling, complete sentences, correct punctuation and capitals

2. \_\_\_\_\_ TOTAL POINTS AWARDED FOR THE BODY

(5 pts) The Conclusion

- \_\_\_\_\_ (5 pts) appropriate conclusion depending on type of literature
- \_\_\_\_\_ (1 pt) spelling, complete sentences, correct punctuation and capitals

3. \_\_\_\_\_ TOTAL POINTS AWARDED FOR THE CONCLUSION

(5 pts) The Evaluation

- \_\_\_\_\_ (5 pts) writer's opinion expressed in this section
- \_\_\_\_\_ (2 pts) a strong conclusion evident
- \_\_\_\_\_ (1 pt) spelling, complete sentences, correct punctuation and capitals

4. \_\_\_\_\_ TOTAL POINTS AWARDED FOR THE EVALUATION

RAW SCORE: TOTAL POINTS AWARDED FOR LINES 1, 2, 3, 4 \_\_\_\_\_

Multiply points X 2 \_\_\_\_\_

FINAL GRADE: \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Composition Rating Scale

Categories and Indicators for Rating Written Compositions

## CONTENT

### CENTRAL IDEA

- 5 Provides a clear focus on the central idea
  - States a clear topic or thesis sentence
  - Purpose is neither too broad nor too narrow
- 3 Contains recognizable central idea
  - Topic sentence or thesis is vague
  - Purpose is too broad or too specific
- 1 Lacks a definable central idea
  - Has no topic sentence or thesis
  - Purpose of the paper is not clear

### RELEVANT INFORMATION

- 5 Develops central idea effectively
  - Contains sufficient supporting information
  - Focuses consistently on the central idea
  - Contains effective information that supports the central idea
- 3 Develops central idea adequately
  - Contains some supporting information
  - Generally focuses on the central idea
- 1 Inadequately develops central idea
  - Content does not focus on central idea
  - Details are too specific or too general

### ORGANIZATION

- 5 Divides central idea into supporting ideas well
  - Arranges material in an effective sequence
  - Divides topic effectively into paragraphs
  - Makes suitable connections between ideas
  - Provides a clear introduction and conclusion
- 3 Divides central ideas into supporting details
  - Generally arranges material sequentially
  - Attempts to divide topic into paragraphs
  - Makes suitable connections between ideas
  - Provides a weak introduction and conclusion
- 1 Ineffectively divides central ideas into supporting details
  - Arranges material in a confusing sequence
  - Does not use paragraphing successfully
  - Does not connect ideas effectively
  - Lacks introductions and/or conclusion

## IN DEPTH/DIVERGENT THINKING

- 5 Paper is unique in its approach
  - Utilizes higher level thinking process analysis, synthesis, evaluations, application
- 3 Successful but ordinary approach to the subject
  - Remains at knowledge and understanding levels of thinking
- 1 Obvious and routine in approach to subject

## CONTENT SUMMARY

5	3	1	Central Idea
5	3	1	Relevant Information
5	3	1	Organization
5	3	1	In Depth / Div. Thinking

CONTENT TOTAL

## MECHANICS

### SENTENCES

- 5 Sentence construction adds to readability
  - Writes complete sentences
  - Structures sentences clearly
  - Uses a variety of sentence forms
- 3 Sentence constructions does not interfere with readability
  - Usually writes complete sentences
  - Usually structures sentences clearly
- 1 Sentence constructions makes paper difficult to read

### USAGE

- 5 Employs appropriate usage
  - Uses appropriate subject/verb & pronoun / antecedent agreement
  - Uses consistent verb tense
  - Effectively uses adjectives and verbs
- 3 Usually employs appropriate usage
  - Usually uses appropriate subject / verb & pronoun / antecedent agreement
  - Usually uses consistent verb tense
  - Usually uses modifiers effectively
- 1 Usage errors interfere with meaning

**EVALUATING STUDENT WORK**

\_\_\_ Makes frequent errors in subject / verb and  
pro-noun / antecedent agreement

**PUNCTUATION**

- 5 Uses correct & appropriate punctuation
- 3 Usually uses punctuation marks correctly
- 1 Inappropriate punctuation marks

**CAPITALIZATION**

- 5 Appropriately observes capitalization rules
- 3 Usually observes capitalization rules
- 1 Frequently makes errors in capitalization

**SPELLING**

- 5 All words spelled correctly
- 3 Usually spells words correctly
- 1 Frequently makes errors in spelling

**LANGUAGE VARIETY & PRECISION**

- 5 Chooses words precisely
  - \_\_\_ Uses variety in word choices
  - \_\_\_ Uses language that is alive and vivid
  - \_\_\_ Uses words that are appropriate to the audience
- 3 Generally selects appropriate words
  - \_\_\_ Usually uses a variety in word choice
  - \_\_\_ Occasionally lacks precision in word-choice
  - \_\_\_ Limits uses of cliches and slang
- 1 Demonstrates an inadequate vocabulary
  - \_\_\_ Frequently repeats words unnecessarily
  - \_\_\_ Frequently uses language inappropriate to the audience
  - \_\_\_ Frequently omits words that affect meaning

**MECHANICS SUMMARY**

5	3	1	Sentences
5	3	1	Usage
5	3	1	Punctuation
5	3	1	Capitalization
5	3	1	Spelling
5	3	1	Lang. Variety & Precision
			___ MECHANICS TOTAL

