

# *The Checklist*

*A K-12 Scope and Sequence/Recordkeeper  
for Christian Home Educators*

by Cindy Downes



*The Checklist*

A K-12 Scope & Sequence / Recordkeeper for Christian Home Educators

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# Preface

Is there a desire in your heart to make some changes in your children's educational program? Are your children spending too much time "filling in the blanks" or doing mindless busy work in order to finish the whole textbook by the end of the year? Would you like more time to teach your children the specific skills and character traits needed for them to fulfill God's calling on their lives? Would you like to save money by spending less on textbooks? If you answered yes to any of these questions, then you're a candidate for using *The Checklist, A K-12 Scope & Sequence / Recordkeeper for Christian Home Educators*.

God created each one of your children for a specific purpose in this generation. Blindly following a mass-produced, school curriculum is not always the best way to get them where God wants them to go. Many teachers (homeschool or regular) make the mistake of overlooking children's God-given gifts and strengths in order to focus on "what every 5th (6th, etc.) grader needs to know" or they assume that all children are called to be engineers, doctors, lawyers, teachers, and the like. But, the real question is: What is the Lord calling them to do?

Your job, as their parent, is to help each of your children find his specific calling, discover what he lacks to pursue it, and then equip him with what he needs to fulfill his calling. My desire in producing *The Checklist* is that it will help you do this *and* fulfill the necessary government requirements as well.

Broken Arrow, Oklahoma  
February 1, 2005

Cindy Downes

# General Guidelines

In 1994, after my own children had graduated from high school, I began to help other moms with their home education programs. Most of these teacher-moms were struggling with traditional curriculum and found that after spending hours “filling in the blanks,” neither they nor their children had the desire or the energy to pursue other desires and interests. I began to encourage them to put aside their traditional curriculum, which was developed for a classroom setting, and select materials that met the specific needs of each of their children. I encouraged them to use more “real” books, add some multi-level unit studies, and make textbooks their servants instead of the other way around. Many of them were afraid that by doing this they wouldn’t cover everything that was required by the state, their children wouldn’t be able to get into college, or their children’s education would somehow be inadequate.

I realized that parents using this nontraditional approach would need a tool that would help them plan their children’s educational program and keep track of what has been covered. That’s why I began working on *The Checklist*. By using *The Checklist* in conjunction with your particular state laws, you will have a record showing that your children have covered what is necessary to fulfill requirements and, more importantly, learned the skills needed to fulfill God’s call on their lives.

Your children are made up of body, soul (mind), and spirit. (1 Thess, 5:23, “I pray God your whole spirit and soul and body be preserved blameless unto the coming of our Lord Jesus Christ.”) Each of these three specific parts needs to be equally fed and nourished in order for your children to fulfill God’s call on their lives. Most parents/teachers spend so much time training children’s minds and bodies that they have little time left for training the spirit.

Ephesians 4:13 says that a perfect man is one who has attained, “unto the measure of the stature of the fullness of Christ...” This means that Christ, not the world’s standards, should be the measuring rod we use to compare our children’s physical, spiritual, and academic growth. Jesus, who is our model, matured in all three of these areas as shown in Luke 2:52: “And Jesus increased in wisdom (soul/mind) and stature (body), and in favor with God and man (spirit).” As a Christian, this should be the ultimate goal you have for each of your children.

So how do government requirements for education fit in? God tells us in His Word that Daniel had to learn the language, literature, and knowledge of Babylon, without compromising his faith, in order to fulfill God’s plan for his life. (Daniel 1:1-18) Your children must also learn the language, literature, and knowledge of this world, without compromising their faith.

For these reasons, I began *The Checklist* by acquiring a list of “standards” that the government expects your children to master by the twelfth grade. I then combined these “standards” with the skills and character traits Christians need in order to measure up to the standard of Christ. Finally, I arranged this information into outline form based on Luke 2:52 and placed each learning topic into one of four categories as shown on the next page.

- Wisdom, Part I—Acquire knowledge about God. Prov. 9:10, “The fear of the Lord is the beginning of wisdom.” (Bible, Church History, World History, U.S. History, State History, Geography, Government, Economics)
  - A. Teach them who God is and what His attributes are. (Hebrews 1:1-3)
  - B. Teach them about His plan for mankind and how man’s acceptance or rejection of Him has or will have affected the world in the past, in the present, and in the future.
  - C. Teach them about the unfailing love of God and the difference between the law and grace.
  - D. Teach them the basic doctrines of your faith. (Isa. 28:9-10)
  - E. Give them role models—people of faith in the Bible and real life.

Wisdom, Part II—Acquire knowledge about God’s creation.  
(Reading, Literature, Oral and Written Communication, Research Skills, Math, Computer, Science, Art, Music)

- A. Teach them about God’s creation.
  - B. Teach them to how to subdue and take dominion over all that God has created—Genesis 1:28.
  - C. Teach them to read with comprehension, write legibly, communicate effectively, and use basic math skills.
  - D. Give them examples of people who have used the knowledge God gave them to take dominion over the earth.
- Stature—Mature physically and chronologically.  
(Physical Education, Health, Safety, First Aid, Nutrition, Sex Education)
  - A. Physical Development and Exercise
    - (1) Help them develop small and large motor skills. Keep in mind that children develop at different paces. (Read *Home Grown Kids* by Dr. Raymond Moore for more information.)
    - (2) Keep their physicals, dental and eye checkups, and immunizations current.
    - (3) Have them participate in recreational activities, team sports, and physical labor (chores, volunteer work, etc.).
  - B. Care of The Temple— Cor. 6:19, “Know ye not that your body is the temple of the Holy Ghost which is in you...therefore glorify God in your body...”
    - (1) Teach them proper nutrition, cleanliness, and to dress appropriately.
    - (2) Teach them about safety and first aid.
    - (3) Teach them the benefits of keeping their bodies under subjection.(1 Cor. 9:27, “But I keep under my body, and bring it into subjection...”)

- In Favor With God—Know God personally.
  - A. Spiritual Growth—Help them to know God personally and be a person of love, faith, and hope
    - (1) Teach them about God’s love (John 3:16) and grace (Ephesians 2:8).
    - (2) Teach them how to accept salvation.
    - (3) Teach them about baptism.
    - (4) Help them to make Jesus their Lord, to trust Him in every area of their lives.
    - (5) Teach them to pray, read the Word, and praise and worship God.
    - (6) Teach them to hate evil. (Psalm 97:10, “Ye that love the Lord, hate evil.”)
  - B. Doers of the Word—Teach them the benefit of doing what the Word says and the results of neglecting the Word. (James 1:22)
  - C. Stewardship—Teach them to be good stewards of their time, talents, personal possessions, and the time and possessions of others.
- In Favor With Man—Teach them how to share the love of God with others and to be a light and an example of Christ to the world. (Matt. 5:14) (Charity, Church Responsibility, Christian Love, Marriage Preparation, Industrial Arts, Home Economics, Sociology [World Customs & Religions, Missions, Foreign Language, Archaeology, Social Work, Social Skills], Psychology [Biblical Counseling, Personality Differences, Crisis Intervention, Respect for Life])
  - A. Train them to love and serve the body of Christ.
  - B. Train them to love and serve their families.
  - C. Train them to love and serve the community around them.

After this basic outline was developed, I then researched each subject area to see what specific topics are normally covered in traditional school curriculums. Because this varies from publisher to publisher, *The Checklist* includes a compilation of many scope and sequences. Therefore, more topics are included in *The Checklist* than any child can cover in twelve years of school. **YOUR CHILD WILL NOT COVER EVERYTHING IN THE CHECKLIST!**

What specific topics to cover should be based on your particular state requirements and on each of your children’s readiness, abilities, interests, and goals.

Use the analogy of a bank teller to help you decide when to study particular topics. A bank teller is only allowed to touch “real” money during the beginning stages of his training. The idea is that by touching only what is “real”, he will be able to recognize what is counterfeit. After he is thoroughly familiar with “real” money, he is given a time of on-the-job training, working with constant supervision. If questions arise regarding the money, the teller is to seek consultation with his trainer. Finally, he is allowed to work on his own without supervision. He is then capable of making sure that only “real” money is exchanged.<sup>1</sup>

In the same way, give your children a sound, Biblically-based education. Everything they read or are taught should reflect the truth of God’s Word. The Bible is the final and ultimate authority—the standard

by which all ideas are measured and evaluated. As you read and discuss textbooks and other literature, ask “What is the writer trying to say?” Have them compare what they are reading with what the Bible teaches. Help them to evaluate what is being said as it compares to what the Bible teaches. Eventually, they will be able to do this on their own.

During the elementary years, your job is to give them an overall “taste” of all that God has created. Provide a wide variety of literature in all subject areas for them to read or include in your family reading times. Don’t be afraid to pursue topics that “spin off” from the one you are currently studying. That’s one of the benefits of the *The Checklist*. You can pursue a topic while it’s hot and go back later to topics you missed because you have a record of what you have and have not done.

As your children get into junior and senior high, their gifts and specific callings will become more evident. This is the time to expand on those subjects you’ve already touched on and begin tailoring their studies to suit each of their specific career/ministry needs.

Start working on high school in junior high. There is nothing in the law that says your children must take United States History in junior high and again in senior high even though that is what most schools do. Teach it once, covering it thoroughly even if it takes more than one year. Then write it on their high school transcript. You can print off a sample transcript and a blank transcript from my website (<http://www.oklahomahomeschool.com/trans1.html>).

At the start of junior high school, obtain copies of admission requirements from any colleges or trade schools your child might be interested in attending, if any. (College catalogs are free for the asking on their websites.) Keep these requirements in mind as you plan your course of study, remembering that these requirements can be fulfilled in many ways. Colleges of all types accept homeschooling students; however, they may have different acceptance policies. Stanford University says in their admissions letter for homeschoolers, “...we do not have a required curriculum or set of courses for applicants to Stanford... Primarily, we want them to be able to demonstrate that they have successfully undertaken a serious, rigorous course of study. They should definitely provide a detailed description of their curriculum when they apply, but it is not necessary to follow a prescribed or approved homeschooling program...the central issue for us is how they have gone about the learning process, not how many hurdles they have jumped.”<sup>2</sup>

Don’t be overly concerned about a possible inability to teach high school level math and science courses that your children might need to enter college. If you train them in their early years to be independent learners and self-motivated, they will be able to teach themselves what they need to know as long as you get them the necessary materials. If, however, you haven’t done a good job in this area, or if you’re starting to homeschool later in their academic years, check out other resources for these difficult subjects such as homeschool co-ops, paid tutors, correspondence courses, and courses over the internet. It’s also possible for your children to make up missed high school classes during their freshman year of college; however, this can be expensive and time consuming.

Consider apprenticeships for older children. They are not easy to come by, but I have found that with a lot of prayer and by asking questions of people you know, you can find them. A good way to initiate an apprenticeship program is to approach a business owner with the idea of allowing your child to spend one afternoon at their place of business to observe. If that works out for both parties, ask the business owner if the child could come and volunteer on a regular basis. (This means sweeping floors, filing, washing windows, etc. Your child must be willing to do the grunt work!) You will find that over time, if your child is diligent and faithful, he will be welcomed with open arms and slowly given more career-related work.

This volunteer work may eventually lead to a paid position during high school or even a life-time career. Business people are looking for good employees; and when they find someone who has potential, they will do all that they can to help train him. If a degree is necessary, some business owners will even help with funds for education. Even if your child decides from this experience that he does not want to pursue a career in this particular field, think of the time and money you have saved!

Allocate enough time to what is important and limit those things that are not important. No one person can learn everything there is to know! If you have your children try to do everything, they will eventually grow less and less effective in each of their endeavors. Bob Buford in his book, *Game Plan*, says, “Christians are working very hard at things that do not fit their skills, abilities, and interests. One way to counter this is to say no to anything that doesn’t maximize these areas in your life, even though it is only five or ten degrees off your mission.”<sup>3</sup> John Maxwell in his book, *Developing the Leaders Around You*, says, “A person should be spending 80 percent of his time doing things that require his greatest gifts and abilities.”<sup>4</sup> You will need to constantly evaluate and make some tough choices about which school subjects and extracurricular activities are necessary for each of your children. Pray and seek God for wisdom and understanding. As you see their interests and abilities become more evident, have them spend 80% of their time on those things and 20% on the rest.

Expect the best from your children. Look for strengths that others may have missed. Expect them to fulfill God’s call on their lives. A study was done by Robert Rosenthal, a Harvard psychologist, and Lenore Jacobson, a San Francisco school principal, to find out if some children perform poorly in school because their teachers expect them to. They administered a learning ability test to a group of 5th graders. The next fall, teachers were given the names of five or six children in their new class who were designated as “spurters” (intellectually gifted) as revealed by this IQ test. The teachers didn’t know that the test had been rigged and that these “spurters” were chosen at random. At the end of school year, the children were retested. The supposed “spurters” gained as many as 15 to 27 I.Q. points. The teachers also described these children in more positive terms and said that they had a better chance of success in later life. The only real change was the teacher’s attitude towards the child!<sup>5</sup> As Goethe said, we should “Treat people as if they were what they ought to be and help them to become what they are capable of being.”

Remember Proverbs 29:18, “Where there is no vision, the people perish.” Each year, you and your children should set goals for yourselves and write them down. Keep this in front of you all year long and make everything you do line up with your goals! Encourage your children to pursue as many of their goals as possible. This not only tells them that you care about them, but that they need to plan ahead to get what they want. Be willing to incorporate as many of their goals as possible into the goals of your family as a whole. Do everything possible to help them to get where the Lord has called them to go.

Don’t assume that your children are lazy or unmotivated. If you gave your children permission to work on favorite hobbies, what would they do? They would display a great deal of motivation as they pursued their interests and abilities. But give the same children, who’s reading skills have not developed, reading workbooks and they will sit untouched. Does this mean they are lazy? No, of course not. Children develop different skills at different rates. Skills that develop early in one child may develop years later in another. Talents that develop in one child may never develop in another. Einstein was four before he could speak and seven before he could read. Both Sir Isaac Newton and Thomas Edison were considered poor students in elementary school. But as we know, they eventually discovered their gifts, pursued them, and became the successful people that we know them as today. On the other hand, Mozart was playing the keyboard confidently when only four years of age and composing his first pieces of music at age five. You certainly



can't say that Einstein, Newton, and Edison were lazy and Mozart wasn't! Alan McGinnis says in his book, *Bringing Out the Best in People*, "The challenge is not to take lazy people and transform them into industrious types. Rather it is to channel already existing energies into the most worthwhile endeavors. People do not like being lethargic and bored. They will welcome the manager who can teach them to enjoy their work, or the teacher who will impart to them a love of learning that causes the school day to go swiftly."<sup>6</sup> All children have the desire to achieve something, to be somebody, to make their lives count. Your job is to tap into that desire and then watch as they do almost anything to live up to your expectations.

Keep a high standard of excellence. You should allow for individuality but be tough on enforcing standards. Be firm in your standards of excellence even if it makes you temporarily unpopular. Follow undesirable behavior with immediate correction. Be fair. Goals should be both challenging and realistic. Give them clear-cut objectives that are attainable by them. Insist that they do an excellent job on what they are capable of handling rather than a "just-so" job on getting every page done as required by the teacher's manual. Nancy Hanks once said, "My parents always told me that people will never know how long it takes you to do something. They will only know how well it is done."

Teach them that failure is not fatal! As their teacher, be willing to accept some mistakes. Don't be so hard on them that they give up. Everyone needs regular successes. Help them to learn from their mistakes and not to quit. Oliver Goldsmith once said, "Success consists of getting up just one more time than you fall." Encourage them to try new skills and explore different avenues of study. This is especially important during the early years as you are trying to discover their God-given talents. Get them out of their comfort zone occasionally, and you might be surprised what you find out! "The men who try to do something and fail are infinitely better than those who try to do nothing and succeed."<sup>7</sup>

Give them appropriate role models. Tell them about and, if possible, introduce them to successful people in the field in which they are interested. Read biographies of successful people who model behaviors you want them to acquire.

Recognize and applaud achievement. Businesses recognize achievement of their employees by putting pictures of their "Top Salesman" in their company newspaper or giving their "Employee of the Month" special parking privileges. Why not look for signs of positive change in your children, and use their successes as an excuse for celebration? Hang up a picture of your "Student of the Month", along with specifics about what he has accomplished towards his goal. Give tokens of appreciation for a job well done. Be careful, however, not to overdo it to the point that it is meaningless.

Stimulate mild competition. Keep in mind that the goal is not to shame them but to inspire them. The purpose of your competition should be to give them the message that if others can do it, so can they.

Teach them teamwork. Mother Teresa once said, "I can do what you can't do, and you can do what I can't do. Together we can do great things." Reward cooperation. Teach them how to work together to accomplish more. Most people will end up working or ministering where teamwork is essential.

Equip them to get along without you. As you work with your children, "...give them what they need to take care of themselves. Teach them to find resources. Encourage them to get out of their comfort zone on their own. And point them toward additional people who can help them learn and grow. If you can help them to become lifelong learners, you will have given them an incredible gift."<sup>8</sup>

Above all, teach your children God's love and grace. If they don't *experience* the love and grace of God, they will not be able to *give* God's love and grace. My biggest regret regarding my homeschooling years is that I failed in this area. Yes, I was saved and serving God with all my heart, but I hadn't personally experienced the *love* and *grace* of God. Therefore, I was not able to pass this on to my children. They, like me, learned all the rules and regulations of serving God, but not the joy of God's love and His unending grace. Consequently, in spite of all that I taught them, they spent their early adult years running *from God* instead of *to God*. Thanks be to God who *is* love and grace, all of us are now learning to know God's love and grace. My prayer for you is, that not only will you personally experience God's love and grace, but you will pass it on to your children by example. As Paul said, "If I speak in the tongues of men and angels, but have not love (that reasoning, intentional, spiritual devotion such as is inspired by God's love for and in us), I am only a noisy gong or a clanging cymbal. And if I have prophetic powers—that is, the gift of interpreting the divine will and purpose; and understand all the secret truths and mysteries and possess all knowledge (underline mine), and if I have sufficient faith so that I can remove mountains, but have not love (God's love in me), I am nothing—a useless nobody." (Amplified, 1 Corinthians 13:1-2).

Finally, the old saying, "You can lead a horse to water but you can't make them drink." is still valid today. Each child is responsible to work out his own salvation (see Philippians 2:12). Your job is to lead your child to the path of righteousness by teaching and example. You CANNOT make your child walk down the right path. Many homeschool parents, including myself, have had to watch, broken-hearted, as their child made some wrong choices. If that is you, be encouraged that even God, the perfect parent, watched as his children, Adam and Eve, took the wrong path. But God had a plan for them just as he has a plan for us *and* for our children. The Bible says, "... You have heard of the endurance of Job and have seen the outcome of the Lord's dealings, that the Lord is full of compassion and is merciful." (NIV, James 5:11) Remember, God loves your children more than you do and He will do everything in His power to keep them just as He does to keep you. Don't ever give up, "Blessed is the man who perseveres under trial, because when he has stood the test, he will receive the crown of life that God has promised to those who love him." (NIV, James 1:12)

<sup>1</sup>QUINE, DAVID. "A Biblical World View Approach to Classical Education," The Teaching Home, September-October 1997, pp. 44-45.

<sup>2</sup>"HOME SCHOOLING AND THE ADMISSION EVALUATION PROCESS." STANFORD UNIVERSITY. 21 MAY 2004  
<[HTTP://WWW.STANFORD.EDU/DEPT/UGA/CRITERIA/HOME\\_SCHOOLING.HTML](http://www.stanford.edu/dept/uga/criteria/home_schooling.html)>.

<sup>3</sup>BUFORD, BOB. Game Plan (Grand Rapids, Zondervan Publishing House, 1997)

<sup>4</sup>MAXWELL, JOHN C. Developing the Leader's Around You (Nashville, Thomas Nelson Publishers, 1995)

<sup>5</sup>ROSENTHAL, ROBERT and LENORE JACOBSON. Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968)

<sup>6</sup>MCGINNIS, ALAN LOY. Bringing Out The Best in People (Minneapolis: Augsburg Publishing House, 1985)

<sup>7</sup>Quoted by LLOYD JONES; Michael Reagan and Bob Phillips, All American Quote Book (Eugene, Harvest House Publishers, 1995)

<sup>8</sup>MAXWELL, JOHN C. and JIM DORNAN, Becoming a Person of Influence (Nashville, Thomas Nelson Publishers, 1997)

## Step-by-Step Directions

1. Before you begin planning for next year, read all the way through the instruction pages of this book to get an overall vision for using *The Checklist*.
2. Turn to any page in *The Checklist* and notice the two blank lines before each topical entry. The first line is to be used during preschool and elementary school; the second one is to be used for secondary school. Simply write each child's initials in the appropriate blank line after you cover the material for that topic. Please keep in mind that you will not have a child's initials on every blank for every topic. Some topics will be covered only in elementary school, some only in high school, and some won't be covered at all by a particular child, depending on his specific abilities, interests, and needs. In addition, you may find topics that are not listed in this book that you want to include. Therefore, blank lines and a blank checklist page are included in this book for additional topics. If you prefer to have a separate checklist for each of your children, the purchaser has permission to reproduce *The Checklist* for purchaser's use only. No part of *The Checklist* is reproducible in any format (print, electronic, or any other format) to share, give away, or sell to others.
3. If you have been teaching your children at home for a year or more, take time to initial the topics your children have already covered. Initialing it does not mean that your children have memorized every fact about the topic, but it does mean that you have exposed them to the material in an organized fashion.
4. Obtain a copy of and read your state's home education requirements; and, if you have junior and senior level students, obtain copies of catalogs from colleges your children may want to attend and check the admission requirements. Keep these requirements in mind as you plan your children's course of study.
5. Send off for free home education supply catalogs listed on my website:  
<http://www.oklahomahomeschool.com/textbookpub.html>.
6. If you are a new homeschooler, please read through "Getting Started" on my website (<http://www.oklahomahomeschool.com/info.html>).
7. Before you begin purchasing curriculum, read through "Choosing Curriculum" (<http://www.oklahomahomeschool.com/choose.html>) and "Choosing Curriculum Based on Learning Styles" (<http://www.oklahomahomeschool.com/learnS.html>) on my website.
8. Using the "Sample Curriculum Plan" on page 11 of this book or the one on my website (<http://www.oklahomahomeschool.com/CPsample.html>) as a guide, write down a list of the subjects you want to cover next year for each child. I recommend that you place your child in the grade level he would be according to chronological age even though he may be above or below that level in ability. Children learn in spurts, level off, slow down and speed up all during their growing years. They will catch up and be able to graduate with his peers. For children who are academically advanced, I personally do not recommend graduating them early unless you have a specific reason for doing so. Instead, I recommend having them take college classes concurrently or by correspondence during their high school years. This gives them a head start on their college credits while enabling them to continue to mature under their parents' guidance.