**APPEARANCE**

- 5 Contributes to readability
  - \_\_\_ Uses correct format
  - \_\_\_ Writes clearly and legibly
- 3 Does not interfere with readability
  - \_\_\_ Uses prescribed format with few errors
  - \_\_\_ Generally writes clearly and legibly
- 1 Makes paper difficult to read
  - \_\_\_ Fails to follow prescribed format
  - \_\_\_ Writes illegibly

**APPEARANCE**

5      3      1      Readability

**COMPOSITION FINAL GRADE**

\_\_\_\_\_ CONTENT

\_\_\_\_\_ MECHANICS

\_\_\_\_\_ APPEARANCE

\_\_\_\_\_ TOTAL /divide by 55 possible

\_\_\_\_\_ FINAL GRADE

**Comments:**

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**EVALUATING STUDENT WORK**

# Research Paper Evaluation

by Maureen Marchetti Martin

Try using this form to grade a more formal research paper. These point values total a maximum of 100.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Composition Title: \_\_\_\_\_

Required items	Possible total points	Points earned this time
Title page	3	_____
Outline	7	_____
Introductory paragraph and presentation of the thesis	10	_____
Body of the paper	30	_____
Conclusion paragraph	10	_____
In-text citation or End Notes	10	_____
Works Cited Page or Bibliography	10	_____
Mechanics (grammar, usage, spelling, punctuation)	10	_____
Logical organization and presentation of the ideas	10	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____

Comments / Suggestions

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Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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# Science Lab Report

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

## PART 1: INTRODUCTORY INFORMATION

A. Purpose of Lab: State the problem you are trying to solve, or the question you are trying to answer.

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B. Hypothesis: State what you expect will happen during the experiment BEFORE you begin the experiment.

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## PART 2: PROCEDURAL INFORMATION

List the equipment or tools used in the experiment. List any references or printed resources used.

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## PART 3: PROCESS INFORMATION

Describe the process you used when conducting the experiment. Include enough information to allow others to duplicate the process. For example: First I did this, then I added this, this came next, etc.

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## PART 4: CONCLUSIONS

A. What did you observe? What happened? What did you see? Describe what you observed, not your opinion or thoughts.

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B. Was your hypothesis proven to be correct or incorrect?

CORRECT      INCORRECT

C. Is there anything else you would like to record about this experiment? Opinions and thoughts can be included here.

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**EVALUATING STUDENT WORK**

# Science Lab Scoring Suggestions

Total Possible: 100 points

Suggestion: Allow student access to this grading criteria by including it with the lab report.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Assignment: \_\_\_\_\_

	Total Points Possible 100	How do I rate my report?	How does my teacher rate my report?
1. The report is neatly printed or typed.	10 points	_____	_____
2. The Hypothesis is clearly stated and it is not a question; but rather a statement of what the student expects the experiment to show.	15 points	_____	_____
3. The Purpose clearly states what problem is trying to be solved or what question is trying to be answered.	7 points	_____	_____
4. Any references to written work (textbooks, internet, etc.) are clearly noted and in the proper format, stated as if they had been written for an English class.	8 points	_____	_____
5. The procedures are so clear that anyone reading them would be able to reproduce this experiment step-by-step.	10 points	_____	_____
6. The results are clearly stated as facts, not opinions -- the results are observations only. If pictures or graphs were used to plot the results, then they are appropriately labeled and clearly marked.	30 points	_____	_____
7. The Conclusion states whether the hypothesis was correct or incorrect.	10 points	_____	_____
8. You may write an additional part of the conclusion to state your opinion about what happened. You might include several "what if" statements that might have changed the formula, the process, or the outcome.	10 points	_____	_____
	Total	_____	_____

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_



## Grading Guidelines for Physical Education

In some P.E. courses, parents will need to utilize a form of grading that focuses on the growth of character/ attitude in the student, the setting of goals, and the evaluating the accomplishment of these set goals. Some of the courses that may require this alternative form of course evaluation include principles and practices of exercise, nutrition in physical fitness, all sports and games used for physical education, or other activities where goal setting is appropriate.

### **THE PROCESS OF SETTING THE GOAL:**

A primary component of these types of courses is the setting of goals. Together, the student and parent should sit down and make goals specific to the sport or activity chosen. The goals must be explicit, such as

“My goal is to score 4 points this season in soccer.”

“My goal is to run a 7-minute mile.”

“My goal is to play in at least 3 games”

“My goal is to exercise at least 30 minutes daily”

“My goal is to not be ejected from any games this season.”

“My goal is to follow a healthy diet for 95% of the days this quarter.”

The goal must be attainable, not too easy or too difficult. If the student is involved in athletics, it would be best if the coach contributed to the process of making the goal, but at least the coach should be aware of what the student's goal is. Note: goals can be revised mid-season or mid-semester if they seem to be too easy, too difficult, or not properly focused.

When grading the student on the goal-setting process, consider the following: Is the goal attainable, yet not too easy? What is the student's attitude toward the goal-setting process? Does the student understand the importance of setting goals?

A total of 50 points is the maximum for awarding the student for proper goal-setting.

### **ACCOMPLISHING THE GOAL:**

Deciding whether the goal has been met should be fairly straightforward if the initial (or later revised) goal was set properly. If necessary, ask the coach or activity supervisor for their opinion on whether the goal was accomplished, and if so, to what degree?

In these types of courses, accomplishing the goal should be weighted lightly, however, due to the fact that the process of setting the goal, attitude/dedication to that goal, and the growth of character are by far the more important aspects.

A total of 10 points can be awarded the student for accomplishing the goal

### **GROWTH OF CHARACTER / ATTITUDE:**

This is the most subjective part of the course evaluation. The total points awarded to the student should be based upon a combination of the parent's, coach's (supervisor's) and student's perceptions of the student's attitude toward the goal, dedication to accomplishing it, lessons learned during the season, attitude on the playing field, growth of character, etc

Be sure to consult the supervisor on his/her perception of the student's progress throughout the season. Often the coach is able to see things that neither the parent nor the student is aware of. Because of this, it may be a good idea to ask for progress reports at intervals through the season, to monitor change and to resolve issues in a timely manner.

Questions to consider when awarding points for growth of character/attitude: How dedicated is the student toward accomplishing the goal? How willing is the student to go the extra mile for the sake of the goal or the team? How willing is the student to re-evaluate the initial goal if things are not going as planned (for better or for worse)? What is the student's attitude toward the coach or team? Has the student experienced a growth in character/life lessons due to something that happened during the season?

A total of 40 points can be awarded for growth of character

**EVALUATING STUDENT WORK**

# Physical Education Assessment

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_  
 Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_  
 Composition Title: \_\_\_\_\_

	Total Points Possible 100	Points Awarded
<b>1. GOAL-SETTING</b>		
Is the goal stated explicitly?		
Is the goal attainable OR		
Is the re-stated goal better?		
Is the reason for the goal-setting understandable to the student?	50 points	_____
<b>2. GOAL-ACCOMPLISHMENT</b>		
How dedicated was the student to goal accomplishment?		
Did the student have a clear focus on the goal?		
How close did the student come to accomplishing the goal?	10 points	_____
<b>3. GROWTH OF CHARACTER</b>		
What were the results of experiences during the season?		
How much sportsmanship was displayed on the playing-field?		
Ask for a 3rd-party's view of character development.		
Consider the student's most prevalent attitude during the season.		
Consider the student's attitude toward the team/coach during the season.	40 points	_____
	Total	_____

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Art

by Tricia Gilmore

It is important to continue nurturing creativity in our students beyond the obvious art project. Encourage creative problem solving in all subject areas. Art projects can be difficult to grade, especially if the focus is on ability. Below is a list based on challenges, creativity, design skills, photography skills, problem solving, and work ethic. Many criteria are essentially encompassed within a fine art, design, photography, creative, or problem solving project. Choose your expected criteria and share with your student. Upon completion of the project, assign a value between 6-10. Total points and divide by the points possible.

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Project Title and Description: \_\_\_\_\_

- |  |   |
|--|---|
| <input type="checkbox"/> Challenge: Attitude                     | <input type="checkbox"/> Photo: Focal point clearly understood    |
| <input type="checkbox"/> Challenge: Carefulness in craftsmanship | <input type="checkbox"/> Photo: Good use of flash                 |
| <input type="checkbox"/> Challenge: Creative techniques          | <input type="checkbox"/> Photo: In focus                          |
| <input type="checkbox"/> Challenge: Growth in skill level        | <input type="checkbox"/> Photo: Interesting angles                |
| <input type="checkbox"/> Challenge: Level of difficulty          | <input type="checkbox"/> Photo: Interesting subject matter        |
| <input type="checkbox"/> Challenge: Motivation                   | <input type="checkbox"/> Photo: No background distractions        |
| <input type="checkbox"/> Challenge: Understands problem          | <input type="checkbox"/> Photo: No distractions in foreground     |
| <input type="checkbox"/> Challenge: Verbal critique              | <input type="checkbox"/> Photo: Overall composition               |
| <input type="checkbox"/> Creativity: Art Elements developed      | <input type="checkbox"/> Photo: Shows understanding of lighting   |
| <input type="checkbox"/> Creativity: Art Principles developed    | <input type="checkbox"/> Photo: Thoughtful angle                  |
| <input type="checkbox"/> Creativity: Brainstorming               | <input type="checkbox"/> Photo: Visually communicates point       |
| <input type="checkbox"/> Creativity: Clearly developed idea      | <input type="checkbox"/> Problem Solving: Brainstorming           |
| <input type="checkbox"/> Creativity: Goes beyond the expected    | <input type="checkbox"/> Problem Solving: Final execution         |
| <input type="checkbox"/> Creativity: Innovative                  | <input type="checkbox"/> Problem Solving: Innovative              |
| <input type="checkbox"/> Creativity: Problem solving             | <input type="checkbox"/> Problem Solving: Rough draft development |
| <input type="checkbox"/> Creativity: Thoughtful                  | <input type="checkbox"/> Problem Solving: Thumbnail development   |
| <input type="checkbox"/> Creativity: Uniqueness                  | <input type="checkbox"/> Work Ethic: Attitude                     |
| <input type="checkbox"/> Design: All parts equally developed     | <input type="checkbox"/> Work Ethic: Effective organization       |
| <input type="checkbox"/> Design: Attention to detail             | <input type="checkbox"/> Work Ethic: Followed through             |
| <input type="checkbox"/> Design: Shows understanding of color    | <input type="checkbox"/> Work Ethic: Met deadline                 |
| <input type="checkbox"/> Design: Shows understanding of layout   | <input type="checkbox"/> Work Ethic: Shows effort                 |
| <input type="checkbox"/> Design: Shows understanding of type     | <input type="checkbox"/> Work Ethic: Time management              |