9. Using the reproducible “Yearly Planning Form” on page 181 of the *The Checklist*, write down the specific topics you want to cover for each subject selected. Don’t overdo it! Keep your goals attainable. Remember, you will not cover everything in the *The Checklist*, and what you do cover should take you twelve years. Keep each child’s individual development, abilities, and goals in mind. Use *The Checklist* as your servant, not your master. Above all, listen to the Holy Spirit.
10. After you have planned the topics for the year, select curriculum and other resources you’ll need to teach these topics. Refer to “Recommended Curriculum” on my website (<http://www.oklahomahomeschool.com/CurrRec.html>) and the curriculum catalogs you received in the mail for resources to teach these topics. There are many more resources available than the ones listed and new ones are being created all the time. Check my website often as I add curriculum recommendations and unit studies on a regular basis. Attend curriculum fairs, go to your local bookstores, and talk with friends to find out what’s new. But, always keep in mind the specific needs and abilities of your children before spending valuable dollars on the latest fad in home school resources. Homeschooling has become a lucrative financial market and not all that is being produced is right for your family. I’m amazed at what I’m seeing at curriculum fairs these days. Some of the same reading programs that don’t work in public schools are now being marketed to homeschoolers! Check it out for yourself. And even then, be prepared for trial and error. You will not pick out the right product every time. Call it a lesson learned, sell it, and try again. That’s part of homeschooling!
11. Plan the first four to six weeks of school before starting school. Integrate unit studies as desired. You can find resources for these on my website at:  
<http://www.oklahomahomeschool.com/unitstudies.html>
12. For information on teaching specific subjects, read through “Teaching Homeschool.” (<http://www.oklahomahomeschool.com/teaching.html>)
13. Once your first four to six weeks of school are planned out, it’s time to begin. Remember to be flexible! When you go to the library, you may not find the books you are looking for. That’s ok! Use books you do find and reserve ones you want to use later. The beauty of this system is that *The Checklist* is a handy record of what you covered, making it easy to spot holes in your child’s learning which can be filled in at a later time.
14. Don’t let summers and weekends go to waste. If you’re going to be studying the American Revolution this year, pick up books at the library related to that topic, have them read them during the summer, and initial the completed topics as you go. You’ll be way ahead next September. (Don’t forget to document this learning time in your log book.)
15. Continue planning one to two weeks ahead, adjusting your schedule and materials covered as needed. Check off the topics covered in *The Checklist* as you go.
16. For more information on multi-level teaching, read through my web page entitled, “Multi-level Teaching.” (<http://www.oklahomahomeschool.com/MultiLevel.html>).

# SAMPLE CURRICULUM PLAN

## PRESCHOOL AND KINDERGARTEN

### WISDOM

- Art and Music—PreK-K Level Activities Using a Variety of Art Forms and Methods
- Bible Stories and Bible Characters
- Reading, Writing, and Math —Readiness and Beginning Skill Development, Learn to Appreciate Good Literature (Read to Them Daily)
- Science—PreK-K Level Activities Related to God’s Creation & Nature Studies

### STATURE

- Physical Development—Large and Small Motor Skills (Physical Education, Games, Exercise, and Simple Chores)
- Health—PreK-K Level Health & Nutrition Topics, Medical Checkups
- Safety—PreK-K Level Topics: Stranger Danger, Fire Safety, Home Safety, and First Aid

### IN FAVOR WITH GOD (Teach by Example)

- God’s Love—Help Your Child to Experience God’s Love
- Prayer—Teach Your Child to Talk With God on a Regular Basis
- Obedience—Teach Them Rely on God to Help Them Obey (Philippians 2:13)
- Stewardship—Teach Them Good Stewardship Skills

### IN FAVOR WITH MAN

- Charity—Sharing God’s Love With Others (Teach by Example)
- Church Attendance (Teach by Example)
- Develop the Fruit of the Spirit (Teach by Example)
- Home Economics—Simple Cooking, Sewing, and Crafts
- Industrial Arts—Simple Chores Around the Home
- Social Studies—Communities, Neighborhoods, and Families Around the World
- Stories of Famous Missionaries and Other Role Models
- Outreach Opportunities (Teach by Example)
- Hospitality (Teach by Example)
- Manners (Teach by Example)

## ELEMENTARY SCHOOL

### WISDOM

- Art—General Introduction, Beginning Skill Development, and Art Appreciation
- Bible—Bible Stories, Bible Characters, Bible Reading, Basic Church Doctrines, Foundations of Faith, and Introduction to Church History
- Computer—Keyboarding and Basic Computer Skills
- History/Social Studies—Give them a general introduction to history using the *Unit Study Planning Guide for History* on the Oklahoma Homeschool website (<http://www.oklahomahomeschool.com/usguideH.html>) or the more traditional list below:

Year 1: Families, Communities Around the World, Famous People, and Map Skills (Home and Neighborhood)

Year 2: Communities, Local Government, Citizenship, Occupations, and Map Skills (Community)

Year 3: Early America, Explorers, U.S. Geography, and U.S. Government

Year 4: Continue American History, State History, U.S. and State Geography, and American Government

Year 5: World History and World Geography (Eastern Hemisphere)

Year 6: Continue World History and World Geography (Western Hemisphere)

- Math—Master Basic Math Skills
- Music—General Introduction, Beginning Skill Development, and Music Appreciation
- Oral Communication—Oral Reading, Recite Memory Work/Speech, Drama
- Reading—Master Basic Skills, Develop Fluency, Learn to Appreciate Good Literature (Read to Them Daily), Read to Learn, Read for Enjoyment
- Research Skills—Dictionary, Encyclopedia, Other Reference Books, Library, Internet
- Science—Give them a general introduction to science using the *Unit Study Planning Guide for Science* on the Oklahoma Homeschool website (<http://www.oklahomahomeschool.com/usguideS.html>) or the list below:

Two Years of: Earth Sciences (Meteorology, Astronomy, Geology, Oceanography, and Conservation)

Two Years of: Physical Science and Chemistry

Two Years of: Life Sciences (Biology, Botany, and Zoology)

- Written Communication—Master Basic Handwriting, Grammar, and Composition Skills

### STATURE

- Physical Development—Physical Education, Games, Individual and Team Sports, Exercise, and Chores
- Health—Medical Checkups, Health, Nutrition, Substance Abuse, and Intro to Sex Education
- Safety—First Aid, Home Safety, and Fire Safety

#### IN FAVOR WITH GOD (Teach By Example)

- God's Love—Help Your Child to Experience God's Love
- Prayer—Teach Your Child to Talk With God on a Regular Basis
- Being a Doer of the Word—Teach Them Rely on God to Help Them (Philippians 2:13)
- Stewardship—Teach Them Good Stewardship Skills

#### IN FAVOR WITH MAN

- Charity—Love Your Neighbor as Yourself, Respect for Life (Teach By Example)
- Church Responsibility—As Part of the Body of Christ (Teach By Example)
- Industrial Arts —Occupations\*
- Home Economics
- World Customs & Religions—Families\*, Communities\*, and Communities Around the World\*
- Foreign Language—Introduction
- Missions and Famous Missionaries—Famous People\*
- Social Work and Charity (Teach By Example)
- Local Government\*, Citizenship\*
- Social Skills—Manners, Hospitality (Teach By Example)

\* Considered Social Studies in traditional curriculum.

## JUNIOR & SENIOR HIGH SCHOOL

Check your state requirements for the minimum number of units needed per year (one unit equals one year of study). Check prospective college or trade-school catalog for specific requirements.

### WISDOM

- Bible—Bible Study, Basic Church Doctrines, Foundations of Faith, and Church History
- Computer—Keyboarding, Word Processing, Database, Graphics, Desktop Publishing, Multimedia, Spreadsheet, Website Development, Programming, Repair and Maintenance, CAD.
- Electives—Select as needed to fulfill requirements and according to each child’s life goals:

Art—Art History, Art Appreciation, Famous Painters and Their Works, Art Technique and Skill Development, Architecture, Crafts

Music—Music History, Music Appreciation, Famous Musicians and Their Music, Music Skill Development

Economics

Any high school level subject that is not a requirement can also be used as electives.

- Math—Basic Math Skills, Math History, Computers in Math, Algebra I, Geometry, Business Math, Consumer Math, Christian Stewardship, Logic. College Math, if needed, consisting of Algebra II, Analytical Geometry, Calculus, Trigonometry, Statistics, Math Analysis
- Oral Communication, Speech, Drama
- Reading—Reading to Learn, Reading for Enjoyment, American Literature, and World Literature
- Research Skills, Library Skills, Internet Skills
- History—In most schools, U.S. and World History are taken in junior high school and then again in high school. An option would be to have your children complete the equivalent of a high school level course in each of these subjects one time, taking one to two years to complete them. They may be taken in any order.

1/2-1 Year of: High School Level State History

1/2-1 Year of: High School Level Government

Two Years of: High School Level U.S. History and Geography

Two Years of: High School Level World History and Geography



Another alternative would be to cover all history topics in six years as follows: Government, State History and Geography are integrated into each topic as needed.

Year 1: Ancient Civilizations: Israel, Egypt, China, India, Japan

Year 2: Mayan, Incans, Aztec, Ancient Greece, Ancient Rome

Year 3: Byzantine Empire, Middle Ages, Renaissance, Reformation, Church History

Year 4: Explorers, US and World History up to 1775

Year 5: U.S. & World History from 1775-1900.

Year 6: U.S. and World History through Present (1900-present day)

- Science—Check your high school, college, or trade-school requirements and select as needed and according to each child’s goals. Lab work must be included for most colleges. Select from: Physical Science, Biology, Chemistry, Physics, Geology, Astronomy, and Earth Science
- Written Communication—Composition, Grammar as Needed

#### STATURE

- Physical Development—Physical Education, Individual and Team Sports, Exercise, Chores, and Trades that Involve Physical Labor
- Health—Medical Checkups, Health, Nutrition, Sex Education, and Substance Abuse
- Safety—First Aid, Fire Safety, and Driver’s Education

#### IN FAVOR WITH GOD (Teach By Example)

- God’s Love—Help Your Child Experience God’s Love
- Prayer—Teach Your Child to Talk With God on a Regular Basis
- Spiritual Growth & Being a Doer of the Word
- Stewardship—Teach Them Good Stewardship Skills

#### IN FAVOR WITH MAN

- Charity—Love Your Neighbor as Yourself, Respect for Life (Teach By Example)
- Church Responsibility—As Part of the Body of Christ (Teach By Example)
- Marriage Preparation
- Industrial Arts
- Home Economics
- Sociology—World Customs & Religions, Missions, Foreign Language (2 years required for college), Archaeology, Social Work and Charity, Social Skills, Citizenship, Political Science
- Psychology—Biblical Counseling, Personality Differences, Crisis Intervention, Respect for Life

# Ten Tips For Teaching More Than One

If you have several children in multiple-grade levels, try some of the tips below.

1. Younger students need daily one-on-one teaching for beginning arithmetic, handwriting, and phonics. Have older children work on subjects they can do without your help while you work one-on-one with your younger. If the older child gets stuck, have him set it aside and go on to something else until you are finished with your one-on-one work.
2. Have your older children correct their own work. Afterwards, go over items they missed and assign new material to reinforce what they just learned.
3. Give older students a daily, weekly, or monthly checklist, letting them decide what to do and when. Have them cross off each item as completed. Allow them free time to pursue other interests after all their daily, weekly, or monthly assignments are completed.
4. Include babies and toddlers in your lessons when possible. As you read aloud, hold them in your lap. When you stop to ask questions, ask them questions also. They may not understand everything they hear but you will be amazed at what they do remember.
5. For your babies and toddlers, check out picture books from the library that are related to the topics you are teaching. Let them “read” these books while you are working with your older children. Then use these books as a read-aloud for your younger children.
6. Set aside special toys for toddlers to be used only during school time (games, puzzles, blocks, art supplies, books, cassette tapes, etc.). Encourage them to play quietly while you are working with your older children.
7. Teach subjects such as Bible, Science, History, Literature, Music, Art, etc. as multi-level units incorporating all your children in the lesson. It is not critical which of these subjects are covered when. Consider your family’s interests and goals. Use the same topic for each child but assign different independent reading, hands-on projects, and written work according to each child’s abilities and goals. See my website (<http://www.oklahomahomeschool.com/MultiLevel.html>) for more information.
8. If possible, give the older children specific subjects to teach the younger ones. This will not only help the younger child and you, but it will also help the older children to learn parenting skills for the future and reinforce what they have already learned. I do not recommend this unless the older child is willing and excited about doing it.
9. Consider your circumstances and plan ahead. If you are going to have a new baby or move, plan on less academics during these times. Make up for these times during the summer or on weekends. If you are unable to make it up, don’t stress out. Your child WILL catch up if you continue to work hard the other years.
10. Check out this website for more ideas on teaching with little ones:  
<http://www.geocities.com/Athens/Aegean/3446/keeplittleones.html>

# THE CHECKLIST

Luke 2:52, “*And Jesus increased in wisdom and stature, and in favor with God and man.*”

**Please note:** Dates for events from early history are not consistent in all textbooks and reference materials; therefore, I have chosen to use the dates listed in *Halley’s Bible Handbook*. If a date or place of birth is missing, it is because I was not able to obtain this information.

## WISDOM, PART I—ACQUIRE KNOWLEDGE ABOUT GOD & HIS STORY

Prov. 9:10, “*The fear of the Lord is the beginning of wisdom and the knowledge of the holy is understanding.*”

### BIBLE BASICS

Elem	Jr/Sr High	
_____	_____	Major Bible Characters and Events (also see World History)
_____	_____	How the Bible Was Written (also see Church History)
_____	_____	Infallibility of Scriptures
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### BIBLE STUDY

Elem	Jr/Sr High	
_____	_____	How to Locate the Books of the Bible and/or Memorize Them
_____	_____	How to Study the Bible
_____	_____	How to Read and Write Scripture References
_____	_____	How to Use a Concordance
_____	_____	How to Use a Bible Dictionary
_____	_____	How to Use a Bible Atlas
_____	_____	How to Use a Topical Bible
_____	_____	Symbolism in the Bible
_____	_____	Geography in Bible Times
_____	_____	Memorizes Bible Scriptures
_____	_____	Apologetics (Books by Josh McDowell Recommended)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## CHURCH HISTORY

Elem      Jr/Sr High

### MAJOR EVENTS IN CHURCH HISTORY

_____	_____	c. 250 BC, Septuagint Written
_____	_____	c.0-c.30, Jesus' Birth, Baptism, Ministry, Crucifixion and Resurrection
_____	_____	c. 30 Pentecost
_____	_____	c. 30, Church Founded in Roman Empire
_____	_____	c. 34 - 46, Conversion of Paul and His Missionary Journeys
_____	_____	c. 40, Followers of Jesus First Called Christians at Antioch
_____	_____	54-68, Nero's Reigns—Persecution of Christians
_____	_____	76, Titus Conquers Jerusalem
_____	_____	132, Jewish Dispersion
_____	_____	312, Constantine's Conversion
_____	_____	325, Council of Nicaea—Nicene Creed
_____	_____	404, Latin Translation of Bible (Vulgate)—St. Jerome
_____	_____	432, St. Patrick's Mission to Ireland
_____	_____	1384, Wycliffe's Translation of Bible
_____	_____	1517, Martin Luther Nails Theses to Church Door at Wittenburg
_____	_____	1525, William Tyndale's Bible Translation of New Testament
_____	_____	1535, Miles Coverdale Produces First Complete English Bible
_____	_____	1541, John Calvin Founds Church at Geneva
_____	_____	1549, Book of Common Prayers
_____	_____	1611, Authorized King James Bible
_____	_____	1780, Sunday School Founded
_____	_____	NT Canon Fixed
_____	_____	Papal Power
_____	_____	Protestantism and Protestant Persecution
_____	_____	Bible Societies
_____	_____	Modern Missions' Movement
_____	_____	_____
_____	_____	_____
_____	_____	_____

### PEOPLE IN CHURCH HISTORY (see also Missionaries, page 177)

Elem      Jr/Sr High

_____	_____	Ananias and Sapphira—Couple Who Lied to Early Church, Acts 5
_____	_____	Ambrose (Italy, 340-397)—Bishop of Milan, Defender of the Faith
_____	_____	Apollos—Preacher at Corinth, Acts 18:24
_____	_____	Aquila and Priscilla—Christian Couple Who Taught Apollos, Acts 18
_____	_____	Aquinas, St. Thomas (Italy, c.1225-1274)—Theologian
_____	_____	Augustine, St. (Algeria, 354-431)—Bishop of Hippo, Confessions, The City of God
_____	_____	Barnabas—Missionary Who Was Commissioned By Paul, Acts 4:36
_____	_____	Bede the Venerable (England, c.673-735)—Father of English Church History
_____	_____	Benedict (England, c.628-689)—Father of Western Monasticism
_____	_____	Boniface (Great Britain, 680-784)—Apostle to Germany

# WORLD HISTORY

## **ARCHAEOLOGY AND THE BIBLE\***

- \_\_\_\_\_ \_\_\_\_\_ Biblical Archaeology (1 Tim.6:20-21)
- \_\_\_\_\_ \_\_\_\_\_ Careers in Archaeology
- \_\_\_\_\_ \_\_\_\_\_ Tools of Archaeologist
- \_\_\_\_\_ \_\_\_\_\_ Underwater Archaeology (see also Oceanography, page 148)
- \_\_\_\_\_ \_\_\_\_\_ Space-Age Archaeology (see also Astronomy, page 150)
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

### **FAMOUS ARCHAEOLOGISTS**

- \_\_\_\_\_ \_\_\_\_\_ Bingham, Hiram (Hawaii, 1875-1956) - Archaeologist - noted for Discovering the Inca Ruins
- \_\_\_\_\_ \_\_\_\_\_ Carter, Howard (England, 1874-1939), British Archaeologist who discovered Tutankhamun's tomb.
- \_\_\_\_\_ \_\_\_\_\_ Jefferson, Thomas, (Virginia, 1743-1826) - 3rd president of the U.S. Dug up and studied a Native American grave site in Virginia.
- \_\_\_\_\_ \_\_\_\_\_ Kenyon, Kathleen (England, 1906-1978) - Archaeologist, noted for excavations in Jericho.
- \_\_\_\_\_ \_\_\_\_\_ Leakey, Mary (England, 1913 - ) - Archaeologist in Kenya, noted for finding fossilized hominid footprints.
- \_\_\_\_\_ \_\_\_\_\_ Petrie, Sir W. M. Flinders (England, 1853-1942) - Archaeologist. Noted for excavations in Egypt and Palestine.
- \_\_\_\_\_ \_\_\_\_\_ Pitt-Rivers, Augustus (England, 1827-1900) - Archaeologist. Developed new scientific approach to excavation which became a model for later workers.
- \_\_\_\_\_ \_\_\_\_\_ Schliemann, Heinrich (Germany, 1822-1890) - Archaeologist, noted for excavations at Troy, Mycenae, and Tiryns.
- \_\_\_\_\_ \_\_\_\_\_ Woolley, Sir Leonard (England, 1880-1960) - Archaeologist, noted for excavations at Ur in Mesopotamia.
- \_\_\_\_\_ \_\_\_\_\_ Yadin, Yigael (Israel, 1917-1984) - Archaeologist, noted for excavations in Israel including Dead Sea Caves, Hazor, and Masada.
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

## TERMS

_____	_____	Absolute Age	_____	_____	Locus
_____	_____	A.D. or C.E.	_____	_____	Locus Sheet
_____	_____	Amphora	_____	_____	Mesozoic
_____	_____	Antiquity	_____	_____	Midden
_____	_____	Archaeology	_____	_____	“Missing” Link
_____	_____	Archaeological Site	_____	_____	Neanderthal
_____	_____	Archaeologist	_____	_____	Numismatist
_____	_____	Aristotle’s Dictum	_____	_____	Oral Tradition
_____	_____	Artifact	_____	_____	Paleobotanist
_____	_____	B.C.E.	_____	_____	Paleographer
_____	_____	Balk	_____	_____	Paleozoic
_____	_____	Bibliographic Test	_____	_____	Petrifaction
_____	_____	Carbon 14	_____	_____	Petrographs
_____	_____	Catalogue	_____	_____	Potassium-Argon Dating
_____	_____	Cenozoic	_____	_____	Pothunters
_____	_____	Ceramic Technologist	_____	_____	Potsherd
_____	_____	Chronology	_____	_____	Precambrian
_____	_____	Coprolites	_____	_____	Primary Sources
_____	_____	Culture	_____	_____	Prehistory
_____	_____	Dendrochronologist	_____	_____	Quipu
_____	_____	Digs	_____	_____	Radiocarbon Dating
_____	_____	Evolution	_____	_____	Radioactive Decay
_____	_____	Extinct	_____	_____	Reconstruct
_____	_____	Excavate	_____	_____	Relative Age
_____	_____	External Test	_____	_____	Resin
_____	_____	Forensic Archaeologist	_____	_____	Sieve
_____	_____	Fossils	_____	_____	Site Map
_____	_____	Geiger Counter	_____	_____	Square
_____	_____	Geological Column	_____	_____	Stone Age
_____	_____	Geologic Time Scale	_____	_____	Strata
_____	_____	Glyphs	_____	_____	Surface Survey
_____	_____	Half-life	_____	_____	Tel
_____	_____	<i>Homo Erectus</i>	_____	_____	Test Trench
_____	_____	<i>Homo Habilis</i>	_____	_____	Thermoluminescence
_____	_____	Ice Age	_____	_____	Tree Trunks
_____	_____	In Situ	_____	_____	Trowel
_____	_____	Index Fossils	_____	_____	Uranium Dating
_____	_____	Internal Test	_____	_____	_____
_____	_____	Known Age	_____	_____	_____

SEE ALSO DINOSAURS AND THE BIBLE, PAGE 156.