Total Points Earned = \_\_\_\_\_ / Total Points Possible \_\_\_\_\_ = FINAL SCORE: \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**EVALUATING STUDENT WORK**

# Work Experience

by April Thome & NARHS staff

This grading tool provides a way for parents and outside employers to assess the student's job performance. Use this form each week, or if necessary, at the end of the job. The more often you use this tool, the more accurate your assessment.

Student: \_\_\_\_\_ Hiring Date: \_\_\_\_\_

Company and Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Job Description: \_\_\_\_\_

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**Directions:**

1. From the list below, choose the categories that apply to the student's coursework.
2. Based on the chosen categories, evaluate student's aptitude, performance, and investment using scores between 6 and 10. Scoring: **10 excels / 9 Beyond criterion / 8 criterion met / 7 criterion not met / 6 criterion not completed**
3. For a numeric grade: Total the scores, divide by the number of categories chosen, and then multiply by ten.

Ex: media technician

<input type="checkbox"/> Achieves goals well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Applies creativity for increased effectiveness	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Asks questions when necessary	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Communicates well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates clear thinking	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates interest in the job	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates moral integrity	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates positive work attitude	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Demonstrates self-motivation	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Follows directions	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in understanding of job concepts	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Growth in work skills	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Performs given tasks well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Readily sees what needs to be done	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Receives training / instruction well	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Shows care for details	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Takes initiative	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Works hard	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Other _____	6 7 8 9 10	6 7 8 9 10
<input type="checkbox"/> Other _____	6 7 8 9 10	6 7 8 9 10

**\* Calculation Box:**

A. Total the combined score of each category used: \_\_\_\_\_

B. Divide by Number of Categories: \_\_\_\_\_

C. Multiply the result of line B X 10: \_\_\_\_\_

**Final grade:** \_\_\_\_\_

$$\begin{array}{r}
 73 \\
 \hline
 73 / 9 = 8.1 \\
 \hline
 8.1 \times 10 = 81 \\
 \hline
 81
 \end{array}$$

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Brochure or Notebook

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Brochure or Notebook Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- appropriate title
- subtitle
- front cover design
- back cover design
- all parts equally developed
- accurate information
- attractive illustrations
- overall appearance
- logical organization
- appropriate detail included
- effective arrangements of divisions
- clarity
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**SCORING WORKSHEET**

# Composition Assignment

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Composition Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• well-developed introduction</li> <li>• easy to follow organization</li> <li>• variety of sentence patterns used</li> <li>• satisfying conclusion</li> <li>• all key points are related to topic</li> <li>• main point supported with detail</li> <li>• correct grammar and structure used</li> <li>• expresses creative thought</li> <li>• sentences flow well together</li> <li>• details are relevant to key points</li> </ul> | <ul style="list-style-type: none"> <li>• paragraph construction is correct</li> <li>• quotes others appropriately</li> <li>• well-developed body</li> <li>• well-developed conclusion</li> <li>• expresses thought in own words</li> <li>• punctuation &amp; spelling are correct</li> <li>• attractive appearance and layout</li> <li>• demonstrates clear thinking</li> <li>• other _____</li> <li>• other _____</li> </ul> |
|---|---|

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Discussion

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Discussion Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- shows understanding of the topic
- comprehends details accurately
- expresses thoughts understandably
- sticks to the subject
- offers leadership
- organizes ideas effectively
- applies learned material to own experiences
- shows creative thought process
- evaluates or prioritizes content discussed
- expresses opinion clearly
- exhibits willingness and energy to a positive discussion
- draws parallels to other subjects, knowledge
- suggests valuable extension activities
- offers ideas on ways to improve discussion
- pays attention and responds appropriately
- uses vocabulary appropriately
- determines 3-5 most important points from the discussion
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**SCORING WORKSHEET**

# Group Participation

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Group Participation Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- performs given tasks well
- encourages others
- supports without criticizing
- encourages others
- displays constructive attitude
- asks stimulating questions
- focused on the group goal
- shows understanding of the concepts
- demonstrates good listening skills
- offers useful ideas
- contributes positively to group conclusion
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_



# Personal Work Habits

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- work done on time
- uses effective organizational skills
- makes use of reference materials
- takes initiative
- works well with others
- assists others willingly
- shows leadership
- uses time wisely
- asks for help when needed
- uses good listening skills
- demonstrates understanding of assignments
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**SCORING WORKSHEET**

# Physical Education

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Activity: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- level of difficulty chosen
- identified measurable goals
- motivation for the task
- growth in skills
- attitude toward pursuing goal
- effort and extra effort
- dedication to the task
- level of interest
- care for details
- growth in understanding
- goals achieved
- creative techniques used
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Poster Assignment