\* NOTE: An excellent resource for this topic is *Exploring Ancient Cities of the Bible* by Michael and Caroline Carroll. 2001.

# CREATION THROUGH THE FLOOD

For help with this topic, check this website: <http://www.christiananswers.net/archaeology/home.html>

Elem      Jr/Sr High

## MAJOR EVENTS

_____	_____	Creation vs. Evolutionary Theory (See also Archaeology, page 22)
_____	_____	Purpose of God's Creation
_____	_____	Sin and the Fall of Man
_____	_____	Results of the Fall
_____	_____	The Flood

## PEOPLE (GENESIS, JOB)

_____	_____	Adam and Eve	_____	_____	Noah
_____	_____	Abel	_____	_____	Satan (Lucifer)
_____	_____	Cain	_____	_____	Seth
_____	_____	Enoch	_____	_____	Shem
_____	_____	Japheth	_____	_____	_____
_____	_____	Job*	_____	_____	_____
_____	_____	Ham	_____	_____	_____
_____	_____	Methuselah	_____	_____	_____

## PLACES

_____	_____	Euphrates River	_____	_____	Tigris River
_____	_____	Fertile Crescent	_____	_____	_____
_____	_____	Garden of Eden	_____	_____	_____
_____	_____	Mesopotamia	_____	_____	_____
_____	_____	Mount Ararat	_____	_____	_____

## TERMS

_____	_____	Ark	_____	_____	_____
_____	_____	Epic of Gilgamesh	_____	_____	_____
_____	_____	Evolutionary Theory	_____	_____	_____
_____	_____	Rainbow	_____	_____	_____
_____	_____	Sacrifice	_____	_____	_____
_____	_____	Theocracy	_____	_____	_____
_____	_____	_____	_____	_____	_____

Note: \* Job is thought by some to be Jobab mentioned in Genesis 10:29, 3rd in descent from Eber. Descendants Of Noah are generally thought to have migrated to the following areas: Japheth—Europe and Asia; Ham—Egypt, Africa, Arabia, Mediterranean Shores; Shem—Israel.



## ANCIENT MESOPOTAMIA TO C. 1400 BC

Elem      Jr/Sr High

### MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Tower of Babel is Built by Nimrod   |
| _____ | _____ | Confusion of Languages  |
| _____ | _____ | The Dispersion  |
| _____ | _____ | c. 5000 BC, Early Sumerians Begin to Farm in Southern Mesopotamia (Iraq)    |
| _____ | _____ | c. 2000 BC, City of Ur Destroyed by Elamites. End of Sumerian Civilization  |
| _____ | _____ | c.1894 BC, Amorite People Establish Minor Kingdom of Babylon in Mesopotamia |
| _____ | _____ | c.1792-1750 BC, Reign of King Hammurabi, Babylon First Rises to Power       |
| _____ | _____ | c.1595 BC, Babylon is Plundered by the Hittites                             |
| _____ | _____ | The Call of Abraham   |
| _____ | _____ | Abraham's Sojourn in Egypt (Middle Kingdom)                                 |
| _____ | _____ | Abraham and Lot Separate  |
| _____ | _____ | The Destruction of Sodom and Gomorrah                                       |
| _____ | _____ | The Birth of Ishmael and Isaac  |
| _____ | _____ | Beginning of the Arab Line  |
| _____ | _____ | Birth of Jacob and Esau   |
| _____ | _____ | Jacob Obtains Abraham's Blessing  |
| _____ | _____ | Jacob's Vision at Bethel (Ladder)   |
| _____ | _____ | The Birth of the Twelve Patriarchs  |
| _____ | _____ | Jacob's Return to Canaan  |
| _____ | _____ | Joseph Sold As Slave Into Egypt (See Ancient Egypt-page 28)                 |

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### PEOPLE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Abraham  |
| _____ | _____ | Asher  |
| _____ | _____ | Benjamin   |
| _____ | _____ | Dan  |
| _____ | _____ | Elamites   |
| _____ | _____ | Esau   |
| _____ | _____ | Gad  |
| _____ | _____ | Gilgamesh  |
| _____ | _____ | Hagar  |
| _____ | _____ | Hammurabi—King of Babylon, Famous for Hammurabi's Code |
| _____ | _____ | Isaac  |
| _____ | _____ | Ishmael  |
| _____ | _____ | Issachar   |
| _____ | _____ | Jacob  |
| _____ | _____ | Joseph   |
| _____ | _____ | Judah  |

# ANCIENT CHINA

(Includes History of China to 1900s)

Elem Jr/Sr High

## MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | c. 1500 - 1050 BC, Shang Dynasty  |
| _____ | _____ | c. 1050 - 249 BC, Zhou (Chou) Dynasty   |
| _____ | _____ | c. 221 - 206 BC, Qin (Ch'in) Dynasty  |
| _____ | _____ | c. 202 BC - AD 200, Han Dynasty   |
| _____ | _____ | AD 215 - Great Wall of China is Started to Keep Out Invaders                  |
| _____ | _____ | AD 618-907, Age of Tang   |
| _____ | _____ | AD 624, Buddhism Become State Religion in China                               |
| _____ | _____ | AD 751, Arab Muslims Crush Chinese Armies, Islam Spreads Through Central Asia |
| _____ | _____ | AD 1215, Ghengis Khan Invades China   |
| _____ | _____ | AD 1260, Khubilai Khan Becomes Emperor of China, First Foreigner to Rule      |
| _____ | _____ | AD 1368 - 1644, Ming Dynasty Rules  |
| _____ | _____ | AD 1644-1911, Manchus Overthrow Ming Dynasty and Ch'ing Dynasty Rules         |
| _____ | _____ | 1900, Boxer Rebellion   |
| _____ | _____ | 1911, Sun Yat-Sen Establishes New Republican Government                       |
| _____ | _____ | 1934-1935, Mao Tse-Tung and The Long March, 6,000 Mile March Across China     |
| _____ | _____ | 1949, People's Republic of China Proclaimed with Mao Tse-Tung as Chairman     |
| _____ | _____ | 1950-1953, Korean War, Mao Tse-Tung's Role                                    |
| _____ | _____ | 1960s-1976, Gang of Four  |
| _____ | _____ | 1989, March on Tiananmen Square, China's Struggles for Democracy              |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

## PEOPLE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Genghis Khan (1162-1227)—Mongol Conqueror and Emperor                          |
| _____ | _____ | Khubilai Khan (1214-1294)—Mongol Emperor, Founded Peking                       |
| _____ | _____ | Kung Fuzi, know as Confucius (China, c 550-479 BC)—Chinese Philosopher         |
| _____ | _____ | Mao Tse-Tung (Mao Zedong), 1893-1976, Chinese Communist Party                  |
| _____ | _____ | Marco Polo (Italy, c.1254-1324)— Adventurer, Served Khubilai Khan for 17 Years |
| _____ | _____ | Shi Huangdi (Shi Huang Ti), c. 246 BC —First Ruler of Qin (Ch'in) Dynasty      |
| _____ | _____ | Sun Yat-Sen (Sun Yixian), 1866-1925, Founder & Leader of Nationalist Party     |
| _____ | _____ | Zhu Yuanzhang (Chu Yuan-Chang), Ruler of Ming Dynasty (AD 1368-                |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

**PLACES**

_____	_____	Anyang	_____	_____	Vietnam
_____	_____	Beijing	_____	_____	Yangtze River
_____	_____	Burma	_____	_____	Yellow River
_____	_____	Forbidden City	_____	_____	_____
_____	_____	Ganges River	_____	_____	_____
_____	_____	Great Wall of China	_____	_____	_____
_____	_____	Korea	_____	_____	_____
_____	_____	Luminous Hall	_____	_____	_____
_____	_____	Manchuria	_____	_____	_____
_____	_____	Mongolia	_____	_____	_____
_____	_____	Nanjing	_____	_____	_____
_____	_____	Silk Road	_____	_____	_____
_____	_____	Tiananmen Square (1989)	_____	_____	_____
_____	_____	Tibet	_____	_____	_____

**TERMS**

_____	_____	Daoism	_____	_____	_____
_____	_____	Emperor	_____	_____	_____
_____	_____	Kamikaze	_____	_____	_____
_____	_____	Kimono	_____	_____	_____
_____	_____	Land of the Rising Sun	_____	_____	_____
_____	_____	Legalists	_____	_____	_____
_____	_____	Mandarin	_____	_____	_____
_____	_____	Mongols	_____	_____	_____
_____	_____	Pagoda	_____	_____	_____
_____	_____	Panda	_____	_____	_____
_____	_____	Red Guards	_____	_____	_____
_____	_____	Shamans	_____	_____	_____
_____	_____	Shogun	_____	_____	_____
_____	_____	Sumarai	_____	_____	_____
_____	_____	Taoism	_____	_____	_____
_____	_____	White Lotus Society	_____	_____	_____
_____	_____	Yin and Yang	_____	_____	_____



**PEOPLE**

\_\_\_\_\_ Ahab (c.869-850 BC )  
\_\_\_\_\_ Ahaz (741-726 BC)  
\_\_\_\_\_ Amos (835-765 BC)  
\_\_\_\_\_ Baal  
\_\_\_\_\_ Balaam  
\_\_\_\_\_ Bathsheba  
\_\_\_\_\_ Boaz  
\_\_\_\_\_ Caleb  
\_\_\_\_\_ David  
\_\_\_\_\_ Deborah  
\_\_\_\_\_ Delilah  
\_\_\_\_\_ Eli  
\_\_\_\_\_ Elijah  
\_\_\_\_\_ Elisha  
\_\_\_\_\_ Gideon  
\_\_\_\_\_ Goliath (Philistine)  
\_\_\_\_\_ Hannah

\_\_\_\_\_ Jesse (David's Father)  
\_\_\_\_\_ Jezebel (Ahab's Wife)  
\_\_\_\_\_ Jonathan  
\_\_\_\_\_ Joshua  
\_\_\_\_\_ Josiah  
\_\_\_\_\_ Naaman  
\_\_\_\_\_ Naomi  
\_\_\_\_\_ Obed  
\_\_\_\_\_ Rahab  
\_\_\_\_\_ Ruth  
\_\_\_\_\_ Samson  
\_\_\_\_\_ Samuel  
\_\_\_\_\_ Saul  
\_\_\_\_\_ Solomon

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

**PLACES**

\_\_\_\_\_ Jericho  
\_\_\_\_\_ Jerusalem (City of David)  
\_\_\_\_\_ Jordan River  
\_\_\_\_\_ Moab  
\_\_\_\_\_ Sidon  
\_\_\_\_\_ Tyre

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

**TERMS**

\_\_\_\_\_ Judges  
\_\_\_\_\_ Moloch  
\_\_\_\_\_ Murex Shellfish  
\_\_\_\_\_ Philistines  
\_\_\_\_\_ Temple

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

**PARTS OF THE TABERNACLE**

- |       |       |                         |       |       |                    |
|-------|-------|-------------------------|-------|-------|--------------------|
| _____ | _____ | Altar of Incense        | _____ | _____ | Laver              |
| _____ | _____ | Altar of Burnt Offering | _____ | _____ | Table of Shewbread |
| _____ | _____ | Ark                     | _____ | _____ | Tent               |
| _____ | _____ | Candlestick             | _____ | _____ | Veil               |
| _____ | _____ | Court                   | _____ | _____ | _____              |
| _____ | _____ | Holy of Holies          | _____ | _____ | _____              |
| _____ | _____ | Holy Place              | _____ | _____ | _____              |

**OFFERINGS/SACRIFICES**

- |       |       |                |       |       |                         |
|-------|-------|----------------|-------|-------|-------------------------|
| _____ | _____ | Burnt Offering | _____ | _____ | Sin Offering (Trespass) |
| _____ | _____ | Drink Offering | _____ | _____ | Wave Offering           |
| _____ | _____ | Heave Offering | _____ | _____ | _____                   |
| _____ | _____ | Meal Offering  | _____ | _____ | _____                   |
| _____ | _____ | Peace Offering | _____ | _____ | _____                   |

**FEASTS** (For more info, read *The Feasts of the Lord* by Ron Cantrell)

- |       |       |   |       |       |       |
|-------|-------|---|-------|-------|-------|
| _____ | _____ | Feast of Passover (Feast of Unleavened Bread)           | _____ | _____ | _____ |
| _____ | _____ | Pentecost (Shavuot, Feast of Weeks or First Fruits)     | _____ | _____ | _____ |
| _____ | _____ | Feast of Tabernacles (Sukkot)                           | _____ | _____ | _____ |
| _____ | _____ | Day of Atonement (Yom Kippur)                           | _____ | _____ | _____ |
| _____ | _____ | Feast of Trumpets (Rosh Hashana, Ushered in Civil Year) | _____ | _____ | _____ |
| _____ | _____ | Feast of Dedication (Hanukkah)                          | _____ | _____ | _____ |
| _____ | _____ | Festival of Purim                                       | _____ | _____ | _____ |
| _____ | _____ | _____   | _____ | _____ | _____ |
| _____ | _____ | _____   | _____ | _____ | _____ |
| _____ | _____ | _____   | _____ | _____ | _____ |

**CULTURE STUDY: THE JEWISH PEOPLE**

- |       |       |                            |       |       |                           |
|-------|-------|----------------------------|-------|-------|---------------------------|
| _____ | _____ | Family Life                | _____ | _____ | Music                     |
| _____ | _____ | Homes                      | _____ | _____ | Oral and Written Language |
| _____ | _____ | Food and Agriculture       | _____ | _____ | Government, Military and  |
| _____ | _____ | Clothing                   | _____ | _____ | Weapons of Warfare        |
| _____ | _____ | Occupations                | _____ | _____ | Economy, Technology,      |
| _____ | _____ | Religion                   | _____ | _____ | Manufacturing, and Trade  |
| _____ | _____ | Health & Medicine          | _____ | _____ | _____                     |
| _____ | _____ | Recreation & Entertainment | _____ | _____ | _____                     |
| _____ | _____ | Education                  | _____ | _____ | _____                     |
| _____ | _____ | Arts & Crafts              | _____ | _____ | _____                     |

# THE BYZANTINE EMPIRE & ISLAM (OTTOMAN EMPIRE)

See also Medieval England

Elem            Jr/Sr High

## MAJOR EVENTS

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 658 BC, Constantinople Founded   |
| _____ | _____ | AD 334, Constantine Makes Constantinople the Capital of the Roman Empire   |
| _____ | _____ | AD 379-392, Emperor Theodosius rules Roman empire, Establishes Christianity as Roman State Religion                    |
| _____ | _____ | AD 395, Rome Split into Two Empires - Eastern and Western.   |
| _____ | _____ | AD 625, Mohammed Dictates Koran  |
| _____ | _____ | AD 641, Arabs Begin Conquest of North Africa   |
| _____ | _____ | 1096, Crusades Begin (See Medieval Ages)   |
| _____ | _____ | c.1300, Ottoman Empire Begins  |
| _____ | _____ | 1453, End of Byzantine Empire, Constantinople is renamed Istanbul which means "City of Islam". Istanbul Becomes Muslim |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

## PEOPLE

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Constantine (c.274-337)—Roman Emperor.                          |
| _____ | _____ | Emperor Justinian (AD 527-565), Roman Emperor                   |
| _____ | _____ | Gregory the Great, Pope of Roman Catholic Church, 590 - 604 A.D |
| _____ | _____ | Ishmael (Genesis 16:15, 17:20)                                  |
| _____ | _____ | Mohammed (Mecca, c.570-632)—Founder of Islam, Arab Prophet      |
| _____ | _____ | Theodosius (346?-395), Eastern Roman Emperor                    |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

## PLACES

- |       |       |                |       |       |                |
|-------|-------|----------------|-------|-------|----------------|
| _____ | _____ | Byzantium      | _____ | _____ | Turkish Empire |
| _____ | _____ | Constantinople | _____ | _____ | Turkey         |
| _____ | _____ | Damascus       | _____ | _____ | _____          |
| _____ | _____ | Istanbul       | _____ | _____ | _____          |
| _____ | _____ | Magog          | _____ | _____ | _____          |
| _____ | _____ | Mecca          | _____ | _____ | _____          |
| _____ | _____ | Mosque         | _____ | _____ | _____          |







**TERMS**

_____	_____	Accolade	_____	_____	Mongols
_____	_____	Age of Chivalry	_____	_____	Moors
_____	_____	Anglo-Saxon	_____	_____	Mosaics
_____	_____	Apprentice	_____	_____	Normans
_____	_____	Armor	_____	_____	Norseman
_____	_____	Black Death	_____	_____	Papal Bull
_____	_____	Castles	_____	_____	Parliament
_____	_____	Celtic	_____	_____	Roman Catholic Church
_____	_____	Chivalry	_____	_____	Sacrament
_____	_____	Coat of Arms	_____	_____	Saracens
_____	_____	Common Law	_____	_____	Saxons
_____	_____	Convent	_____	_____	Squire
_____	_____	Crusades	_____	_____	Tourneys
_____	_____	Czar	_____	_____	Tudors
_____	_____	Druids	_____	_____	Turks
_____	_____	Excommunication	_____	_____	Vassal
_____	_____	Fealty	_____	_____	_____
_____	_____	Fief	_____	_____	_____
_____	_____	Fjords	_____	_____	_____
_____	_____	Feudalism	_____	_____	_____
_____	_____	Great Council	_____	_____	_____
_____	_____	Guilds	_____	_____	_____
_____	_____	Herald	_____	_____	_____
_____	_____	Heresy	_____	_____	_____
_____	_____	Hill Forts	_____	_____	_____
_____	_____	Holy Lands	_____	_____	_____
_____	_____	Icons	_____	_____	_____
_____	_____	Inquisition	_____	_____	_____
_____	_____	Journeyman	_____	_____	_____
_____	_____	Knight	_____	_____	_____
_____	_____	Knight's Templar	_____	_____	_____
_____	_____	Lombards	_____	_____	_____
_____	_____	Manor	_____	_____	_____
_____	_____	Master Craftsman	_____	_____	_____
_____	_____	Middle Ages	_____	_____	_____
_____	_____	Monastery	_____	_____	_____

**DISCOVERIES/ACCOMPLISHMENTS**

_____	_____	Archery	_____	_____	_____
_____	_____	Eyeglasses (1280)	_____	_____	_____
_____	_____	Lute, Harp, Flute	_____	_____	_____
_____	_____	Parliament	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**CULTURE STUDY: MEDIEVAL ENGLAND**

_____	_____	Family Life	_____	_____	Music
_____	_____	Homes	_____	_____	Oral and Written Language
_____	_____	Food and Agriculture	_____	_____	Government, Military and
_____	_____	Clothing	_____	_____	Weapons of Warfare
_____	_____	Occupations	_____	_____	Economy, Technology,
_____	_____	Religion	_____	_____	Manufacturing, and Trade
_____	_____	Health & Medicine	_____	_____	_____
_____	_____	Recreation & Entertainment	_____	_____	_____
_____	_____	Education	_____	_____	_____
_____	_____	Arts & Crafts	_____	_____	_____

**CULTURE STUDY: MODERN ENGLAND**

_____	_____	Family Life	_____	_____	Music
_____	_____	Homes	_____	_____	Oral and Written Language
_____	_____	Food and Agriculture	_____	_____	Government, Military and
_____	_____	Clothing	_____	_____	Weapons of Warfare
_____	_____	Occupations	_____	_____	Economy, Technology,
_____	_____	Religion	_____	_____	Manufacturing, and Trade
_____	_____	Health & Medicine	_____	_____	_____
_____	_____	Recreation & Entertainment	_____	_____	_____
_____	_____	Education	_____	_____	_____
_____	_____	Arts & Crafts	_____	_____	_____

**CULTURE STUDY: \_\_\_\_\_ (Scotland, Ireland, Wales)**

_____	Family Life	_____	Music
_____	Homes	_____	Oral and Written Language
_____	Food and Agriculture	_____	Government, Military and
_____	Clothing	_____	Weapons of Warfare
_____	Occupations	_____	Economy, Technology,
_____	Religion	_____	Manufacturing, and Trade
_____	Health & Medicine	_____	_____
_____	Recreation & Entertainment	_____	_____
_____	Education		
_____	Arts & Crafts		

**CULTURE STUDY: \_\_\_\_\_ (Denmark, Norway, Sweden)**

_____	Family Life	_____	Music
_____	Homes	_____	Oral and Written Language
_____	Food and Agriculture	_____	Government, Military and
_____	Clothing	_____	Weapons of Warfare
_____	Occupations	_____	Economy, Technology,
_____	Religion	_____	Manufacturing, and Trade
_____	Health & Medicine	_____	_____
_____	Recreation & Entertainment	_____	_____
_____	Education		
_____	Arts & Crafts		



**PEOPLE**

- \_\_\_\_\_ Charles V (1500-1558)—Holy Roman Emperor
- \_\_\_\_\_ Cromwell, Oliver (England, 1599-1658)—Unites England, Scotland, and Ireland
- \_\_\_\_\_ Drake, Sir Francis (England, 1540?-1596)—Explorer, Spanish Armada
- \_\_\_\_\_ Elizabeth I (England, 1533-1603)—Queen of England
- \_\_\_\_\_ Ferdinand (Spain, 1451-1504) and Isabella (?)—Funded Columbus' Voyage
- \_\_\_\_\_ Henry VIII (England, 1491-1547)—Tudor King
- \_\_\_\_\_ Joan of Arc (France, c.1412-1431)—Patriot and Martyr
- \_\_\_\_\_ Louis XIV (France, 1638-1715)—King of France
- \_\_\_\_\_ Mary, Queen of Scots (Scotland, 1541-1587)
- \_\_\_\_\_ More, Sir Thomas (England, 1478-1535)—Statesman
- \_\_\_\_\_ Pizarro, Francisco (Spain, c.1478-1541)—Conquistador: Conquered Incas of Peru
- \_\_\_\_\_ Pope Leo X (Germany, 1475-1521)—Declared Luther a Heretic
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PLACES**

- \_\_\_\_\_ London
- \_\_\_\_\_ Wittenbury
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TERMS**

- \_\_\_\_\_ Alliance
- \_\_\_\_\_ Book of Common Prayer
- \_\_\_\_\_ Edict of Worms
- \_\_\_\_\_ Education
- \_\_\_\_\_ Elizabethan Age
- \_\_\_\_\_ Heresy
- \_\_\_\_\_ Heliocentric
- \_\_\_\_\_ Mercenaries
- \_\_\_\_\_ Monarchs
- \_\_\_\_\_ Protestant
- \_\_\_\_\_ Wittenberg
- \_\_\_\_\_
- \_\_\_\_\_

**DISCOVERIES/ACCOMPLISHMENTS**

_____	_____	Printing Press	_____	_____	_____
_____	_____	Movable Type	_____	_____	_____
_____	_____	Bookmaking	_____	_____	_____
_____	_____	Plays	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**CULTURE STUDY: THE ELIZABETHAN AGE (1558-1603)**

_____	_____	Family Life	_____	_____	Arts & Crafts
_____	_____	Homes	_____	_____	Music
_____	_____	Food and Agriculture	_____	_____	Oral and Written Language
_____	_____	Clothing	_____	_____	Government, Military and
_____	_____	Occupations	_____	_____	Weapons of Warfare
_____	_____	Religion	_____	_____	Economy, Technology,
_____	_____	Health & Medicine	_____	_____	Manufacturing, and Trade
_____	_____	Recreation & Entertainment	_____	_____	_____
_____	_____	Education	_____	_____	_____

## EXPLORERS OF THE WORLD

Elem	Jr/Sr High	
_____	_____	Amundsen, Roald (Norway, 1872-1928)— South Pole
_____	_____	Balboa, Vasco de (Spain, 1475-1519)— Pacific Ocean
_____	_____	Burke, Robert O’Hara (Ireland, 1820-1861)— Australia
_____	_____	Byrd, Richard (Virginia, 1888-1957)— North Pole
_____	_____	Cabot, John (Italy, 1425-c.1500)— Greenland, Labrador, Newfoundland
_____	_____	Cabral, Pedro (Portugal, c.1467-1520)— Brazil
_____	_____	Cabrillo, Rodriguez (Spain, 1542)— California
_____	_____	Cartier, Jacques (France, 1491-1557)— St. Lawrence River
_____	_____	Champlain, Samuel de (France, 1567-1635)— Quebec, Great Lakes, Canada
_____	_____	Columbus, Christopher (Italy, 1451-1506)— San Salvador, West Indies, Discovered America 1492
_____	_____	Cook, James (England, 1728-1779)— New Zealand, Australia, Antarctica, Hawaii
_____	_____	Coronado, Francisco de (Spain, 1510-1554)— Mexico, New Mexico, Texas, Oklahoma, Kansas, Grand Canyon
_____	_____	Cortes, Hernando (Spain, 1485-1547)— Mexico, Cuba, Aztecs
_____	_____	Cousteau, Jacques (France, 1910-)- Underwater Exploration
_____	_____	de Gama, Vasco (Portugal, c.1469-1525)— India, Cape of Good Hope
_____	_____	de Mendoza, Pedro de (Spain, 1487-1537)— Buenos Aires
_____	_____	de Soto, Hernando (Spain, c.1496-1542)— Florida, Mississippi, Georgia, Carolinas, Alabama, Arkansas, Louisiana
_____	_____	Dias, Batholomeu (Portugal, c.1450-1500)— Africa, Cape of Good Hope
_____	_____	Drake, Sir Francis (England, 1577-1580)— First English Circumnavigator of the Globe
_____	_____	Eriksson, Leif (Norway, 10th cent.)— Vinland, America?
_____	_____	Eric the Red (Norway, 10th cent.)— Greenland
_____	_____	Flinders, Matthew (England, 1774-1814)— Australia
_____	_____	Henry The Navigator (Portugal, 1394-1460)— Prince and Navigator: Africa, Set up Observatory, School of Scientific Navigation
_____	_____	Hillary, Edmund (New Zealand, 1919-)- Mount Everest
_____	_____	Hudson, Henry (England, c.1565-1611)— Hudson River and Bay
_____	_____	La Salle (France, 1643-1687)— Pioneer of Canada, Explored and Claimed Louisiana for France
_____	_____	Livingstone, David (England, 1813-1873)— Africa (Victoria Falls)
_____	_____	Magellan, Ferdinand (Portugal, c.1480-1521)— First to Circumnavigate the Globe, Philippines, Named Pacific Ocean
_____	_____	Marquette, Jacques (France, 1637-1675)— Upper Mississippi River to Arkansas
_____	_____	Peary, Robert (Pennsylvania, 1856-1920)— North Pole
_____	_____	Pike, Zebulon (New Jersey, 1779-1813)— Army Officer and Explorer: Mississippi River, Arkansas River, Red River, Pike’s Peak, Colorado
_____	_____	Polo, Marco (Italy, 1254-1324)— China
_____	_____	Ponce de Leon (Spain, 1460-1521)— Puerto Rico, Florida, Cuba, Trinidad
_____	_____	Stanley, Henry (England, 1841-1904)— Traced Congo to the Atlantic



# U.S. HISTORY

## EARLY AMERICAN SETTLEMENTS

Elem      Jr/Sr High

### MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1565, St. Augustine, Florida Founded by Spaniards           |
| _____ | _____ | 1584, Roanoke Island Colony                                 |
| _____ | _____ | 1600, British and Dutch East India Companies Founded        |
| _____ | _____ | 1607, Jamestown Founded                                     |
| _____ | _____ | 1620, Plymouth Colony Founded                               |
| _____ | _____ | 1624, New Netherlands Founded by Dutch                      |
| _____ | _____ | 1629, Massachusetts Bay Colony Founded                      |
| _____ | _____ | 1631, First Thanksgiving Celebrated                         |
| _____ | _____ | 1636, Harvard College Founded                               |
| _____ | _____ | 1638, First Printing Press Set up in America                |
| _____ | _____ | 1641, The Great Awakening                                   |
| _____ | _____ | 1649, Toleration Act  |
| _____ | _____ | 1664, New Amsterdam Renamed New York                        |
| _____ | _____ | 1675, Bacon's Rebellion                                     |
| _____ | _____ | 1681, William Penn Granted Patent for Land in North America |
| _____ | _____ | 1692 - 1693, Salem Witch Trials                             |
| _____ | _____ | 1732, Poor Richard's Almanac Published                      |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

### PEOPLE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Bacon, Nathaniel (Virginia, 1642-1676)—Colonial Leader & Rebel   |
| _____ | _____ | Bradford, William (Massachusetts, 1590?-1657)—Plymouth Colony, 1620  |
| _____ | _____ | Bradstreet, Anne (England/Massachusetts, 1612-1672)—American Puritan Poet  |
| _____ | _____ | Calvert, George (Lord Baltimore) (England, c.1580-1632)—Founded Baltimore, Maryland-1634; Hartford, Connecticut-1636 |
| _____ | _____ | Dare, Virginia (Roanoke, VA, 1587-?)—First American Born of English Descent  |
| _____ | _____ | Edwards, Jonathan (Connecticut, 1703-1758)—American Theologian   |
| _____ | _____ | Hooker, Thomas (England/Connecticut, c.1586-1647)—Preacher: Founded Hartford, Connecticut                            |
| _____ | _____ | Hudson, Henry (English, 1565-1611)—Explorer  |
| _____ | _____ | Hutchinson, Ann (England/Massachusetts, 1591-1643)—Religious Leader, Pioneer   |
| _____ | _____ | Locke, John (England, 1632-1704)—Philosopher, Two Treatises of Government  |
| _____ | _____ | Mather, Cotton (Massachusetts, 1663-1728)—American Clergyman, Author   |
| _____ | _____ | Minuit, Peter (Netherlands, 1580-1638)—Established Swedish Colony on Delaware Bay                                    |
| _____ | _____ | Oglethorpe, James (England, 1696-1785)—Founded Savannah, Georgia-1732  |
| _____ | _____ | Penn, William (England, 1644-1718)—Founded Pennsylvania-1681   |

\_\_\_\_\_ Pocahontas (c.1595-1617)—American Indian Princess: Jamestown, Virginia  
 \_\_\_\_\_ Raleigh, Sir Walter (England, 1551-1618) —English Courtier, Navigator, and Poet:  
     Roanoke Island, Virginia  
 \_\_\_\_\_ Rolfe, John (England, 1585-1622)—Colonist: Jamestown, Virginia  
 \_\_\_\_\_ Smith, John (England, 1580-1631)—President of Jamestown, Virginia (1607)  
 \_\_\_\_\_ Squanto (d. 1622)—American Indian: Aided Colonist at Plymouth Colony  
 \_\_\_\_\_ Standish, Miles (England, 1584?-1656)—Soldier and Colonist: Mayflower,  
     Plymouth Colony, Massachusetts  
 \_\_\_\_\_ White, John (England, d.1593?)—Painter and Cartographer: Roanoke Colony  
 \_\_\_\_\_ Williams, Roger (England, 1603-1683)—Clergyman: Founded Providence, Rhode  
     Island-1636  
 \_\_\_\_\_ Winthrop, John (England, 1588-1649)—Governor of Massachusetts Bay Colony  
 \_\_\_\_\_ Winthrop, John (England, 1606-1676)—Governor of Connecticut and Son of John  
     Winthrop: Paper Currency

**PLACES**

_____ Middle Colonies (NY, MD, DE, NJ, PA)	_____ Southern Colonies (VA, NC, SC, GA)
_____ New England (ME, MA, CT, RI)	_____

**TERMS**

_____ Apprenticeships	_____ Navigation Act
_____ Barter	_____ Patroon System
_____ Blacksmith	_____ Pilgrims
_____ Charter	_____ Puritans
_____ Hard Tack	_____ Quakers
_____ Horn Book	_____ Separatists
_____ House of Burgess	_____ Thanksgiving
_____ Indentured Servant	_____ Tobacco
_____ London Company	_____ Town Meetings
_____ Lost Colony	_____ Virginia Charter
_____ Mayflower Compact	_____
_____ Meetinghouse	_____
_____ Mercantilism	_____

**DISCOVERIES/ACCOMPLISHMENTS**

_____ Electricity	_____
_____ Franklin Stove	_____
_____	_____
_____	_____
_____	_____







# FRONTIER EXPANSION AND THE LOUISIANA PURCHASE

(ALSO SEE: WAR OF 1812, NATIVE AMERICANS, MEXICAN WAR)

Elem Jr/Sr High

## MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1791, Bill of Rights— 1st Ten Amendments, Added to Constitution                                     |
| _____ | _____ | 1803, Louisiana Purchase from France  |
| _____ | _____ | 1805, Lewis and Clark Expedition  |
| _____ | _____ | 1807, Steamboat Invented  |
| _____ | _____ | 1812, War of 1812 Begins  |
| _____ | _____ | 1820, Missouri Compromise   |
| _____ | _____ | 1821, Mexican Gains Independence from Spain   |
| _____ | _____ | 1821, Horace Mann Influences Establishment of State Curriculums                                     |
| _____ | _____ | 1823, Monroe Doctrine   |
| _____ | _____ | 1825, Erie Canal Completed  |
| _____ | _____ | 1836, Santa Anna Defeats Col. William Travis at the Alamo   |
| _____ | _____ | 1836, Sam Houston defeats Mexican army at San Jacinto, Texas wins their<br>independence from Mexico |
| _____ | _____ | 1845, U.S. Acquires Texas   |
| _____ | _____ | 1849, California Gold Rush  |
| _____ | _____ | 1862, Homestead Act   |
| _____ | _____ | 1876, Custer's Last Stand   |
| _____ | _____ | 1876, Battle of Little Bighorn  |
| _____ | _____ | 1889, First of the Land Runs  |
| _____ | _____ | Cattle Drives   |
| _____ | _____ | Railroads   |
| _____ | _____ | Cowboys   |
| _____ | _____ | Outlaws   |
| _____ | _____ | Indian Removals (see also page 91)  |

## PEOPLE

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Adams, John Quincy (Massachusetts, 1767-1848)—6th President: 1825-1829                  |
| _____ | _____ | Bean, Judge Roy (Kentucky, 1825?-1903)—Frontiersman                                     |
| _____ | _____ | Billy the Kid (New York, 1859-1881)—Bandit  |
| _____ | _____ | Napoleon Bonaparte (France, 1808-1873)—Emperor, Louisiana Purchase                      |
| _____ | _____ | Boone, Daniel (Pennsylvania, 1735-1820)—Frontiersman                                    |
| _____ | _____ | Bowie, Jim (Kentucky, 1790-1836)—Pioneer and Colonel: Alamo                             |
| _____ | _____ | Buffalo Bill Cody (Iowa, 1846-1917)—Showman, Army Scout                                 |
| _____ | _____ | Carson, Kit (Missouri, 1809-1868)—Trapper and Guide                                     |
| _____ | _____ | Clark, William (Virginia, 1770-1838)—Explorer: Lewis and Clark Expedition               |
| _____ | _____ | Crazy Horse (South Dakota, 1842-1877)—Sioux Chief Defeated Custer at Little<br>Big Horn |

## GOLD RUSH (1848-1862+)

Elem      Jr/Sr High

### MAJOR EVENTS

_____	_____	1848, California Gold Rush Begins
_____	_____	1896, Alaskan Gold Rush Begins
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### PEOPLE

_____	_____	Buchanan, James (Pennsylvania, 1791-1868)— 15th President (1857-1861)
_____	_____	Fillmore, Millard (New York, 1800-1874)— 13th President (1850-1853)
_____	_____	Marshall, James (New Jersey, 1810-1885)— Carpenter and Gold Miner: Discovered Gold at Sutter’s Mill
_____	_____	Pierce, Franklin (New Hampshire, 1804-1869)— 14th President (1853-1857)
_____	_____	Taylor, Zachary (Virginia, 1784-1850)— 12th President (1849-1850), General During the Mexican War
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### PLACES

_____	_____	Klondike	_____	_____	_____
_____	_____	Sutter’s Mill	_____	_____	_____
_____	_____	Yukon	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

### TERMS

_____	_____	Forty-Niners	_____	_____	_____
_____	_____	Gold Rush	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____





**PLACES**

_____	_____	Surplus Lands	_____	_____	_____
_____	_____	Unassigned Lands	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**TERMS**

_____	_____	American Bison (Buffalo)	_____	_____	Reservations
_____	_____	Arrowheads	_____	_____	_____
_____	_____	Moccasins	_____	_____	_____
_____	_____	Pottery	_____	_____	_____

**DISCOVERIES/ACCOMPLISHMENTS**

_____	_____	Cherokee Alphabet	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**CULTURE OF NATIVE AMERICAN INDIANS (TRIBE: \_\_\_\_\_ )**

_____	_____	Family Life	_____	_____	Music
_____	_____	Homes	_____	_____	Oral and Written Language
_____	_____	Food and Agriculture	_____	_____	Government, Military and
_____	_____	Clothing	_____	_____	Weapons of Warfare
_____	_____	Occupations	_____	_____	Economy, Technology,
_____	_____	Religion	_____	_____	Manufacturing, and Trade
_____	_____	Health & Medicine	_____	_____	_____
_____	_____	Recreation & Entertainment	_____	_____	_____
_____	_____	Education	_____	_____	_____
_____	_____	Arts & Crafts	_____	_____	_____

# AFRICAN AMERICAN HISTORY

Elem    Jr/Sr High

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Life in Africa (homes, clothing, religion, work, economy, education, customs, folklore, government) |
| _____ | _____ | How African Americans came to America   |
| _____ | _____ | Life in America (slavery, homes, clothing, food, religion, work, education, customs, folklore)      |
| _____ | _____ | Results of Civil War on African Americans   |
| _____ | _____ | Segregation in America  |
| _____ | _____ | Results of Civil Rights Movement  |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

**PEOPLE** (Others included in History, Science, Music, Art)

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Attucks, Crispus (c.1723 -1770)—Leader of an American Patriot Revolt Against British Troops.                      |
| _____ | _____ | Bethune, Mary McLeod (South Carolina, 1875-1955)—College President and Adviser to Franklin D. Roosevelt           |
| _____ | _____ | Cole, Nat King (Alabama,1917-1965)—American Singer and Pianist  |
| _____ | _____ | Marshall, Thurgood (Maryland, 1908-1993)—Supreme Court Justice, 1967  |
| _____ | _____ | Parks, Rosa (Alabama, 1913- )—Civil Rights Pioneer  |
| _____ | _____ | Powell, Colin (New York, 1937- )—Secretary of State   |
| _____ | _____ | Rice, Dr. Condoleezza (Alabama, 1954- )—Secretary of State, 2004. First African American Woman to Have This Post. |
| _____ | _____ | Robinson, Jackie (Georgia, 1919-1972)—Baseball Player: Began the Acceptance of Black Athletics                    |
| _____ | _____ | Wheatley, Phillis (West Africa, c.1754 - 1784)—Poet   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

**PLACES**

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

**TERMS**

- |       |       |                           |       |       |       |
|-------|-------|---------------------------|-------|-------|-------|
| _____ | _____ | Emancipation Proclamation | _____ | _____ | _____ |
| _____ | _____ | NAACP                     | _____ | _____ | _____ |
| _____ | _____ | Civil Rights              | _____ | _____ | _____ |

## SPANISH-AMERICAN WAR (1898)

Elem            Jr/Sr High

### MAJOR EVENTS

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 1898, Spanish-American War                                     |
| _____ | _____ | 1898, Charge of San Juan Hill                                  |
| _____ | _____ | 1898, U.S. Gains Control of Philippines, Puerto Rico, and Guam |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

### PEOPLE

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Dewey, Commodore George—Destroyed Spanish Fleet in Philippines  |
| _____ | _____ | Hurst, William Randolph—American Newspaper Publisher  |
| _____ | _____ | Pulitzer, Joseph (Hungary, 1847-1911)—American Newspaper Publisher  |
| _____ | _____ | Roosevelt, Theodore (New York, 1858-1919)—U.S. Navy Commander: San Juan Hill, Cuba (also see Industrial Revolution) |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

### PLACES

- |       |       |             |
|-------|-------|-------------|
| _____ | _____ | Cuba        |
| _____ | _____ | Guam        |
| _____ | _____ | Philippines |
| _____ | _____ | Puerto Rico |
| _____ | _____ | _____       |
| _____ | _____ | _____       |

### TERMS

- |       |       |                        |
|-------|-------|------------------------|
| _____ | _____ | U. S. Battleship-Maine |
| _____ | _____ | Nobel Peace Prize      |
| _____ | _____ | _____                  |
| _____ | _____ | _____                  |

### CULTURE STUDY: SPAIN

- |       |       |                            |       |       |                           |
|-------|-------|----------------------------|-------|-------|---------------------------|
| _____ | _____ | Family Life                | _____ | _____ | Music                     |
| _____ | _____ | Homes                      | _____ | _____ | Oral and Written Language |
| _____ | _____ | Food and Agriculture       | _____ | _____ | Government, Military and  |
| _____ | _____ | Clothing                   | _____ | _____ | Weapons of Warfare        |
| _____ | _____ | Occupations                | _____ | _____ | Economy, Technology,      |
| _____ | _____ | Religion                   | _____ | _____ | Manufacturing, and Trade  |
| _____ | _____ | Health & Medicine          | _____ | _____ | _____                     |
| _____ | _____ | Recreation & Entertainment | _____ | _____ | _____                     |
| _____ | _____ | Education                  | _____ | _____ | _____                     |
| _____ | _____ | Arts & Crafts              | _____ | _____ | _____                     |