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Headline: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- neat
  - visually attractive or stimulating
  - properly bordered
  - labels are legible and clear
  - resource information given
  - titled
  - topic is apparent
- message is clear
  - complementary background
  - text is accurate and useful
  - followed the assignment directions
  - other \_\_\_\_\_
  - other \_\_\_\_\_
  - other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**SCORING WORKSHEET**

# Research Paper

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- interest-catching introduction
  - detail of content
  - visual appeal
  - creatively written
  - followed directions
  - accurate information
  - overall logical structure
- good organization
  - original writing
  - bibliography
  - quotes others appropriately
  - good mechanics (grammar, punctuation)
  - documentation
- easy to understand
  - issues or topic clearly developed
  - conclusive summary
  - other \_\_\_\_\_
  - other \_\_\_\_\_
  - other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Speech

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- interesting introduction
- obviously prepared
- well-focused
- projection of voice
- makes eye contact
- creative
- visual aids used
- clear organization
- relevant details included
- poised
- effective conclusion
- within the time limit
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**SCORING WORKSHEET**

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_  
 Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_  
 Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_
- other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Totals (total each column)					

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	= 60 %

RAW SCORE: Grand Total of all Columns = \_\_\_\_\_

FINAL SCORE: Percentage Score Awarded = \_\_\_\_\_

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Example

Student: \_\_\_\_\_ Assignment Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

Composition Title: \_\_\_\_\_

Suggested Criteria: Select 10 criteria from the list below. Write them on the graph and assign a value. Tally the columns and use the conversion table to assign a score. One strategy is to provide this scoring worksheet to the student before the assignment. With the criteria spelled out, the student can carefully work on the items that will be used to score the work.

- well-developed introduction
  - easy to follow organization
  - variety of sentence patterns used
  - satisfying conclusion
  - all key points are related to topic
  - main point supported with detail
  - correct grammar and structure used
  - expresses creative thought
  - sentences flow well together
  - details are relevant to key points
- paragraph construction is correct
  - quotes others appropriately
  - well-developed body
  - well-developed conclusion
  - expresses thought in own words
  - punctuation & spelling are correct
  - attractive appearance and layout
  - demonstrates clear thinking
  - other \_\_\_\_\_
  - other \_\_\_\_\_

Criteria: Select 10 criteria from the "Suggested Criteria" above. Write them on the lines below and assign a value.	NOT Done at All 0	Does Not Meet Standards 1	Meets the Standards 2	Goes Beyond the Standards 3	Absolutely Excellent 4
1. well-developed introduction			2		
2. well-developed body		1			
3. satisfying conclusion			2		
4. expresses creative thought			2		
5. correct grammar and structure				3	
6. demonstrates clear thinking				3	
7. attractive appearance, layout					4
8. easy to follow organization					4
9. all key points are related to topic					4
10. quotes others appropriately				3	
Totals (total each column)		1	6	9	12

CONVERSION TABLE	RAW SCORE	% SCORE
	40	= 100 %
	35 - 39	= 95 %
	31 - 34	= 90 %
	26 - 30	= 85 %
	21 - 25	= 80 %
	16 - 20	= 75 %
	13 - 15	= 70 %
	9 - 12	= 65 %
	5 - 8	60 %

RAW SCORE: Grand Total of all Columns = 28

FINAL SCORE: Percentage Score Awarded = 85%

Signature of the Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## ADDITIONAL RESOURCES

# American Classic Literature

“American Classic Literature” can include thousands of literary works by American authors. This selection is a sampling of several styles, eras, and interests. Note: *1st Great Book of Course Descriptions* has a self-designed course, Classics and Composition, that require the student to read 12 classics and write a two-page summary or report for each. Each paper should be dated, graded, and corrected for credit.