## INDUSTRIAL REVOLUTION & IMMIGRATION — 1850 -1928

Elem      Jr/Sr High

### MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Late 1800's, Socialism and Marxism                          |
| _____ | _____ | 1859, Darwin Publishes Origin of the Species                |
| _____ | _____ | 1867, Alaska Bought from Russian                            |
| _____ | _____ | 1869, Transcontinental Railroad                             |
| _____ | _____ | 1870, John D. Rockefeller Founds Standard Oil Company       |
| _____ | _____ | 1871, Great Fire of Chicago                                 |
| _____ | _____ | 1876, Alexander Graham Bell Invents Telephone               |
| _____ | _____ | 1879, Thomas Edison Invents Electric Light Bulb             |
| _____ | _____ | 1881, Assassination of Garfield                             |
| _____ | _____ | 1881, American Red Cross Founded                            |
| _____ | _____ | 1886, American Federation of Labor Founded                  |
| _____ | _____ | 1890, Sherman Antitrust Act                                 |
| _____ | _____ | 1898, Spanish-American War Begins, See Spanish-American War |
| _____ | _____ | Early 1900's, Labor Unions                                  |
| _____ | _____ | 1901, Assassination of McKinley                             |
| _____ | _____ | 1901, Theodore Roosevelt Becomes President                  |
| _____ | _____ | 1902, Sherman-Antitrust Act                                 |
| _____ | _____ | 1903, Establishment of Commerce and Labor Department        |
| _____ | _____ | 1909, Henry Ford /Assembly Line Production of Motor Car     |
| _____ | _____ | 1913, 16th Amendment Authorizes Income Tax                  |
| _____ | _____ | 1914-1918, World War I Begins. See World War I              |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

### PEOPLE

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Addams, Jane (Illinois, 1860-1935)—Feminist and Social Reformer: Hull House, Immigrants                       |
| _____ | _____ | Arthur, Chester A. (Vermont, 1830-1886)—21st President (1881-1885)  |
| _____ | _____ | Barton, Clara (Massachusetts, 1821-1912)—Founded American Red Cross   |
| _____ | _____ | Bell, Alexander Graham (Scotland/Massachusetts, 1847-1922)—American Inventor: Telephone                       |
| _____ | _____ | Bessemer, Henry (England, 1813-1898)—Engineer and Inventor: Steel   |
| _____ | _____ | Bryan, William Jennings (Illinois, 1860-1925)—Political Leader and Lawyer: Scopes Trial, Evolution in Schools |
| _____ | _____ | Carnegie, Andrew (Scotland/Pennsylvania, 1835-1919)—Industrialist and Humanitarian: Steel                     |

**TERMS**

_____	_____	Arbitration	_____	_____	Robber Barons
_____	_____	Airplanes	_____	_____	Steel
_____	_____	Citizen	_____	_____	Strike
_____	_____	Closed Shop	_____	_____	Strikebreaker
_____	_____	Collective Bargaining	_____	_____	Theory of Evolution
_____	_____	Grievance	_____	_____	Walkout
_____	_____	Immigrants	_____	_____	Yellow Journalism
_____	_____	Labor Unions	_____	_____	_____
_____	_____	Lockout	_____	_____	_____
_____	_____	Mediate	_____	_____	_____
_____	_____	Monopolies	_____	_____	_____
_____	_____	Negotiate	_____	_____	_____
_____	_____	Oil	_____	_____	_____
_____	_____	Peanuts	_____	_____	_____
_____	_____	Pickets	_____	_____	_____
_____	_____	Progressive Education	_____	_____	_____

**DISCOVERIES/ACCOMPLISHMENTS**

_____	_____	Steel Production Begins, Henry Bessemer (1855)
_____	_____	Color Photography (1861)
_____	_____	Telegraph (1866)
_____	_____	Pasteurization, See Scientist/Inventors: Louis Pasteur (1867)
_____	_____	Transcontinental Railroad (1869)
_____	_____	Stock Ticker (1870)
_____	_____	Electric Typewriter, See Scientist/Inventors: Thomas Edison (1872)
_____	_____	Telephone (1876)
_____	_____	Phonograph (1877)
_____	_____	Electric Light, See Scientist/Inventors: Thomas Edison (1879)
_____	_____	Statue of Liberty (1886)
_____	_____	Grammaphone Record (1888)
_____	_____	Photographic Film, See Scientist/Inventors: George Eastman (1889)
_____	_____	X-Ray, See Scientist/Inventors: Wilhem Röntgen (1895)
_____	_____	First Model T Ford Made, See Scientist/Inventors: Henry Ford (1908)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## WORLD WAR I — 1914-1918

Elem      Jr/Sr High

### MAJOR EVENTS

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 1914, Archduke Franz Ferdinand of Austria-Hungary Assassinated |
| _____ | _____ | 1914, Panama Canal Opened                                      |
| _____ | _____ | 1914, World War I Begins in Europe                             |
| _____ | _____ | 1914, Charlie Chaplin Films Are Produced                       |
| _____ | _____ | 1915, Germans Sink the Lusitania                               |
| _____ | _____ | 1917, United States Enters War I                               |
| _____ | _____ | 1917, Balfour Declaration                                      |
| _____ | _____ | 1918, Armistice and World War I Ends                           |
| _____ | _____ | 1919, Treaty of Versailles                                     |
| _____ | _____ | 1920, Palestine Established as Jewish State                    |
| _____ | _____ | 1920, Radio Broadcasting Begins                                |
| _____ | _____ | 1922, USSR is formed— See World History                        |
| _____ | _____ | 1926, Hirohito Become Emperor of Japan                         |
| _____ | _____ | 1927, Talking Pictures Begin                                   |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

### PEOPLE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Churchill, Winston (England, 1874-1965)—Soldier, Writer, War Strategist  |
| _____ | _____ | Clemenceau, Georges Benjamin (France, 1841-1929)—Premier of France during World War I  |
| _____ | _____ | Lawrence, T. E. (Wales, 1888-1935)—Soldier and Author: Lawrence of Arabia, Army Intelligence, Revolt in the Desert   |
| _____ | _____ | Lloyd-George, David (England, 1863-1945)—Prime Minister of Britain: 1916-1922  |
| _____ | _____ | Lodge, Henry Cabot (Massachusetts, 1850-1924)—Politician and Author: League of Nations   |
| _____ | _____ | Nicolas II (Russia, 1868-1918)—Russian Czar: Joined Allies in WWI  |
| _____ | _____ | Pershing, John J. (Missouri, 1860-1948)—Army Commander   |
| _____ | _____ | Thorpe, Jim (Oklahoma, 1886-1953)—Athlete (also see page 91)   |
| _____ | _____ | Wilhelm II, Kaiser (Germany, 1859-1941)—German Emperor (1888-1918)   |
| _____ | _____ | Wilson, Woodrow (Virginia, 1856-1924)—28th President (1913-1921):<br>Prohibition, Women’s Suffrage, Clayton Antitrust Act, Child Labor Law,<br>League of Nations |

# THE GREAT DEPRESSION

Elem Jr/Sr High

## MAJOR EVENTS

- \_\_\_\_\_ 1929, Stock Market Crashes (October 29, 1929)
- \_\_\_\_\_ 1929, The Great Depression Begins
- \_\_\_\_\_ 1932, Franklin Roosevelt Elected President
- \_\_\_\_\_ 1933, Adolf Hitler Becomes German Chancellor
- \_\_\_\_\_ 1933, 20th Amendment Changed the Term of the President and Vice President
- \_\_\_\_\_ 1933, 21st Amendment Repealed Prohibition
- \_\_\_\_\_ 1935, Social Security Act
- \_\_\_\_\_ 1939, The New Deal
- \_\_\_\_\_ 1947, Taft-Hartley Act
- \_\_\_\_\_ 1946, Welfare Legislation
- \_\_\_\_\_ Devaluation of the Dollar
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## PEOPLE

- \_\_\_\_\_ Earhart, Amelia (1898-1937)— Aviator
- \_\_\_\_\_ Taft, Robert A (Ohio, 1889-1953)— Senator: Taft-Hartley Act (1947)
- \_\_\_\_\_ Roosevelt, Franklin D. (New York, 1882-1945)— 32nd President (1933-1945):  
New Deal (1939)
- \_\_\_\_\_ Roosevelt, Eleanor (New York, 1884-1962)— Author, Diplomat, and Humanitarian:  
Delegate to the United Nations
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## PLACES

- \_\_\_\_\_ Empire State Building
- \_\_\_\_\_ New York Stock Exchange
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**TERMS**

_____	_____	Banking	_____	_____	_____
_____	_____	Federal Reserve	_____	_____	_____
_____	_____	Inflation	_____	_____	_____
_____	_____	Investments	_____	_____	_____
_____	_____	Loans	_____	_____	_____
_____	_____	Surplus	_____	_____	_____
_____	_____	Stocks	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**DISCOVERIES/ACCOMPLISHMENTS**

_____	_____	Nylon (1937)	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**LIFE IN AMERICA DURING THE GREAT DEPRESSION**

_____	_____	Homes, Food, Clothing,	_____	_____	Recreation, Arts, Crafts,
_____	_____	Family Life	_____	_____	Music, Entertainment
_____	_____	Economy, Technology,	_____	_____	Education
_____	_____	Manufacturing, and Trade	_____	_____	_____
_____	_____	Religion	_____	_____	_____
_____	_____	Health & Medicine	_____	_____	_____



## COLD WAR (1945-1989) AND MODERN AMERICA

Elem            Jr/Sr High

### MAJOR EVENTS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1945, United Nations Established  |
| _____ | _____ | 1946, Iron Curtain  |
| _____ | _____ | 1947, Truman Doctrine   |
| _____ | _____ | 1948, Organization of American States (OAS) Formed  |
| _____ | _____ | 1949, North Atlantic Treaty Organization (NATO) Formed  |
| _____ | _____ | 1950-1953, Korean War   |
| _____ | _____ | 1951, 22nd Amendment Limited the President to Serving Only Two Terms  |
| _____ | _____ | 1954, Desegregation of Schools Begins   |
| _____ | _____ | 1955, Bus Boycott in Montgomery Led by Dr. Martin Luther King, Jr.  |
| _____ | _____ | 1957, Civil Rights Violence at Little Rock, Arkansas  |
| _____ | _____ | 1957-1975, Vietnam War  |
| _____ | _____ | 1961, Bay of Pigs Invasion  |
| _____ | _____ | 1961, First American in Space, Alan B. Shepard, New Hampshire, 1923-1998  |
| _____ | _____ | 1961, U.S. Enters Vietnam War   |
| _____ | _____ | 1961, 23rd Amendment Gave Residents of District of Columbia the Right to Vote<br>For President and Vice President |
| _____ | _____ | 1962, Cuban Missile Crisis— Soviet Installation of Missile Bases  |
| _____ | _____ | 1963, President Kennedy Assassinated  |
| _____ | _____ | 1964, 24th Amendment Prohibited Tax Payment as a Requirement to Vote in the<br>Federal Elections                  |
| _____ | _____ | 1964, Civil Rights Bill   |
| _____ | _____ | 1965, Medicare Established  |
| _____ | _____ | 1966, First Space Docking   |
| _____ | _____ | 1966, National Organization for Women (NOW) Founded   |
| _____ | _____ | 1967, 25th Amendment Provides for the Filling of Vacancies in the Office of<br>President and Vice President       |
| _____ | _____ | 1968, Dr. Martin Luther King, Jr. Assassinated  |
| _____ | _____ | 1969, Neil Armstrong’s Moon Landing— 1st Man on the Moon  |
| _____ | _____ | 1970, Environmental Protection Agency (EPA) Founded   |
| _____ | _____ | 1971, 26th Amendment Lowers the Voting Age to 18  |
| _____ | _____ | 1972, Watergate, Nixon  |
| _____ | _____ | 1973, Roe vs. Wade Legalizes Abortion   |
| _____ | _____ | 1974, First “Test-Tube Babies”  |
| _____ | _____ | 1974, Strategic Arms Limitation Treaty (SALT) Signed  |
| _____ | _____ | 1975, First Docking Between U.S. and Russian Spacecraft   |
| _____ | _____ | 1977, Department of Energy Created  |
| _____ | _____ | 1978, Camp David Treaty Between Egypt and Israel  |
| _____ | _____ | 1979, Iran Takes U.S. Hostages, U.S. and China Establish Diplomatic Relations                                     |
| _____ | _____ | 1981, First space Shuttle Launched in U.S.  |
| _____ | _____ | 1981, AIDS Epidemic is Officially Recognized  |
| _____ | _____ | 1983, U.S. Proposes “Star Wars” Missile Program   |

\_\_\_\_\_ 1986, U.S. Bombs Libya  
 \_\_\_\_\_ 1986, Challenger Spacecraft Explodes  
 \_\_\_\_\_ 1986, Iran-Contra Affair  
 \_\_\_\_\_ 1989, Invasion of Panama by U.S.  
 \_\_\_\_\_ 1990, Launch of Hubble Spacecraft  
 \_\_\_\_\_ 1990-91, Persian Gulf War  
 \_\_\_\_\_ 1992, 27th Amendment Affected Pay Raises for Members of Congress  
 \_\_\_\_\_ 1993, North American Free Trade Agreement (NAFTA) Ends Trade Barriers  
           Between U.S., Canada, and Mexico  
 \_\_\_\_\_ 2001, 911 - Terrorist Attack World Trade Center  
 \_\_\_\_\_ 2001, U.S. War in Afghanistan  
 \_\_\_\_\_ 2002, Department of Homeland Security Formed  
 \_\_\_\_\_ 2003, Operation Iraqi Freedom  
 \_\_\_\_\_ 2004, Tsunami Kills over 100,000 People in Indonesia

**PEOPLE**

\_\_\_\_\_ Begin, Menachem (Russia, 1913-1992)—Israeli Prime Minister: Camp David,  
           Peace Treaty with Sadat 1979, Zionist,  
 \_\_\_\_\_ Bush, George (Massachusetts, 1924- )—41st President (1989-1993): Operation  
           Desert Storm in Persian Gulf War  
 \_\_\_\_\_ Bush, George W. (Connecticut, 1946 - )—43rd President ( 2001-Present); Created  
           Department of Homeland Security, War in Afghanistan and Iraq  
 \_\_\_\_\_ Carter, James (Georgia, 1924- )—39th President (1977-1981): Panama Treaty  
 \_\_\_\_\_ Clinton, William (Arkansas, 1946- )—42nd President (1992-2000)  
 \_\_\_\_\_ Ford, Gerald R. (Nebraska, 1913- )—38th President (1973-1977)  
 \_\_\_\_\_ Gorbachev, Mikhail (Russia, 1931- )—Leader Soviet Union  
 \_\_\_\_\_ Hussein, Saddam (Iraq, 1937- )—Iraqi Leader  
 \_\_\_\_\_ Johnson, Lyndon B. (Texas, 1908-1973)—36th President (1963-1969): Voting  
           Rights Act, Vietnam War  
 \_\_\_\_\_ Kennedy, John F. (Massachusetts, 1917-1963)—35th President (1961-1963):  
           Federal Desegregation of Schools, Civil Rights Reform, Nuclear Test Ban Treaty  
 \_\_\_\_\_ King, Martin Luther, Jr. (Georgia, 1929-1968)—Clergyman, Civil Rights Leader  
 \_\_\_\_\_ Kissinger, Henry A. (Germany, 1923- )—U.S. Secretary of State: Emigrated to  
           U.S. Because of Jewish Persecution, Vietnam War Negotiations  
 \_\_\_\_\_ Nixon, Richard M. (California, 1913- )—37th President (1969-1974): End of  
           Vietnam War, Wage and Price Controls, China Relations, Watergate  
 \_\_\_\_\_ O'Connor, Sandra Day (Texas, 1930- )—1st Female Supreme Court Justice (1981)  
 \_\_\_\_\_ Reagan, Ronald W. (Illinois, 1911-2004)—40th President (1981-1989), Actor:  
           Reduction of Government Spending and Inflation, Anti-Communist, Strategic  
           Defense Initiative, Iran-Contra Scandal  
 \_\_\_\_\_ Sadat, Anwar (Egypt, 1918-1981)—Egyptian President: Camp David Accords

_____	_____	Schwarzkopf, H. Norman (New Jersey, 1934- )—U.S. General: Operation Desert Storm
_____	_____	Wallace, George C. (Alabama, 1919-)—Governor of Alabama: Segregation
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PLACES**

_____	_____	Afghanistan	_____	_____	Selma, Alabama
_____	_____	Baghdad	_____	_____	_____
_____	_____	Iraq (also see page 53)	_____	_____	_____
_____	_____	Persian Gulf	_____	_____	_____

**TERMS**

_____	_____	Astronauts	_____	_____	Television
_____	_____	Computers	_____	_____	Terrorists
_____	_____	Detente	_____	_____	_____
_____	_____	Glasnost	_____	_____	_____
_____	_____	Perestroika	_____	_____	_____
_____	_____	Sputnik	_____	_____	_____

**LIFE IN AMERICA DURING THE 1940's**

_____	_____	Homes, Food, Clothing, Family Life	_____	_____	Health & Medicine Recreation, Arts, Crafts, Music, Entertainment
_____	_____	Economy, Technology, Manufacturing, and Trade	_____	_____	Education
_____	_____	Religion	_____	_____	_____

**LIFE IN AMERICA DURING THE 1950's**

_____	_____	Homes, Food, Clothing, Family Life	_____	_____	Health & Medicine Recreation, Arts, Crafts, Music, Entertainment
_____	_____	Economy, Technology, Manufacturing, and Trade	_____	_____	Education
_____	_____	Religion	_____	_____	_____

**LIFE IN AMERICA DURING THE 1960'S**

_____	_____	Homes, Food, Clothing,	_____	_____	Health & Medicine
_____	_____	Family Life	_____	_____	Recreation, Arts, Crafts,
_____	_____	Economy, Technology,	_____	_____	Music, Entertainment
_____	_____	Manufacturing, and Trade	_____	_____	Education
_____	_____	Religion			

**LIFE IN AMERICA DURING THE 1970'S**

_____	_____	Homes, Food, Clothing,	_____	_____	Health & Medicine
_____	_____	Family Life	_____	_____	Recreation, Arts, Crafts,
_____	_____	Economy, Technology,	_____	_____	Music, Entertainment
_____	_____	Manufacturing, and Trade	_____	_____	Education
_____	_____	Religion			

**LIFE IN AMERICA DURING THE 1980'S**

_____	_____	Homes, Food, Clothing,	_____	_____	Health & Medicine
_____	_____	Family Life	_____	_____	Recreation, Arts, Crafts,
_____	_____	Economy, Technology,	_____	_____	Music, Entertainment
_____	_____	Manufacturing, and Trade	_____	_____	Education
_____	_____	Religion			

**LANDMARKS & SYMBOLS OF THE UNITED STATES**

Elem	Jr/Sr High				
_____	_____	Alamo	_____	_____	Mt. Rushmore
_____	_____	Bald Eagle	_____	_____	Pentagon
_____	_____	Bill of Rights	_____	_____	Statue of Liberty
_____	_____	California Redwoods	_____	_____	Uncle Sam
_____	_____	Capitol	_____	_____	Vietnam War Veteran
_____	_____	Constitution	_____	_____	Memorial
_____	_____	Declaration of	_____	_____	Washington Monument
_____	_____	Independence	_____	_____	White House
_____	_____	Golden Gate Bridge	_____	_____	Yellowstone National Park
_____	_____	Grand Canyon	_____	_____	_____
_____	_____	Empire State Building	_____	_____	_____
_____	_____	Flag	_____	_____	_____
_____	_____	Jefferson Memorial	_____	_____	_____
_____	_____	Liberty Bell	_____	_____	_____
_____	_____	Lincoln Memorial	_____	_____	_____

## U.S. STATES AND CAPITALS

\* Indicates First 13 States

Elem	Jr/Sr High	STATE	ABBREVIATION	CAPITAL	STATE ENTERED UNION
_____	_____	Alabama	AL	Montgomery	1819
_____	_____	Alaska	AK	Juneau	1959
_____	_____	Arizona	AZ	Phoenix	1912
_____	_____	Arkansas	AR	Little Rock	1836
_____	_____	California	CA	Sacramento	1850
_____	_____	Colorado	CO	Denver	1876
_____	_____	Connecticut*	CT	Hartford	1788
_____	_____	Delaware*	DE	Dover	1787
_____	_____	Florida	FL	Tallahassee	1845
_____	_____	Georgia*	GA	Atlanta	1788
_____	_____	Hawaii	HI	Honolulu	1959
_____	_____	Idaho	ID	Boise	1890
_____	_____	Illinois	IL	Springfield	1818
_____	_____	Indiana	IN	Indianapolis	1816
_____	_____	Iowa	IA	Des Moines	1846
_____	_____	Kansas	KS	Topeka	1861
_____	_____	Kentucky	KY	Frankfort	1792
_____	_____	Louisiana	LA	Baton Rouge	1812
_____	_____	Maine	ME	Augusta	1820
_____	_____	Maryland*	MD	Baltimore	1788
_____	_____	Massachusetts*	MA	Boston	1788
_____	_____	Michigan	MI	Lansing	1837
_____	_____	Minnesota	MN	St. Paul	1858
_____	_____	Mississippi	MS	Jackson	1817
_____	_____	Missouri	MO	Jefferson City	1821
_____	_____	Montana	MT	Helena	1889
_____	_____	Nebraska	NE	Lincoln	1867
_____	_____	Nevada	NV	Carson City	1864
_____	_____	New Hampshire*	NH	Concord	1788
_____	_____	New Jersey*	NJ	Trenton	1787
_____	_____	New Mexico	NM	Sante Fe	1912
_____	_____	New York*	NY	Albany	1788
_____	_____	North Carolina*	NC	Raleigh	1789
_____	_____	North Dakota	ND	Bismarck	1889
_____	_____	Ohio	OH	Columbus	1803
_____	_____	Oklahoma	OK	Oklahoma City	1907
_____	_____	Oregon	OR	Salem	1859
_____	_____	Pennsylvania*	PA	Harrisburg	1787
_____	_____	Rhode Island*	RI	Providence	1790
_____	_____	South Carolina*	SC	Columbia	1788