Anderson, Sherwood	<i>Winesburg, Ohio</i> (on small town America)
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>
Bradbury, Ray	<i>Fahrenheit 451</i>
Bennett and Gottesfeld	<i>Anne Frank and Me</i>
Buck, Pearl	<i>The Good Earth</i>
Cather, Willa	<i>My Antonia</i>
Cooper, James Fenimore	<i>The Last of the Mohicans</i>
Crane, Stephen	<i>The Red Badge of Courage; The Open Boat</i>
Dreiser, Theodore	<i>An American Tragedy; Sister Carrie</i>
Ehle, John	<i>The Journey of August King</i>
Emerson, Ralph Waldo	<i>Self Reliance; A Nation's Strength</i>
Faulkner, William	<i>The Sound and the Fury; As I Lay Dying; Absalom, Absalom</i>
Fox, Paula	<i>Slave Dancer</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i> (very readable)
Franklin, Benjamin	<i>Poor Richard's Almanac</i>
Forbes, Ester	<i>Johnny Tremaine</i>
Gunther, John	<i>Death Be Not Proud</i>
Hawthorne, Nathaniel	<i>The Scarlet Letter; The House of Seven Gables; Short Stories</i>
Hemingway, Ernest	<i>The Old Man and the Sea; A Farewell to Arms; For Whom the Bell Tolls</i>
Houston, James and Jeanne	<i>Farewell to Manzanar</i>
James, Henry	<i>The Turn of the Screw; Daisy Miller</i>
Keeler, Garrison	<i>Lake Woebegone Days</i>
Kennedy, William	<i>Ironweed</i>
Kenney, Susan	<i>Another Country</i>
Kesey, Ken	<i>One Flew Over the Cuckoo's Nest</i>
Kesselring, Joseph	<i>Arsenic and Old Lace</i>
Lee, Harper	<i>To Kill a Mockingbird</i>
Lewis, Sinclair	<i>Main Street; Babbitt</i> (on small town America)
London, Jack	<i>The Call of the Wild</i>
MacLeish, Archibald	<i>J.B.</i> (take-off on Job)
Malamud, Bernard	<i>The Fixer</i>
Melville, Herman	<i>Moby Dick; Billy Budd</i>
Miller, Arthur	<i>The Crucible</i>
O'Henry	<i>Short Stories</i>
Orwell, George	<i>Animal Farm</i>
Rawling, Marjorie Kinnan	<i>The Yearling</i>
Poe Edgar Allan	<i>Short Stories; Poetry</i>
Potok, Chiam	<i>The Chosen; The Promise; My Name is Asher Lev; David's Harp</i>
Rand, Ayn	<i>Atlas Shrugged; Anthem; The Fountainhead</i>
Remarque, Erich	<i>All Quiet on the Western Front</i>
Richter, Conrad	<i>The Light in the Forest</i>
Rolvaag, Ole	<i>Giants in the Earth</i> (on pioneer America)
Steinbeck, John	<i>The Grapes of Wrath; East of Eden; Of Mice and Men; The Red Pony</i>
Thoreau, Henry David	<i>Walden</i>
Twain, Mark	<i>Huckleberry Finn; Tom Sawyer</i>
Tyler, Anne	<i>Dinner at Homesick Restaurant</i>
Wells, H. G.	<i>The Time Machine</i>
Wharton, Edith	<i>Ethan Frome</i>
Wilder, Thornton	<i>Bridge of San Luis Rey; Our Town</i>



## Classic Christian Literature

Some old, some new, some theologically deep, but all have a common theme surrounding the world and work of Christ. Note: 1st Great Book of Course Descriptions has a self-designed course, Classics and Composition, that require the student to read 12 classics and write a two-page summary or report for each. Compositions should be dated, graded, and corrected for credit.

### CLASSIC CHRISTIAN FICTION AND RECOGNIZED FICTION

Blamires, Harry	<i>The Trilogy: (The Devil's Hunting Ground, Cold War in Hell, Highway to Heaven)</i>
Buechner, Frederick	<i>Godric</i>
Bunyan, John	<i>Pilgrim's Progress; The Holy War</i>
Chesterton, G.K.	<i>Father Brown Mysteries; The Man Who Was Thursday</i>
Dillard, Annie	<i>The Holy Firm; Pilgrim at Tinker Hill</i>
Defoe, Daniel	<i>Roxanna; Robinson Crusoe</i>
Dostoevsky, Fyodor	<i>Crime and Punishment; The Brothers Karamazov; The Idiot</i>
Elliot, Elisabeth	<i>No Graven Image</i>
Endo, Shusaku	<i>Silence, When I Whistle; Wonderful Fool</i>
Fickett, Harold	<i>Mrs. Sunday's Problem and other stories; Holy Fool</i>
Greene, Graham	<i>The End of the Affair; The Heart of the Matter; Honorary Consul</i>
Hartman, Olov	<i>Marching Orders; Holy Masquerade</i>
Lagerkvist, Per.	<i>Barabbas</i>
L'Engle, Madeline	<i>A Wrinkle in Time; The Wind in the Door</i>
Lewis, C.S.	<i>Till We Have Faces; The Chronicles of Narnia; The Great Divorce; The Screwtape Letters</i>
MacDonald, George	<i>The Gifts of the Child-Christ; Lilith; Phantastes</i>
Mauriac, Francois	<i>Viper's Tangle; Woman of the Pharisees; Therese</i>
O'Connor, Flannery	<i>Three; Everything That Rises Must Converge; The Complete Stories</i>
Paton, Alan	<i>Cry; The Beloved Country; Too Late The Phalarope; Tales from a Troubled Land; Ah, But Your Land is Beautiful</i>
Sayers, Dorothy	<i>Assorted mystery novels (Peter Wimsey series)</i>
Siegel, Robert	<i>Alpha Centauri; Whalesong</i>
Solzhenitsyn, Alexander	<i>One Day In the Life of Denisovich; First Circle; Cancer Ward; The Gulag Archipelago</i>
Tolkien, J.R.R.	<i>The Trilogy of the Ring</i>
Turner, Charles	<i>Celebrant</i>
VanAuken, Sheldon	<i>Gateway to Heaven; A Severe Mercy; Under the Mercy</i>
Nelson, Shirley	<i>The Last Year of the War</i>
Wangerin, Walter	<i>The Orphan Passages; Ragman and Other Cries of Faith; The Book of the Dun Cow</i>
Williams, Charles	<i>Decent Into Hell; All Hallows Eve; War in Heaven</i>

### CLASSIC CHRISTIAN DRAMA

Eliot, T.S.	<i>The Cocktail Party; Murder in the Cathedral; The Confidential Clerk; Family Reunion</i>
Hartman, Olov	<i>Three Church Dramas</i>
Milton, John	<i>Paradise Lost; Paradise Regained; Samson Agonistes</i>
Sayers, Dorothy	<i>Man Born to be King; Emperor Constantine</i>