# GOVERNMENT

Elem      Jr/Sr High

- |       |       |   |
|-------|-------|---|
| _____ | _____ | International Relationships                                 |
| _____ | _____ | Godly Submission to Authority (1 Pet. 2:13-14, Rom. 13:1-7) |
| _____ | _____ | U.S. State and Local Government                             |
| _____ | _____ | U.S. Voting and the Election Process                        |
| _____ | _____ | U.S. Constitution   |
| _____ | _____ | U.S. Bill of Rights   |
| _____ | _____ | U.S. Government Agencies                                    |
| _____ | _____ | U.S. Pledge of Allegiance                                   |
| _____ | _____ | U.S. National Symbols                                       |
| _____ | _____ | U.S. National Holidays                                      |
| _____ | _____ | Presidents of the United States                             |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

## FORMS OF GOVERNMENT

- |       |       |              |       |       |                 |
|-------|-------|--------------|-------|-------|-----------------|
| _____ | _____ | Democracy    | _____ | _____ | Parliamentary   |
| _____ | _____ | Dictatorship | _____ | _____ | Republic        |
| _____ | _____ | Federation   | _____ | _____ | Theocracy       |
| _____ | _____ | Imperialism  | _____ | _____ | Totalitarianism |
| _____ | _____ | Monarchy     | _____ | _____ | _____           |

## U.S. FEDERAL GOVERNMENT EXECUTIVE BRANCH

- |       |       |                                   |       |       |   |
|-------|-------|-----------------------------------|-------|-------|---|
| _____ | _____ | Executive Office of the President | _____ | _____ | Department of Health and Human Services |
| _____ | _____ | Department of Agriculture         | _____ | _____ | Department of Labor                     |
| _____ | _____ | Department of Commerce            | _____ | _____ | Department of State                     |
| _____ | _____ | Department of Defense             | _____ | _____ | Department of Transportation            |
| _____ | _____ | Department of Education           | _____ | _____ | Department of Treasury                  |
| _____ | _____ | Department of Energy              | _____ | _____ | Department of Homeland Security         |
| _____ | _____ | Department of the Interior        | _____ | _____ | Department of Homeland Security         |
| _____ | _____ | Department of Justice             | _____ | _____ |   |

## U.S. FEDERAL GOVERNMENT LEGISLATIVE BRANCH

- |       |       |                          |
|-------|-------|--------------------------|
| _____ | _____ | Senate                   |
| _____ | _____ | House of Representatives |

## U.S. FEDERAL GOVERNMENT JUDICIAL BRANCH

- |       |       |                          |       |       |                      |
|-------|-------|--------------------------|-------|-------|----------------------|
| _____ | _____ | Supreme Court            | _____ | _____ | Other Federal Courts |
| _____ | _____ | Federal Court of Appeals | _____ | _____ |                      |

## ECONOMICS

Elem	Jr/Sr High	
_____	_____	History of Money and Banking
_____	_____	History of Economics
_____	_____	Definition of Economics
_____	_____	Major Fields—Microeconomics, Macroeconomics
_____	_____	U.S. and World Economies (International Trade, Exports, Imports)
_____	_____	_____
_____	_____	_____
_____	_____	_____

### PEOPLE IN ECONOMICS

_____	_____	Engels, Friedrich (Germany, 1820-1895)—Revolutionary Political Economist and Co-founder (with Karl Marx) of Communism: Communist Manifesto
_____	_____	Keynes, John Maynard (England, 1883-1946)—Economist: Planned Economy, Influenced the “New Deal”
_____	_____	Malthus, Thomas Robert (England, 1766-1834)—Economist: Classical
_____	_____	Marshall, Alfred —Principles of Economics (1890)
_____	_____	Mill, John Stuart (England, 1806-1873)—Social Reformer: Classical Economics, Principles of Political Economy
_____	_____	Ricardo, David (England, 1772-1823)—Political Economist: Classical Economics
_____	_____	Smith, Adam (England, 1723-1890)—Economist: Classical Economics, Wealth of Nations
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### ECONOMIC TERMS

_____	_____	Bureaucracy	_____	_____	Marxism
_____	_____	Business Cycle	_____	_____	Mercantilism
_____	_____	Capitalism	_____	_____	Money Supply
_____	_____	Communism	_____	_____	Neoclassicist
_____	_____	Communist Manifesto	_____	_____	Physiocracy
_____	_____	Consumption	_____	_____	Production
_____	_____	Depression	_____	_____	Rationing
_____	_____	Deregulation	_____	_____	Recession
_____	_____	Diminishing Returns	_____	_____	Socialist
_____	_____	Food Supply	_____	_____	Supply and Demand
_____	_____	Free Enterprise	_____	_____	Unemployment
_____	_____	Gold, Silver	_____	_____	Welfare State
_____	_____	Gross National Product	_____	_____	Wages
_____	_____	Inflation	_____	_____	_____
_____	_____	Laissez-Faire Economics	_____	_____	_____





## LITERATURE

Study authors in light of their relationship with God and how their relationship affected their work. Check library for additional books by same authors. Books marked with an \* are ones I've personally read and recommend. Many of these can be used as read-alouds for all ages. Dates and birthplace are added if known.

See Recommended Preschool Literature on the Oklahoma Homeschool website for a list of more books for preschoolers & beginning readers. (<http://www.oklahomahomeschool.com/PreKLit.html>).

Elem            Jr/Sr High

### AMERICAN AUTHORS

- |       |       |   |
|-------|-------|---|
| _____ | _____ | Alcott, Louisa May (Pennsylvania, 1832-1888)— <i>Little Women*</i> , <i>Little Men*</i> , <i>Eight Cousins*</i> , <i>The Inheritance*</i>   |
| _____ | _____ | Aldrich, Bess Streeter (Iowa, 1881-1954)— <i>A Lantern in Her Hand*</i> , <i>Miss Bishop</i>  |
| _____ | _____ | Alger, Horatio (Massachusetts, 1934-1899)— <i>The Young Adventurer*</i> , <i>Ragged Dick</i>  |
| _____ | _____ | Anderson, C. W.— <i>Billy and Blaze*</i>  |
| _____ | _____ | Audubon, John James (Haiti/Pennsylvania, 1785-1851)— National Audubon Society, <i>The Birds of America</i>  |
| _____ | _____ | Armour, Richard (California, ?) — Satire: <i>It All Started With Columbus*</i> , <i>Twisted Tales of Shakespeare*</i> (Fun after you've read the real Shakespeare!)   |
| _____ | _____ | Atwater, Richard— <i>Mr. Popper's Penguins*</i>   |
| _____ | _____ | Babbitt, Natalie (Ohio, 1932-) — <i>Tuck Everlasting*</i>   |
| _____ | _____ | Bagnold, Enid (1889-1991)— <i>National Velvet*</i>  |
| _____ | _____ | Barron, Stephanie (?)— <i>Mysteries: Jane and the Unpleasantness at Scargrave Manor*</i> , a Jane Austen mystery series   |
| _____ | _____ | Baum, L. Frank (New York, 1856-1919)— <i>The Wizard of Oz</i> , <i>Tik-Tok of Oz</i>  |
| _____ | _____ | Benet, Stephen Vincent (Pennsylvania, 1898-1943)— Poet and Short Story Writer: "John Brown's Body"  |
| _____ | _____ | Bradford, William (England/Massachusetts, 1590-1657)— <i>Mayflower</i> , <i>Plymouth Colony</i> , <i>Separatist</i> , <i>History of Plimouth Plantation*</i>  |
| _____ | _____ | Brooks, Walter (Connecticut?, 1886-1958)— <i>Freddy the Detective*</i>  |
| _____ | _____ | Bryant, William Cullen (Massachusetts, 1794-1878)— Poet and Journalist: <i>New York Evening Post</i> , <i>Thanatopsis</i>   |
| _____ | _____ | Burgess, Thornton (Massachusetts, 1874-1965)— <i>Old Mother West Wind</i> , <i>The Adventures of Jimmy Skunk*</i>   |
| _____ | _____ | Burnett, Frances Hodgson (England/Tennessee, 1849-1924)— <i>Little Lord Fauntleroy*</i> , <i>The Secret Garden*</i> , <i>The Lost Prince</i> , <i>A Little Princess*</i> , <i>The Shuttle</i> , <i>T. Temberom*</i> |
| _____ | _____ | Byars, Betsy (North Carolina, 1928- )— <i>The Midnight Fox</i> , <i>Seven Treasure Hunts*</i>   |
| _____ | _____ | Campbell, Julie & others— <i>Trixie Belden*</i> series  |
| _____ | _____ | Cather, Willa (Virginia, 1876-1947)— Novelist and Poet: <i>O Pioneers!</i> , <i>Death Comes for the Archbishop</i>  |
| _____ | _____ | Chandler, Gertrude (Connecticut, 1890-1979)— <i>Boxcar Children*</i> series   |
| _____ | _____ | Cleary, Beverly (Oregon, 1916- )— <i>Henry Huggins*</i> series  |
| _____ | _____ | Clemens, Samuel L. (see Mark Twain)   |
| _____ | _____ | Cohn, Amy— <i>From Sea to Shining Sea</i> , <i>A Treasury of American Folklore*</i>   |

## AUTHORS FROM AROUND THE WORLD

Elem	Jr/Sr High	
_____	_____	Adams, Richard (England, 1920- )— <i>Watership Down</i> *
_____	_____	Aesop (Greece, 620-560 B.C.)— <i>Aesop's Fables</i> *
_____	_____	Ainsworth, William Harrison (England, 1805-1882)—Historical Novelist: <i>Rookwood, Windsor Castle</i>
_____	_____	Andersen, Hans Christian (Denmark, 1805-1875)— <i>The Ugly Duckling</i> *, <i>The Emperor's Clothes</i> *, <i>The Tinder Box</i> *, <i>The Toy Soldier</i> * and others
_____	_____	Angeli, Marguerite de— <i>The Door in the Wall</i>
_____	_____	Appleton, Victor (unknown)— <i>Tom Swift</i> * series
_____	_____	Aquinas, Thomas (Italy, 1225-1274)—Theologian/Philosopher: <i>Summa contra Gentiles</i> <i>Arabian Nights</i> —author unknown. Look for a book edited by Naomi Lewis.
_____	_____	Ardizzone, Edward (Indo-China, 1900-1979)— <i>Little Tim and the Brave Sea Captain</i>
_____	_____	Aristophanes (Greece, 445-380 BC)—Playwright: <i>The Knights, The Wasps, The Clouds, The Birds</i>
_____	_____	Aristotle (Greece, 384-322 BC)—Philosopher: Metaphysics, Politics, Poetics
_____	_____	Arthurian Legend (Lancelot, Sir Gawain and the Green Knight), unknown author. I recommend <i>The Boy's King Arthur</i> by Sidney Lanier for an easy-to-read version.
_____	_____	Augustine (Algeria, 354-430)—Theologian and Philosopher: <i>The City of God, Confessions</i>
_____	_____	Austen, Jane (England, 1775-1817)— <i>Pride and Prejudice</i> *, <i>Sense &amp; Sensibility</i> *, <i>Emma</i> *, <i>Northanger Abbey</i> *, <i>Persuasion</i> *
_____	_____	Barre, J. M. (Scotland, 1860-1937)—Novelist and Playwright: <i>The Little Minister, Peter Pan</i>
_____	_____	“Beowulf” (Anglo-Saxon Poetry)
_____	_____	Bond, Michael (England, 1926- )— <i>A Bear Called Paddington</i> *
_____	_____	Bronte, Anne (England, 1820-1849)— <i>Agnes Grey</i>
_____	_____	Bronte, Charlotte (England, 1816-1855)— <i>Jane Eyre</i> *, <i>Shirley, Vilette</i>
_____	_____	Bronte, Emily (England, 1818-1848)— <i>Wuthering Heights</i>
_____	_____	Brothers Grimm (German, 1800's-1900s)— <i>Complete Grimm's Fairy Tales</i>
_____	_____	Browning, Elizabeth Barrett (England, 1806-1861)—Poet: “Sonnets from the Portuguese”
_____	_____	Browning, Robert (England, 1809-1889)—Poet: “The Ring and the Book”
_____	_____	Bunyan, John (England, 1628-1688)—Writer and Preacher: <i>The Pilgrim's Progress</i> *, <i>The Holy War</i>
_____	_____	Burnford, Sheila (Scotland, 1918-1984)— <i>The Incredible Journey</i> *
_____	_____	Burns, Robert (Scotland, 1759-1796)—Poet: “The Jolly Beggars,” “Tam O'Shanter”
_____	_____	Byron, Lord (England, 1788-1824)—Poet: “Don Juan”
_____	_____	Calvin, John (France, 1509-1564)—Reformer: <i>Institutes of the Christian Religion</i>
_____	_____	Carroll, Lewis (England, 1832-1898)— <i>Alice's Adventures in Wonderland</i> *, <i>Through the Looking Glass</i> . I highly recommend the <i>Annotated Alice</i> . You will get much more from your reading.
_____	_____	Cervantes, Miguel de (Spain, 1547-1616)— <i>Don Quixote</i>

## COMMUNICATION (ORAL, SPEECH)

Elem	Jr/Sr High	
_____	_____	Able to Speak Grammatically Correct at All Times
_____	_____	Able to Give an Oral Presentation
_____	_____	Able to Participate in a Dramatic Production (Play, Puppets, Television, Etc.)
_____	_____	Able to Read or Tell a Story to Others
_____	_____	Speaks a Foreign Language (If Needed)
_____	_____	Has Developed Memorization Skills
_____	_____	_____
_____	_____	_____

## COMMUNICATION (WRITTEN, GRAMMAR)

Elem	Jr/Sr High	
<b>BASIC WRITING SKILLS—PART I</b>		
_____	_____	Knows and Is Able to Write the Alphabet
_____	_____	Knows and Is Able to Write Numbers in the Correct Order
_____	_____	Knows and Is Able to Write Name, Address, Telephone Number
_____	_____	Writes in Manuscript
_____	_____	Writes in Cursive
_____	_____	Is Able to Copy Selections of Writing
_____	_____	Is Able to Take Dictation
_____	_____	Writes Neatly and Legibly
_____	_____	Knows the History of Bookmaking (Papyrus, Rosetta Stone, Printing Press)
_____	_____	_____
_____	_____	_____

### IS FAMILIAR WITH WRITTEN CODES:

_____	_____	Hieroglyphics (see page 30)	_____	_____	Semaphore
_____	_____	Morse Code	_____	_____	_____
_____	_____	Braille	_____	_____	_____
_____	_____	Sign Language	_____	_____	_____

### CAPITALIZATION

_____	_____	First Word of Sentence	_____	_____	Outlines
_____	_____	Proper Nouns	_____	_____	Quotations
_____	_____	Proper Adjectives	_____	_____	_____
_____	_____	Letter Parts	_____	_____	_____

### ABBREVIATIONS

_____	_____	Days of Week	_____	_____	States
_____	_____	Months	_____	_____	Cities
_____	_____	Titles	_____	_____	_____
_____	_____	Streets	_____	_____	_____

**PUNCTUATION**

- |       |       |                       |       |       |                 |
|-------|-------|-----------------------|-------|-------|-----------------|
| _____ | _____ | Apostrophe            | _____ | _____ | Parenthesis     |
| _____ | _____ | Colon                 | _____ | _____ | Period          |
| _____ | _____ | Comma                 | _____ | _____ | Question Mark   |
| _____ | _____ | Contractions          | _____ | _____ | Quotation Marks |
| _____ | _____ | Exclamation Point     | _____ | _____ | Semicolon       |
| _____ | _____ | Hyphens               | _____ | _____ | _____           |
| _____ | _____ | Paragraph Indentation | _____ | _____ | _____           |

**SENTENCE CONSTRUCTION**

- |       |       |                   |       |       |               |
|-------|-------|-------------------|-------|-------|---------------|
| _____ | _____ | Subject           | _____ | _____ | Exclamatory   |
| _____ | _____ | Predicate         | _____ | _____ | Imperative    |
| _____ | _____ | Simple            | _____ | _____ | Interrogative |
| _____ | _____ | Compound          | _____ | _____ | _____         |
| _____ | _____ | Complex Sentences | _____ | _____ | _____         |
| _____ | _____ | Declarative       | _____ | _____ | _____         |

**ANTONYMS, HOMONYMS, PREFIXES, ETC.**

- |       |       |                |       |       |          |
|-------|-------|----------------|-------|-------|----------|
| _____ | _____ | Antonyms       | _____ | _____ | Prefixes |
| _____ | _____ | Base words     | _____ | _____ | Suffixes |
| _____ | _____ | Compound Words | _____ | _____ | Synonyms |
| _____ | _____ | Contractions   | _____ | _____ | _____    |
| _____ | _____ | Homonyms       | _____ | _____ | _____    |

**BASIC WRITING SKILLS—PART II**

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Consistently Uses Correct Subject and Verb Agreement                 |
| _____ | _____ | Consistently Uses Correct Pronoun Forms                              |
| _____ | _____ | Is Able to Proofread and Make Corrections                            |
| _____ | _____ | Has a Good Vocabulary  |
| _____ | _____ | Is Able to Form Plurals and Add Word Endings                         |
| _____ | _____ | Is Able to Form Possessives  |
| _____ | _____ | Correctly Spells Words Used in Daily Writing on a Consistent Basis   |
| _____ | _____ | Uses a Dictionary, as Needed (also see Research Skills page 129)     |
| _____ | _____ | Understands and Uses Analogies                                       |
| _____ | _____ | Is Able to Paraphrase and Summarize                                  |
| _____ | _____ | Is Able to Play Word Games Such as Scrabble and Boggle               |
| _____ | _____ | Is Able to Distinguish Between Fact, Fiction, Opinion, Inference     |
| _____ | _____ | Keeps a Journal  |
| _____ | _____ | Knowledgeable in Formal Grammar (Parts of Speech, Diagramming, etc.) |
| _____ | _____ | Is Able to Take Notes Quickly and Accurately                         |
| _____ | _____ | _____  |
| _____ | _____ | _____  |
| _____ | _____ | _____  |

**WRITING/LITERATURE TERMS**

_____	_____	Alliteration	_____	_____	Personification
_____	_____	Allusion	_____	_____	Plot
_____	_____	Cacophony	_____	_____	Point of View
_____	_____	Character	_____	_____	Prose
_____	_____	Cliche	_____	_____	Setting
_____	_____	Climax	_____	_____	Simile
_____	_____	Composition	_____	_____	Subject
_____	_____	Dialogue	_____	_____	Symbolism
_____	_____	Figure of Speech	_____	_____	Theme
_____	_____	Hyperbole	_____	_____	Tone
_____	_____	Imagery	_____	_____	Topic
_____	_____	Metaphor	_____	_____	_____
_____	_____	Meter	_____	_____	_____
_____	_____	Onomatopoeia	_____	_____	_____
_____	_____	Parable	_____	_____	_____

**WRITING SKILLS—COMPUTER**

_____	_____	Uses Word Processing Software
_____	_____	Uses Page Layout Software
_____	_____	Uses Database Software
_____	_____	Types at 40 Words Per Minute, Minimum
_____	_____	_____
_____	_____	_____

**RESEARCH SKILLS**

Elem	Jr/Sr High	
_____	_____	Is Able to Arrange Words in Alphabetical Order
_____	_____	Is Familiar with the Reference Section of the Library
_____	_____	Is Able to Use Encyclopedias
_____	_____	Is Able to Use a Thesaurus
_____	_____	Is Able to Use an Atlas
_____	_____	Is Able to Use an Almanac
_____	_____	Is Able to Use a Dictionary (Guide Words, Accents, Pronunciation Guide)
_____	_____	Is Able to Use the Periodical Index
_____	_____	Is Able to Access the Local Library Using a Modem
_____	_____	Is Able to Use the Internet
_____	_____	Bible Research Skills (see page 17)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**WRITING PROJECT IDEAS**

- \_\_\_\_\_ \_\_\_\_\_ Memo
- \_\_\_\_\_ \_\_\_\_\_ Menu, Recipes
- \_\_\_\_\_ \_\_\_\_\_ Minutes of a Meeting
- \_\_\_\_\_ \_\_\_\_\_ Movie/TV/Video Review
- \_\_\_\_\_ \_\_\_\_\_ Mystery
- \_\_\_\_\_ \_\_\_\_\_ News Article/Newspaper
- \_\_\_\_\_ \_\_\_\_\_ Newsletter
- \_\_\_\_\_ \_\_\_\_\_ Order Form
- \_\_\_\_\_ \_\_\_\_\_ Play
- \_\_\_\_\_ \_\_\_\_\_ Postcard
- \_\_\_\_\_ \_\_\_\_\_ Questionnaire/Survey
- \_\_\_\_\_ \_\_\_\_\_ Quiz
- \_\_\_\_\_ \_\_\_\_\_ Reports (Topic Sentence, Details, Organization, Closing Statement)
- \_\_\_\_\_ \_\_\_\_\_ Research Paper (Note Taking, Outline, First Draft, Editing, Rewriting, Bibliography)
- \_\_\_\_\_ \_\_\_\_\_ Resume
- \_\_\_\_\_ \_\_\_\_\_ Riddles
- \_\_\_\_\_ \_\_\_\_\_ Rules
- \_\_\_\_\_ \_\_\_\_\_ Schedules
- \_\_\_\_\_ \_\_\_\_\_ Signs, Posters
- \_\_\_\_\_ \_\_\_\_\_ Song
- \_\_\_\_\_ \_\_\_\_\_ Speech
- \_\_\_\_\_ \_\_\_\_\_ Story (Character, Plot, Theme, Setting, Point of View, Conflict)
- \_\_\_\_\_ \_\_\_\_\_ Summaries
- \_\_\_\_\_ \_\_\_\_\_ Table of Contents
- \_\_\_\_\_ \_\_\_\_\_ Telegram
- \_\_\_\_\_ \_\_\_\_\_ Telephone Message
- \_\_\_\_\_ \_\_\_\_\_ Thank You Note
- \_\_\_\_\_ \_\_\_\_\_ Tongue Twisters
- \_\_\_\_\_ \_\_\_\_\_ Travel Guide
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**Poetry:**

- |                      |                         |
|----------------------|-------------------------|
| _____ _____ Sonnet   | _____ _____ Ode         |
| _____ _____ Ballad   | _____ _____ Stanza      |
| _____ _____ Haiku    | _____ _____ Couplet     |
| _____ _____ Epic     | _____ _____ Blank Verse |
| _____ _____ Limerick | _____ _____ _____       |
| _____ _____ Cinquain | _____ _____ _____       |

# MATH

Elem      Jr/Sr High

- \_\_\_\_\_      \_\_\_\_\_      God's Purpose for Math
- \_\_\_\_\_      \_\_\_\_\_      Practical Uses of Math
- \_\_\_\_\_      \_\_\_\_\_      Careers in Math

## BASIC MATH SKILLS—PART I

- \_\_\_\_\_      \_\_\_\_\_      Is Able to Use Manipulatives
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Count to 100+
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Recognize and Complete Patterns
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Recognize and Predict Number Sequences
- \_\_\_\_\_      \_\_\_\_\_      Knows Ordinals (First, Second, Third, etc.)
- \_\_\_\_\_      \_\_\_\_\_      Knows Place Values (Ones, Tens, Hundreds, etc.)
- \_\_\_\_\_      \_\_\_\_\_      Reads and Writes Word Names for Numbers
- \_\_\_\_\_      \_\_\_\_\_      Identifies, Counts, and Calculates Money
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Read and Write Roman Numerals
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Tell Time (Watch)-also see Earth's Motion, page 151
- \_\_\_\_\_      \_\_\_\_\_      Is Familiar With Math Games: Dominos, Yahtzee, Battleship, Math Mouse, Playing Store
- \_\_\_\_\_      \_\_\_\_\_      Is Able to Use a Compass and Straightedge to Create Geometric Shapes

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## COUNTING

- |                             |                            |
|-----------------------------|----------------------------|
| _____      _____      2's   | _____      _____      6's  |
| _____      _____      3's   | _____      _____      7's  |
| _____      _____      5's   | _____      _____      8's  |
| _____      _____      10's  | _____      _____      9's  |
| _____      _____      12's  | _____      _____      11's |
| _____      _____      100's | _____      _____      12's |
| _____      _____      4's   |                            |

## SORTING—SAME & DIFFERENT

- |                              |                               |
|------------------------------|-------------------------------|
| _____      _____      Sizes  | _____      _____      Amounts |
| _____      _____      Colors | _____      _____      _____   |
| _____      _____      Shapes | _____      _____      _____   |

**RECOGNIZING SHAPES**

_____	_____	Square	_____	_____	Cone
_____	_____	Circle	_____	_____	Pyramid
_____	_____	Triangle	_____	_____	Cylinder
_____	_____	Rectangle	_____	_____	Rectangular Solid
_____	_____	Polygon	_____	_____	_____
_____	_____	Sphere	_____	_____	_____

**100 BASIC FACTS (DRILL WORK)**

_____	_____	Addition	_____	_____	Multiplication
_____	_____	Subtraction	_____	_____	Division

**LINEAR MEASUREMENTS**

_____	_____	Inch	_____	_____	Metric Linear
_____	_____	Foot	_____	_____	Measurements
_____	_____	Yard	_____	_____	_____
_____	_____	Mile	_____	_____	_____

**WEIGHT MEASUREMENTS**

_____	_____	Ounce	_____	_____	Metric Weight
_____	_____	Pounds	_____	_____	Measurements
_____	_____	Tons	_____	_____	_____

**VOLUME MEASUREMENTS**

_____	_____	Teaspoon	_____	_____	Gallon
_____	_____	Tablespoon	_____	_____	Metric Volume
_____	_____	Cup	_____	_____	Measurements
_____	_____	Pint	_____	_____	_____
_____	_____	Quart	_____	_____	_____



**GEOMETRIC TERMS**

_____	_____	Point	_____	_____	_____
_____	_____	Line	_____	_____	_____
_____	_____	Line Segment	_____	_____	_____
_____	_____	Ray	_____	_____	_____
_____	_____	Parallel Lines	_____	_____	_____
_____	_____	Perpendicular Lines	_____	_____	_____
_____	_____	Angles	_____	_____	_____

**FAMOUS MATHEMATICIANS**

Elem	Jr/Sr High	
_____	_____	Archimedes (Greece, c.287-212 BC)—Mathematician and Engineer: Discovered the Lever and the Principle of Buoyancy
_____	_____	Babbage, Charles (England, 1792-1871)—Mathematician and Inventor: Developed One of the First Early Computers Called the “Difference Machine.”
_____	_____	Boole, George S. (England, 1815-1864)—Developed a Method for Representing Logic with Mathematical Formulas, Boolean Algebra Named After Him
_____	_____	Descartes, René (France, 1596-1650)—Mathematician and Philosopher: Principles of Philosophy (“I think, therefore I am.”), Diest, Geometry, Optics
_____	_____	Euclid (Greece, c.330-c.260 BC)—Geometry, Elements
_____	_____	Gates, William Henry (Washington, 1955-)-Computer Scientist: Developed Microsoft Disk Operating System
_____	_____	Hopper, Grace Murray (1906-1834)—Computer Programmer: Invented COBOL Programming Language
_____	_____	Jobs, Steven Paul (California, 1955-)-Computer Scientist: Co-Founder of Apple Computer Company, Graphical User Interface, High-Resolution Graphics, Digital Sound Processing
_____	_____	Lamb, Sir Horace (England, 1849-1934)—Mathematician and Geophysicist: Airflow Over Airplane Surfaces
_____	_____	Napier, John (England, 1550-1617)—Invented Logarithm as a Mathematical Device to Aid in Calculation
_____	_____	Oughtred, William (England, 1575-1660)—Invented the Earliest Form of the Slide Rule
_____	_____	Pacioli, Luca (Italy, c.1445-?)—Wrote the First Algebra Book
_____	_____	Pascal, Blaise (France, 1623-1662)—Founded the Modern Theory of Probabilities
_____	_____	Pythagoras (Greece, c.540-510 BC)—Geometry, Pythagorean Theorem for Right Triangles, Music Intervals
_____	_____	Wozniak, Stephen (California, 1951-)-Computer Scientist: Co-Founded Apple Computer Company (See Steven Jobs)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**BIBLICAL FINANCES & CONSUMER MATH** (also see Economics)

DIVISION OF INCOME:

- \_\_\_\_\_ **Tithe**-Malachi 3:8
- \_\_\_\_\_ **Government**-Matthew 22:21
- \_\_\_\_\_ **Family Needs**-1 Tim. 5:8
- \_\_\_\_\_ **Debts**-Psalms 37:21
- \_\_\_\_\_ **Surplus** - Savings (Deut.28:4) and Gifts (2 Cor. 8:14]

- \_\_\_\_\_ Budgeting
- \_\_\_\_\_ Borrowing vs. Lending
- \_\_\_\_\_ Checking/Savings Account
- \_\_\_\_\_ History of Money and the Banking System
- \_\_\_\_\_ Home Ownership—Mortgage Interest and Taxes
- \_\_\_\_\_ Insurance
- \_\_\_\_\_ Interest Rates
- \_\_\_\_\_ Investments
- \_\_\_\_\_ Markdowns
- \_\_\_\_\_ Sales Tax
- \_\_\_\_\_ Savings Account
- \_\_\_\_\_ Taxes and Tax Preparation

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**BUSINESS MATH**

- \_\_\_\_\_ Accounting
- \_\_\_\_\_ Advertising
- \_\_\_\_\_ Bookkeeping
- \_\_\_\_\_ Commissions
- \_\_\_\_\_ Depreciation
- \_\_\_\_\_ Discounts
- \_\_\_\_\_ Marketing
- \_\_\_\_\_ Profit and Loss

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## SCIENCE (GEN. 1:28)

Elem      Jr/Sr High

### GOD’S CREATION

_____	_____	Creationism vs. Evolutionary Theory (Jer. 10:12), See page 24
_____	_____	Practical Uses for Science
_____	_____	Scientific Method
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### TERMS

_____	_____	Science
_____	_____	Applied Science
_____	_____	Technology
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### SCIENTISTS & INVENTORS

*Study each scientist or inventor in light of their religion and it’s influence on their work.*

Elem      Jr/Sr High

_____	_____	Ampère, André-Marie (France, 1775-1836)—Mathematician and Physicist: Ampere=Unit of Current, Electronics, Physics, Mathematics
_____	_____	Appleton, Sir Edward Victor (England, 1892-1965)—Physicist: Ionosphere Layer of Atmosphere
_____	_____	Archimedes (Greece, c.287-212 BC)—Mathematician, Archimedes Screw, Formula for Areas and Volumes of Spheres, Cylinders, etc.
_____	_____	Aristotle (Greece, 384-322 BC)—Philosopher and Scientist: Classification of Animals, Logic, Metaphysics, Spontaneous Generation
_____	_____	Avery, Oswald Theodore (Canada/New York, 1877-1955)—Bacteriologist: DNA and Heredity
_____	_____	Bacon, Roger (England, c.1214-1294)—Philosopher and Scientist: Magnifying Glass, Gunpowder
_____	_____	Barnard, Christiaan (South Africa, 1922- )—Surgeon: First Successful Human Heart Transplant
_____	_____	Bayer, Johann (German, 1572-1625)—Astronomer: Star Atlas

# EARTH SCIENCES

## **GEOLOGY**

(Also see Dinosaurs & The Bible, Archaeology & The Bible, and Scientist & Inventors)

Elem      Jr/Sr High

- \_\_\_\_\_ \_\_\_\_\_ God's Purpose for the Earth
- \_\_\_\_\_ \_\_\_\_\_ Ecology, Conservation, and Stewardship
- \_\_\_\_\_ \_\_\_\_\_ Careers in Geology
- \_\_\_\_\_ \_\_\_\_\_ Creationism vs. Evolutionary Theory (See Creation pg. 24, Archaeology, pg. 22)

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### **EARTH'S COMPOSITION AND LANDFORMS**

- \_\_\_\_\_ \_\_\_\_\_ Composition of the Earth (Crust, Mantle, Outer Core, Inner Core)
- \_\_\_\_\_ \_\_\_\_\_ Soil Types (Clay, Silt, Sand, Loam)
- \_\_\_\_\_ \_\_\_\_\_ Landforms (Mountains, Hills, Valleys, Plains, Plateaus, Caves)
- \_\_\_\_\_ \_\_\_\_\_ Geological Time Scale

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### **ROCKS & MINERALS**

- \_\_\_\_\_ \_\_\_\_\_ Chemical Properties (Burning, Acid Reaction)
- \_\_\_\_\_ \_\_\_\_\_ Coal
- \_\_\_\_\_ \_\_\_\_\_ Common Uses of Rocks (i.e. Roads, Dental Powders, Steel, Glass, Cement, Monuments, Table Tops, Roofing, Building Stones, Railroad Beds)
- \_\_\_\_\_ \_\_\_\_\_ Common Uses of Minerals (i.e. Sandpaper, Aluminum Products, Cement, Chalk, China, Electrical Wire, Gems, Insecticides, Batteries, Thermometers, Paints, Lead Pencils, Wallboard, Salt, Coins, Jewelry, Fillings, Tin Products)
- \_\_\_\_\_ \_\_\_\_\_ Composition
- \_\_\_\_\_ \_\_\_\_\_ Crystals
- \_\_\_\_\_ \_\_\_\_\_ Double Refraction
- \_\_\_\_\_ \_\_\_\_\_ Fluorescence
- \_\_\_\_\_ \_\_\_\_\_ Identification (Hardness, Mohs' Scale of Hardness, Color, Streak, Cleavage, Fracture, Crystal Shape, Luster, Specific Gravity, Striations)
- \_\_\_\_\_ \_\_\_\_\_ Magma
- \_\_\_\_\_ \_\_\_\_\_ Magnetism
- \_\_\_\_\_ \_\_\_\_\_ Oil and Natural Gas

# METEOROLOGY

(Weather & Climate)

Elem      Jr/Sr High

\_\_\_\_\_      \_\_\_\_\_      Air Pollution and Stewardship

\_\_\_\_\_      \_\_\_\_\_      Careers in Meteorology

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

## WEATHER

\_\_\_\_\_      \_\_\_\_\_      Effects of Weather on Man

\_\_\_\_\_      \_\_\_\_\_      Effects of Weather on Plants and Animals

\_\_\_\_\_      \_\_\_\_\_      Storms (Blizzards, Cyclone, Hurricanes, Rainstorms, Snowstorms, Thunderstorm,  
Tornadoes, Typhoon)

\_\_\_\_\_      \_\_\_\_\_      Weather Forecasts (Short Range, Long Range)

\_\_\_\_\_      \_\_\_\_\_      Weather Fronts (Warm, Cold, Stationary, Occluded)

\_\_\_\_\_      \_\_\_\_\_      Weather Safety

\_\_\_\_\_      \_\_\_\_\_      Weather Map

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

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

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

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

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

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

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

## CLIMATE

\_\_\_\_\_      \_\_\_\_\_      Barometers— Atmospheric Pressure

\_\_\_\_\_      \_\_\_\_\_      Causes of Wind (Convection Cell, Coriolis Effect)

\_\_\_\_\_      \_\_\_\_\_      Cloud Formations (Altostratus, Altcumulus, Cirrocumulus, Cirrostratus, Cirrus,  
Cumulonimbus, Cumulus, Nimbostratus, Stratus, Stratocumulus, )

\_\_\_\_\_      \_\_\_\_\_      Composition of the Atmosphere

\_\_\_\_\_      \_\_\_\_\_      Conduction, Convection

\_\_\_\_\_      \_\_\_\_\_      Evaporation, Humidity, Condensation, Ground Fog, Dew Point

\_\_\_\_\_      \_\_\_\_\_      Major Wind Systems (Anticyclones, Chinook, Cyclone, Doldrums, Easterly  
Trades, Horse Latitude, Jet Streams, Land breezes, Monsoons, Prevailing  
Winds, Sea Breezes)

\_\_\_\_\_      \_\_\_\_\_      Precipitation (Dew, Drizzle, Fog, Freezing Rain, Hail, Rain, Sleet, Snow)

\_\_\_\_\_      \_\_\_\_\_      Rainbow

\_\_\_\_\_      \_\_\_\_\_      Structure of Atmosphere (Exosphere, Mesosphere, Stratosphere, Thermosphere,  
Troposphere)

\_\_\_\_\_      \_\_\_\_\_      Temperature (also see page 134, 160, 165)

\_\_\_\_\_      \_\_\_\_\_      Weather Balloons

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

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

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

# OCEANOGRAPHY & MARINE BIOLOGY

Elem      Jr/Sr High

- \_\_\_\_\_      \_\_\_\_\_      Glaciers
- \_\_\_\_\_      \_\_\_\_\_      Water Travel and Transportation
- \_\_\_\_\_      \_\_\_\_\_      Water Pollution and Stewardship
- \_\_\_\_\_      \_\_\_\_\_      Careers in Oceanography
- \_\_\_\_\_      \_\_\_\_\_      Water Safety
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

## MAIN BODIES OF WATER ON EARTH

- \_\_\_\_\_      \_\_\_\_\_      Location of World's Main Bodies of Water (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, and Mediterranean Sea)
- \_\_\_\_\_      \_\_\_\_\_      Lakes & Ponds
- \_\_\_\_\_      \_\_\_\_\_      Rivers & Streams (Source, Banks, Mouth, Courses)
- \_\_\_\_\_      \_\_\_\_\_      Animal Life in Fresh Water
- \_\_\_\_\_      \_\_\_\_\_      Plant Life in Fresh Water
- \_\_\_\_\_      \_\_\_\_\_      Animal Life in Brackish Water
- \_\_\_\_\_      \_\_\_\_\_      Plant Life in Brackish Water
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

## OCEAN LIFE AND COMPOSITION

- \_\_\_\_\_      \_\_\_\_\_      Composition of Water
- \_\_\_\_\_      \_\_\_\_\_      Currents, Waves
- \_\_\_\_\_      \_\_\_\_\_      Hydrosphere
- \_\_\_\_\_      \_\_\_\_\_      Natural Resources in Oceans (Availability and Use of )
- \_\_\_\_\_      \_\_\_\_\_      Ocean Floor (Continental Shelf, Abyssal Plains, Mountain Ridges, Ridges)
- \_\_\_\_\_      \_\_\_\_\_      Animal Life in Salt Water
- \_\_\_\_\_      \_\_\_\_\_      Plant Life in Salt Water
- \_\_\_\_\_      \_\_\_\_\_      Temperature
- \_\_\_\_\_      \_\_\_\_\_      Zones (Photic, Bathyl, Midnight)
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

## EFFECT OF OCEANS ON HUMAN AND ANIMAL LIFE

- \_\_\_\_\_      \_\_\_\_\_      Effect of Ocean on Climate and Shoreline
- \_\_\_\_\_      \_\_\_\_\_      Tides (Low or Ebb Tide, High or Flood Tide, High Spring Tide, Neap Tide)
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
- \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

# ASTRONOMY

Elem      Jr/Sr High

- \_\_\_\_\_ \_\_\_\_\_ God's Purpose for the Heavenly Bodies
- \_\_\_\_\_ \_\_\_\_\_ Uses for Astronomy (Navigation, Space Travel)
- \_\_\_\_\_ \_\_\_\_\_ Careers in Astronomy

## ASTRONOMICAL TOOLS

- \_\_\_\_\_ \_\_\_\_\_ Camera
- \_\_\_\_\_ \_\_\_\_\_ Hale Telescope
- \_\_\_\_\_ \_\_\_\_\_ Hubble Space Telescope
- \_\_\_\_\_ \_\_\_\_\_ Spectroscope
- \_\_\_\_\_ \_\_\_\_\_ Telescope (Refracting, Reflecting, Radio)

## UNIVERSE AND SOLAR SYSTEM

- \_\_\_\_\_ \_\_\_\_\_ Asteroids
- \_\_\_\_\_ \_\_\_\_\_ Circumpolar Constellations (Big and Little Dipper)
- \_\_\_\_\_ \_\_\_\_\_ Comets
- \_\_\_\_\_ \_\_\_\_\_ Constellations
- \_\_\_\_\_ \_\_\_\_\_ Distance of Stars (Parallax, Actual Brightness)
- \_\_\_\_\_ \_\_\_\_\_ Galaxy
- \_\_\_\_\_ \_\_\_\_\_ Light Year
- \_\_\_\_\_ \_\_\_\_\_ Meteors and Meteor Showers
- \_\_\_\_\_ \_\_\_\_\_ Milky Way
- \_\_\_\_\_ \_\_\_\_\_ Moon (See Earth's Motion)
- \_\_\_\_\_ \_\_\_\_\_ Nebulae
- \_\_\_\_\_ \_\_\_\_\_ Stars (Size, Magnitude, Temperature, Composition, Colors)
- \_\_\_\_\_ \_\_\_\_\_ Structure of Sun (Chromosphere, Core, Corona, Photosphere, Prominences, Solar Flares, Sunspots)
- \_\_\_\_\_ \_\_\_\_\_ Sun (Composition, Solar Eclipse, Size)

## PLANETS

- \_\_\_\_\_ \_\_\_\_\_ Inner Planets, Outer Planets
- \_\_\_\_\_ \_\_\_\_\_ Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto (**Most Vultures Eat Marshmallows and Japanese Subs, Usually Not Pizza**)
- \_\_\_\_\_ \_\_\_\_\_ Motion





# ZOOLOGY

Also see Oceanography & Marine Biology, page 148

Elem Jr/Sr High

- |       |       |   |
|-------|-------|---|
| _____ | _____ | God's Purpose for Animals                       |
| _____ | _____ | Careers in Zoology                              |
| _____ | _____ | Animal Identification                           |
| _____ | _____ | Conservation and Stewardship                    |
| _____ | _____ | Animal Dissection (Lab—Needed For College)      |
| _____ | _____ | Microscopic Life                                |
| _____ | _____ | Food chains (Producers, Consumers, Decomposers) |
| _____ | _____ | Life Cycles (Animal Reproduction)               |
| _____ | _____ | Animal Habitats                                 |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

## ANIMAL STUDY & ANATOMY (INVERTEBRATES)

- |       |       |              |       |       |                |
|-------|-------|--------------|-------|-------|----------------|
| _____ | _____ | Arachnids    | _____ | _____ | Mollusks       |
| _____ | _____ | Crustaceans  | _____ | _____ | One-Celled     |
| _____ | _____ | Enchinoderms | _____ | _____ | Sponges, Worms |
| _____ | _____ | Insects      |       |       |                |

## ANIMAL STUDY & ANATOMY (VERTEBRATES)

- |       |       |            |       |       |          |
|-------|-------|------------|-------|-------|----------|
| _____ | _____ | Amphibians | _____ | _____ | Mammals  |
| _____ | _____ | Birds      | _____ | _____ | Reptiles |
| _____ | _____ | Fish       |       |       |          |

## ANIMAL HABITS AND INSTINCTS

- |       |       |  |
|-------|-------|--|
| _____ | _____ | Adaptation, Camouflage, and Extinction |
| _____ | _____ | Diurnal and Nocturnal                  |
| _____ | _____ | Migration and Hibernation              |
| _____ | _____ | _____                                  |
| _____ | _____ | _____                                  |
| _____ | _____ | _____                                  |
| _____ | _____ | _____                                  |

## PEOPLE (see Scientists & Inventors, page 138)

- |       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

**TERMS**

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

- \_\_\_\_\_ **MICROBIOLOGY**
- \_\_\_\_\_ **ENTOMOLOGY (INSECTS)**
- \_\_\_\_\_ **ORNITHOLOGY (BIRDS)**
- \_\_\_\_\_ **HERPETOLOGY (REPTILES)**

**DINOSAURS AND THE BIBLE\***

Unit study and book recommendations on the Oklahoma Homeschool website:  
<http://www.oklahomahomeschool.com/dinosaurUnit.html>.