### CLASSIC CHRISTIAN POETRY AND POETS

Auden, W.H.	<i>The Age of Anxiety; The Dog Beneath the Skin</i>
Donne, John	<i>Death Be Not Proud; The Canonization</i>
Eliot, T.S.	<i>The Wasteland; The Hollow Man (preconversion); The Four Quartets (postconversion)</i>
Hopkins, Gerard Manley	<i>The Wreck of the Deutschland</i>
L'Engle, Madeline	<i>The Weather of the Heart</i>
MacDonald, George	<i>The Diary of An Old Soul</i>
Merton, Thomas	<i>Strange Islands</i>
Milton, John	<i>Paradise Lost; Paradise Regained</i>
Lewis, C.S.	<i>Poems</i>
Shaw, Luci	<i>Listen to the Green</i>

## ADDITIONAL RESOURCES

# Classic Christian Literature continued

### CHRISTIAN NON-FICTION

Augustine	<i>The Confessions; City of God</i>
Anselm	<i>Cur Deus Homo (Why the God Man)</i>
Athanasius	<i>De Incarnatione (The Incarnation; note forward by C.S.Lewis)</i>
Baxter, Sidlow J	<i>Awake My Heart</i>
Blamires, Harry	<i>The Christian Mind</i>
Bonhoeffer, Dietrich	<i>The Cost of Discipleship</i>
Bunyan, John	<i>Grace Abounding (spiritual autobiography)</i>
Carmichael, Amy	<i>Edges of His Ways; Rose From Briar (India)</i>
Calvin, John	<i>The Institutes (Fort Lewis Battles edition)</i>
Campbell, Will	<i>Brother to a Dragonfly</i>
Charnock, Steven	<i>The Existence and Attributes of God</i>
Chesterton, G.K.	<i>Orthodoxy; the Everlasting Man</i>
Elliot, Elisabeth	<i>These Strange Ashes; Passion and Purity; A Slow &amp; Certain Light</i>
Ellul, Jacques	<i>Propaganda; Money</i>
Forsythe, P.T.	<i>The Soul of Prayer</i>
Frankl, Victor	<i>Man's Search for Meaning</i>
Gundry, Stanley	<i>Love Them In (the theology of Dwight L. Moody)</i>
Laurence, Brother	<i>The Practice of the Presence of God</i>
Lewis, C.S.	<i>The Problem of Pain; The Four Loves; Mere Christianity; A Grief Observed</i>
Lloyd-Jones, Martin	<i>Of Preaching and Preachers; Spiritual Depression; Sermon on the Mount</i>
Luther, Martin	<i>Three Treatises</i>
Muggeridge, Malcolm	<i>Christ and the Media; Jesus Rediscovered; Trumpeter for God; Something Beautiful for God (on Sister Theresa of India); Chronicles of Wasted Time (Spiritual Autobiography)</i>
Nouwen, Henry	<i>Genessee Diary</i>
O'Connor, Flannery	<i>The Habit of Being (her collected letters); Mystery and Manners (lectures on writing--where Christianity fits in)</i>
Packer, J. I.	<i>Fundamentalism and the Word of God; Knowing God</i>
Pike, Kenneth	<i>With Heart and Mind</i>
Roseveare, Helen	<i>Living Sacrifice</i>
Ryle, J.C.	<i>Holiness</i>
Sayers, Dorothy	<i>The Mind Of the Maker; Are Women Human</i>
Stott, John R.	<i>Your Mind Matters</i>
Schaeffer, Francis	<i>The Christian Manifesto</i>
Tozer, A.W.	<i>The Pursuit of God; The Knowledge of the Holy</i>
Weil, Simone	<i>Waiting on God</i>
Wiersbe, Warren	<i>Treasury of the World's Great Sermons</i>

## Classic Foreign Literature

“Foreign Literature” can include significantly older works by non-American authors. This selection is a sampling of several styles, eras, and interests. Note: 1st Great Book of Course Descriptions has a self-designed course, Classics and Composition, that require the student to read 12 classics and write a two-page summary or report for each. Compositions should be dated, graded, and corrected for credit.

### ENGLISH CLASSIC LITERATURE

Austen, Jane	<i>Pride and Prejudice; Sense and Sensibility</i>
Bronte, Charlotte	<i>Jane Eyre</i>
Bronte, Emily	<i>Wuthering Heights</i>
Carroll, Lewis	<i>Alice's Adventures in Wonderland</i>
Chaucer	<i>Canterbury Tales</i>
Conrad, Joseph	<i>Lord Jim; The Secret Sharer; The Heart of Darkness</i>
Dickens, Charles	<i>David Copperfield; Oliver Twist; A Tale of Two Cities; Great Expectations</i>
Dumas, Alexander	<i>The Count of Monte Cristo</i>
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Unknown Author	<i>El Cid (Spain)</i>

## 20 Ways to Respond to a Book

by Maureen Marchetti Martin

Of course, you can still write the usual book report. The book report hasn't changed since your grandmother wrote hers, but there may be more interesting ways to respond to a book. When you want something different, try some of these.

1. Extra! Extra! Read All About It!

Write the front page (or more) of a newspaper that might have been published about the events in the book. Included could be news items, human interest stories, birth announcements or obituaries, advertisements, and letters to the editors, all based upon the characters and action in the story.

2. What a Character

Representing the point of view of one of the characters of the book, you may want to write a first-person account of some of his/her experiences in the book. In fact, the character may not agree with what happens to him/her in the book, and may want to give some alternative suggestions as to what the author could have written.

3. Hallmark Hall of Fame Presents....

In this option, you could write a TV script (perhaps using favorite characters from an existing TV show) of the events in the book. Be sure to include stage directions, and a narrator may be useful to fill in the gaps.

4. Hello, this is Mike Wallace from "60 Minutes," and I have a Few Questions for You...

Mike Wallace is known for his hard-hitting, no-holds-barred approach to getting to the bottom of a story. You could become an interviewer like Mike Wallace, and interview a character from the book, asking about the motivations for his or her actions and about certain episodes from the book.

5. Test Time!

After reading a book, you may wish to create a test or quiz about the book (including an answer key with answers). Types of questions may include true and false, multiple choice, essay questions, matching.

6. Chapter "X"

Did you wish the book had never ended? This option may be just for you! Write the chapter after the end of the book. For example, if a book had 14 chapters, write chapter 15. Try to be consistent with the writing style of the original author, but here is your chance to write what YOU really wanted to happen to the characters.

7. Autobiography with Timeline

Taking a main character in the book, create a timeline of his or her life and an autobiography of the major events pertaining to this character in the book. Be sure to use the first-person (I) voice.

8. In the Eye of the Beholder

Taking two or more characters from the story, select one central episode from the book and write about it from the perspective of each character. This would compare different versions of the same event, based upon the view of the different characters.

9. Dear Diary

Upon finishing a story, take the first-person perspective of a main character in the book and write at least 3 separate diary entries of at least 150 words each, describing important events from the story. Try to include emotional reactions and motivations of the character. Some may be explained in the book, and some you may need to infer.

10. Once Upon a Time...

Would your book adapt well as a children's book or fairy tale? Write and illustrate such a book using the main characters and events from your story. You may use a computer graphics program.

11. What a Character II

Taking a central character from your book, write a character sketch. Include all the details given about the character provided by the author: physical appearance, clothing, family, interests, hobbies, sports, ... You may also include items not in the story that you think this character might have enjoyed (favorite color, favorite type of car, ...), being sure to give reasons that support your ideas.

12. Rave Reviews

Write a review of your book, one that would be appropriate for a newspaper or periodical. To get a good idea of how reviews are written and what important details to include, read reviews from a newspaper and try to imitate the same style.

## 13. Publicity Package

Put together an advertising package to entice others to read your book. Include newspaper ad layouts, radio ads, any special events that you feel would be appealing. Be sure to actually tape your radio ad, using sound effects if appropriate (and be sure to send us a copy!).

## 14. Dear Author

Write a letter to the author of your book. This will not really be sent, but use this option to really let the author know what you think of the characters, setting, plot development, and even tell the author what might have worked better, or what you would have preferred to have seen happen in the story.

## 15. Research Report

This option is especially useful if the book is historical in context. If there is a particular historical setting or event in the story that was especially intriguing, research this topic and write a report on what you discovered about it.

## 16. Book Jacket

Design a new book jacket for your book. Include the cover (yes, you may use computer graphics), write a summary of the book for the inside cover, write a brief biography of the author, and you may even include quotes on the back cover from others that you know (even you!) who have read the book and are willing to share what they thought of it. If you think you might enjoy this writing option, take the original book jacket off the book without reading it so that it will not influence your creation, then compare yours to the original after yours is completed.

## 17. They Don't Call Them Comic Books Anymore!

For those who enjoy animation, create a graphic novel of your story, being sure to include all the important details of characters and plot.

## 18. And the Winner is...

Select a book that has won a literary award (for instance, a Newberry Award Winner), and write your opinion on whether it should have won the award. Be sure to back your opinion up with logical ideas and information from the book.

## 19. Booktalk

Pretend you are a librarian and are booktalking (trying to sell the book) to other young adults. Include a brief summary of the story, personal implications from reading the book, and specific reasons why it should be read. Remember, you do not want to give too much of the story away, just enough to get others interested and give reasons why it would be a good read for them.

## 20. So You Say

This option is taken from *100 Novel Ways with Book Reports* by Isabelle M. Decker (New York: Scholastic Book Services, ©1969, p.153). Select one of the following statements, and write a 200-300 word essay defending your opinions with evidence from the book and rational arguments.

For a recently written book:

- a. This book should be included in a time capsule for this period of time.
- b. This book is one of the best books written in the last 10 years.
- c. This book should win an award.

For any book:

- d. This book should be read by all students before they graduate from high school.
- e. This book should be read by all young adults and their parents.
- f. This book should be removed from library shelves.
- g. This book should be read by every student who hates to read.
- h. This book does not deserve its popularity.

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 Write Guide LA  
 Write Shop LA  
 Writing Strands (See National Writing Institute)  
 WW Norton and Company HE  
 XL Group FL

A sincere thank you to so many special people that have contributed to the production of this book.

Wendi Frank

Tricia Gilmore

Shannan Golladay

Silvia Johnson

Linda Lassard

Maureen Martin

Rebecca Meinzinger

Steve Moitozo

Laurel Smith

April Thome

and past NARHS and HomeLink staff, advisors, and students

1 Peter 4:10





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