- \_\_\_\_\_ Dinosaurs in the Bible
- \_\_\_\_\_ How Fossils are Formed
- \_\_\_\_\_ Restoring Dinosaur Fossils
- \_\_\_\_\_ Dinosaurs Types and Names
- \_\_\_\_\_ Dinosaur Proposed Timeline (Mesozoic Era: Triassic, Jurassic, Cretaceous)
- \_\_\_\_\_ Dinosaurs Life: Homes, Food, Protection
- \_\_\_\_\_ Dinosaur Excavation
- \_\_\_\_\_ Dinosaur Extinction and The Great Flood
- \_\_\_\_\_ Dinosaur Relatives of Today

\*See also Archaeology and the Bible, page 22; Creation, page 24

# BOTANY

Elem Jr/Sr High

- |       |       |   |
|-------|-------|---|
| _____ | _____ | God's Purpose for Plants  |
| _____ | _____ | Plant Identification and Classification   |
| _____ | _____ | Practical Uses of Plants  |
| _____ | _____ | Interdependency of Plants and Humans (Water Cycle, Carbon and Oxygen Cycle, Nitrogen Cycle) |
| _____ | _____ | Plant Dissection (Lab—Needed For College)   |
| _____ | _____ | Unusual Plants  |
| _____ | _____ | Endangered Plants   |
| _____ | _____ | Gardening (Lab)   |
| _____ | _____ | Careers in Botany   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |
| _____ | _____ | _____   |

## PLANT HABITATS AND BIOMES

- |       |       |                    |       |       |                       |
|-------|-------|--------------------|-------|-------|-----------------------|
| _____ | _____ | Coniferous Forests | _____ | _____ | Scrublands            |
| _____ | _____ | Deciduous Forests  | _____ | _____ | Tropical Rain Forests |
| _____ | _____ | Deserts            | _____ | _____ | Tundra                |
| _____ | _____ | Grasslands         | _____ | _____ | _____                 |

## PLANT ANATOMY

- |       |       |         |       |       |      |
|-------|-------|---------|-------|-------|------|
| _____ | _____ | Flowers | _____ | _____ | Root |
| _____ | _____ | Fruit   | _____ | _____ | Stem |
| _____ | _____ | Leaves  | _____ | _____ | Seed |

## PARTS OF FLOWER

- |       |       |             |       |       |        |
|-------|-------|-------------|-------|-------|--------|
| _____ | _____ | Ovary       | _____ | _____ | Sepal  |
| _____ | _____ | Petal       | _____ | _____ | Stamen |
| _____ | _____ | Pistil      | _____ | _____ | Stigma |
| _____ | _____ | Pollen Tube |       |       |        |

## PEOPLE (See Scientists & Inventors, page 138)

- |       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## LIFE CYCLE OF PLANTS & REPRODUCTION

- \_\_\_\_\_ \_\_\_\_\_ What Plants Need to Grow
- \_\_\_\_\_ \_\_\_\_\_ Photosynthesis
- \_\_\_\_\_ \_\_\_\_\_ Respiration
- \_\_\_\_\_ \_\_\_\_\_ Transpiration
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

### TERMS

- |                                     |                        |
|-------------------------------------|------------------------|
| _____ _____ Angiosperms             | _____ _____ Pome       |
| _____ _____ Anther                  | _____ _____ Radicle    |
| _____ _____ Biennial                | _____ _____ Receptacle |
| _____ _____ Bud                     | _____ _____ Rhizomes   |
| _____ _____ Cellulose               | _____ _____ Root       |
| _____ _____ Chlorophyll             | _____ _____ Root Cap   |
| _____ _____ Chloroplast             | _____ _____ Root Hair  |
| _____ _____ Compound Leaf           | _____ _____ Runners    |
| _____ _____ Cone                    | _____ _____ Seed       |
| _____ _____ Conifers                | _____ _____ Sepals     |
| _____ _____ Cotyledon               | _____ _____ Spore      |
| _____ _____ Cuttings                | _____ _____ Stamen     |
| _____ _____ Deciduous               | _____ _____ Stem       |
| _____ _____ Dicotyledon (dicot)     | _____ _____ Stigma     |
| _____ _____ Filament                | _____ _____ Style      |
| _____ _____ Flower                  | _____ _____ Tap Root   |
| _____ _____ Fruit                   | _____ _____ Tendril    |
| _____ _____ Gymnosperms             | _____ _____ Tropism    |
| _____ _____ Leaf                    | _____ _____ Tubers     |
| _____ _____ Legume                  | _____ _____ Xylem      |
| _____ _____ Monocotyledon (monocot) | _____ _____ _____      |
| _____ _____ Node                    | _____ _____ _____      |
| _____ _____ Ovaries                 | _____ _____ _____      |
| _____ _____ Ovule                   | _____ _____ _____      |
| _____ _____ Perennial               | _____ _____ _____      |
| _____ _____ Phloem                  | _____ _____ _____      |
| _____ _____ Photosynthesis          | _____ _____ _____      |
| _____ _____ Pistil                  | _____ _____ _____      |
| _____ _____ Pollen                  | _____ _____ _____      |
| _____ _____ Pollination             | _____ _____ _____      |

## ART & ART HISTORY/APPRECIATION

Elem            Jr/Sr High

- \_\_\_\_\_ \_\_\_\_\_ God's Purpose for Art (Ex. 35:30-35, 1 Chron. 23:5)
- \_\_\_\_\_ \_\_\_\_\_ Practical Uses of Art
- \_\_\_\_\_ \_\_\_\_\_ Careers in Art

### ART TECHNIQUE AND PRINCIPLES

- \_\_\_\_\_ \_\_\_\_\_ Knows the Primary Colors
- \_\_\_\_\_ \_\_\_\_\_ Understands the Color Wheel
- \_\_\_\_\_ \_\_\_\_\_ Basic Drawing Skills — Colored Pencils
- \_\_\_\_\_ \_\_\_\_\_ Basic Drawing Skills — Pencil
- \_\_\_\_\_ \_\_\_\_\_ Basic Drawing Skills — Chalk
- \_\_\_\_\_ \_\_\_\_\_ Basic Drawing Skills — Cartooning
- \_\_\_\_\_ \_\_\_\_\_ Basic Drawing Skills — Pen & Ink
- \_\_\_\_\_ \_\_\_\_\_ Basic Painting Skills — Tempera Paints
- \_\_\_\_\_ \_\_\_\_\_ Basic Painting Skills — Watercolors
- \_\_\_\_\_ \_\_\_\_\_ Basic Painting Skills — Oils
- \_\_\_\_\_ \_\_\_\_\_ Basic Painting Skills — Acrylic

### OTHER ART MEDIUMS

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>_____ _____ Calligraphy</li> <li>_____ _____ Ceramics and Pottery</li> <li>_____ _____ Clay</li> <li>_____ _____ Costuming for Drama</li> <li>_____ _____ Crayon</li> <li>_____ _____ Crewel</li> <li>_____ _____ Crochet</li> <li>_____ _____ Cut Paper &amp; Origami</li> <li>_____ _____ Embroidery</li> <li>_____ _____ Jewelry and Metalwork</li> <li>_____ _____ Knitting</li> <li>_____ _____ Leather Crafting</li> </ul> | <ul style="list-style-type: none"> <li>_____ _____ Makeup for Drama</li> <li>_____ _____ Musical Instruments<br/>(Creating)</li> <li>_____ _____ Photography</li> <li>_____ _____ Quilt Making</li> <li>_____ _____ Sculpting</li> <li>_____ _____ Staging for Drama</li> <li>_____ _____ Tatting</li> <li>_____ _____ Wood Carving</li> <li>_____ _____ Weaving</li> </ul> |
|---|---|

### COMPUTER GRAPHICS

- \_\_\_\_\_ \_\_\_\_\_ Animation Software
- \_\_\_\_\_ \_\_\_\_\_ Draw/Paint Software
- \_\_\_\_\_ \_\_\_\_\_ Presentation Software
- \_\_\_\_\_ \_\_\_\_\_ 3-D Software
- \_\_\_\_\_ \_\_\_\_\_ Video Editing Software

**FAMOUS WORKS OF ARCHITECTURE**

_____	_____	Arc de Triomphe	_____	_____	World Trade Center
_____	_____	Empire State Building	_____	_____	_____
_____	_____	Leaning Tower of Pisa	_____	_____	_____
_____	_____	Pantheon	_____	_____	_____
_____	_____	St. Louis Gateway Arch	_____	_____	_____
_____	_____	Taj Mahal	_____	_____	_____

NOTE: USE CAUTION IN SELECTING ART WORKS FOR YOUR CHILDREN TO VIEW.

**AMERICAN ARTISTS**

- \_\_\_\_\_ \_\_\_\_\_ Audubon, John James (Haiti/Pennsylvania, 1785-1851)—Ornithologist and Bird Artist: *Birds of America*, National Audubon Society
- \_\_\_\_\_ \_\_\_\_\_ Butcher, Sam (Michigan, 1939- )—Illustrator, Precious Moments Figures
- \_\_\_\_\_ \_\_\_\_\_ Calder, Alexander (Pennsylvania, 1898-1976)—Mobiles
- \_\_\_\_\_ \_\_\_\_\_ Cassatt, Mary (Pennsylvania, 1845-1926)—Impressionism: *The Cup of Tea*
- \_\_\_\_\_ \_\_\_\_\_ Homer, Winslow (Massachusetts, 1836-1910)—Painter: *Prisoners at the Front*
- \_\_\_\_\_ \_\_\_\_\_ Kinkade, Thomas (California, 1958- ) —Christian called the “Painter of Lights”
- \_\_\_\_\_ \_\_\_\_\_ Lawrence, Jacob (New Jersey, 1917-2000)—Abstracts: Historical Works
- \_\_\_\_\_ \_\_\_\_\_ O’Keeffe, Georgia (Wisconsin, 1887-1986)—Modern Art: Flowers
- \_\_\_\_\_ \_\_\_\_\_ Remington, Frederic (New York, 1861-1909)—Painter, Sculptor, and Illustrator:  
*American West, Bronco Buster, Calvary Charge on the South Plain*
- \_\_\_\_\_ \_\_\_\_\_ Ringgold, Faith (New York, 1930- )—Painted Story Quilts
- \_\_\_\_\_ \_\_\_\_\_ Rockwell, Norman (New York, 1894-1978)—Illustrator: Small Town America, *The Four Freedoms*
- \_\_\_\_\_ \_\_\_\_\_ Stuart, Gilbert (Rhode Island, 1755-1828)—Portrait Painter: *Washington, Jefferson*
- \_\_\_\_\_ \_\_\_\_\_ Trumbull, John (Connecticut, 1756-1843)—Historical Painter: *The Declaration of Independence*
- \_\_\_\_\_ \_\_\_\_\_ Warhol, Andy (Pennsylvania, 1928-1987)—Pop Art Movement
- \_\_\_\_\_ \_\_\_\_\_ West, Benjamin (Pennsylvania/England, 1738-1820)—Painter: Portraits, Founded Royal Academy, *The Death of Wolfe*
- \_\_\_\_\_ \_\_\_\_\_ Whistler, James McNeill (Massachusetts, 1834-1903)—Painter: Etchings, *Evening Scenes, Whistler’s Mother*
- \_\_\_\_\_ \_\_\_\_\_ Wright, Frank Lloyd (Wisconsin, 1869-1959)—Architect: Imperial Hotel
- \_\_\_\_\_ \_\_\_\_\_ Wyeth, Andrew (Pennsylvania, 1917- )—Painter of Landscapes: *Christina’s World*

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**ARTISTS OF THE WORLD**

- \_\_\_\_\_ \_\_\_\_\_ Botticelli, Sandro (Italy, 1444-1510)—Painter: Frescoes, *Birth of Venus*
- \_\_\_\_\_ \_\_\_\_\_ Cezanne, Paul (France, 1839-1906)—Post-Impressionistic: *Peaches & Pears*
- \_\_\_\_\_ \_\_\_\_\_ Chagall, Marc (Russia, 1887-1985)— *Eu e a vila (Enchanted Village)*
- \_\_\_\_\_ \_\_\_\_\_ Dali, Salvador (Spain, 1904-1989)—Surrealist: *The Rose, The Melting Watch*

# MUSIC & MUSIC HISTORY/APPRECIATION

Elem      Jr/Sr High

## MUSIC TERMS

		Acappela			Rhythm
		Accent			Scale
		Arpeggio			Staff
		Bar			Syncopation
		Chord			Tempo
		Coda			Third
		Downbeat			Timbre
		Dynamics			Time
		Expression			Tone
		Fifth			Treble
		Glissando			Troubadours
		Harmony			
		Improvise			
		Interval			
		Key			
		Measure			
		Melody			
		Pitch			

## HISTORY OF MUSIC

		Music in the Bible
		Polyphonic Period (1200 to late 1500's)
		Baroque Period (late 1500's to middle 1700's)
		Classical Period (middle 1700's to early 1800's)
		Romantic Period (early 1800's to late 1800's)
		20th Century (1900-2000)
		21th Century (2000-)



## STATURE

Mature Physically and Chronologically

### **PHYSICAL DEVELOPMENT AND EXERCISE**

Elem	Jr/Sr High	
_____	_____	Small Motor Skills Developed
_____	_____	Large Motor Skills Developed
_____	_____	Eyesight Developed and Checked
_____	_____	Dental Care and Checkups
_____	_____	Immunizations as Needed (also see Disease and Immunity, page 154)
_____	_____	Physicals as Needed
_____	_____	Participates in Team Sports/Activities
_____	_____	Participates in Physical Fitness Program
_____	_____	Participates in Individual Sports/Activities
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **CARE OF THE TEMPLE OF GOD**

Elem	Jr/Sr High	
_____	_____	Understand Good Health Habits
_____	_____	Safety (Home, Fire, Stranger Danger)
_____	_____	Driver's Education
_____	_____	Nutrition (also see Human Biology, page 154)
_____	_____	First Aid
_____	_____	Sex Education in Light of Scripture
_____	_____	Keeps Body Under Subjection to the Spirit
_____	_____	Abstinence in Drugs, Sex, Alcohol
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **APPEARANCE**

_____	_____	Clothes	_____	_____	Cleanliness
_____	_____	Cosmetics	_____	_____	_____
_____	_____	Skin Care	_____	_____	_____
_____	_____	Hair Care	_____	_____	_____

**IN FAVOR WITH GOD—KNOWS GOD PERSONALLY**

**SPIRITUAL GROWTH**

Elem	Jr/Sr High	
_____	_____	Is Born Again
_____	_____	Personally Knows the Love of God (books by Philip Yancey such as <i>What's So Amazing About Grace</i> are highly recommended)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**DOERS OF THE WORD**

Elem	Jr/Sr High	
_____	_____	Obedience—Obeys God's Word
_____	_____	Obedience—Obeys Parents and Follows Directions
_____	_____	Is Able to Lead Someone to Christ
_____	_____	Shares the Love of God With Others
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**STEWARDSHIP**

Elem	Jr/Sr High	
_____	_____	Personal Property
_____	_____	Property of Others
_____	_____	Develops Gifts and Talents from God
_____	_____	Money (See Biblical Finances & Consumer Math, page 136)
_____	_____	Establish Healthy Boundaries and Respect the Boundaries of Others*
_____	_____	_____
_____	_____	_____

\* I highly recommend the "Boundaries" series by Dr. Henry Cloud.

**IN FAVOR WITH MAN**

*Be a Light and Example of Christ to the World. (I highly recommend that you and your children read the "Boundaries" series by Dr. Henry Cloud in order to keep this in perspective.)*

**SERVES THE BODY OF CHRIST**

Elem            Jr/Sr High

**CHARITY**

\_\_\_\_\_ \_\_\_\_\_ Gives Financially to Those in Need—Offerings, Alms  
\_\_\_\_\_ \_\_\_\_\_ Gives Time to Those in Need  
\_\_\_\_\_  
\_\_\_\_\_

**CHURCH RESPONSIBILITY**

\_\_\_\_\_ \_\_\_\_\_ Not Forsaking the Assembling—Attends Church Regularly  
\_\_\_\_\_ \_\_\_\_\_ Members of Christ’s Body—Volunteers in Church Ministries  
\_\_\_\_\_ \_\_\_\_\_ Financial Responsibilities to Church  
\_\_\_\_\_  
\_\_\_\_\_

**CHRISTIAN LOVE**

\_\_\_\_\_ \_\_\_\_\_ Develops Compassion for Others  
\_\_\_\_\_ \_\_\_\_\_ Loves Neighbor as Himself—Golden Rule  
\_\_\_\_\_ \_\_\_\_\_ Edifies Each Other—Iron Sharpens Iron  
\_\_\_\_\_ \_\_\_\_\_ Fruit of the Spirit Visible in His/Her Life  
\_\_\_\_\_  
\_\_\_\_\_

**SERVES HIS OR HER FAMILY**

Elem            Jr/Sr High

**MARRIAGE PREPARATION**

\_\_\_\_\_ \_\_\_\_\_ Dating and Courtship  
\_\_\_\_\_ \_\_\_\_\_ Mate Selection  
\_\_\_\_\_ \_\_\_\_\_ Marriage Commitment and Relationships  
\_\_\_\_\_ \_\_\_\_\_ Sex Education (As Related to a Godly Marriage)  
\_\_\_\_\_ \_\_\_\_\_ Child Training and Discipline  
\_\_\_\_\_ \_\_\_\_\_ Roles of Father and Mother  
\_\_\_\_\_ \_\_\_\_\_ Roles of Husband and Wife  
\_\_\_\_\_  
\_\_\_\_\_

**INDUSTRIAL ARTS**

- \_\_\_\_\_ \_\_\_\_\_ Auto Mechanics \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Carpentry \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Electricity \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Home Repair \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Plumbing \_\_\_\_\_

**HOME ECONOMICS**

- \_\_\_\_\_ \_\_\_\_\_ Comparison Shopping \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Cooking \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Decorating \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Gardening \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Housecleaning/Laundry \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_ Sewing \_\_\_\_\_

**CAREER PREPARATION AND SELF-EMPLOYMENT SKILLS**

(Also see Biblical Finances and Consumer Math, page 136)

- \_\_\_\_\_ \_\_\_\_\_ College Preparation
- \_\_\_\_\_ \_\_\_\_\_ Internship, Apprenticeship
- \_\_\_\_\_ \_\_\_\_\_ Advertising, Marketing
- \_\_\_\_\_ \_\_\_\_\_ Management
- \_\_\_\_\_ \_\_\_\_\_ Business Ethics

**SERVES THE COMMUNITY AROUND HIM**

**Sociology — The Study of Society.** Also See History, Geography, Geology

- | Elem  | Jr/Sr High |  |
|-------|------------|--|
| _____ | _____      | World Customs and Religions (In light of Missions)   |
| _____ | _____      | Careers in Sociology/Social Work                     |
| _____ | _____      | Archaeology (See Archaeology and the Bible, page 22) |
| _____ | _____      | _____  |
| _____ | _____      | _____  |
| _____ | _____      | _____  |

**FAMOUS MISSIONARIES AND BIBLE TEACHERS**

- \_\_\_\_\_ \_\_\_\_\_ Alfred the Great (849-899)—Christian King of Wessex
- \_\_\_\_\_ \_\_\_\_\_ Brother Andrew (? , 1928- )—Ministry to the Communist World
- \_\_\_\_\_ \_\_\_\_\_ Aylward, Gladys (Great Britain, 1903-1970)—Missionary to China
- \_\_\_\_\_ \_\_\_\_\_ Booth, William (Great Britain, 1829-1912)—Founder of Salvation Army
- \_\_\_\_\_ \_\_\_\_\_ Booth, Catherine (Great Britain, 1829-1890)—Mother of Salvation Army
- \_\_\_\_\_ \_\_\_\_\_ Bunyan, John (Great Britain, 1628-1688)—Preacher and Author
- \_\_\_\_\_ \_\_\_\_\_ Carey, William (Great Britain, 1761-1834)—Father of Modern Missions

- \_\_\_\_\_ Carmichael, Amy (Ireland, 1861-1951)—Missionary to India
- \_\_\_\_\_ Eliot, John (England, 1604-1690)—"Apostle to the Indians," translated Bible into Algonquin, 1st Bible translation in the U.S.
- \_\_\_\_\_ Elliot, Jim (Oregon, 1927-1956)— Missionary to Ecuador
- \_\_\_\_\_ Fry, Elizabeth (Great Britain, 1780-1845)—Prison Reformer
- \_\_\_\_\_ Graham, Billy (North Carolina, 1918- )—Evangelist and Christian Statesman
- \_\_\_\_\_ Judson, Adoniram (Massachusetts, 1788-1850)—Missionary to Burma
- \_\_\_\_\_ Kenyon, E.W. (d. 1948)— Minister and Bible Teacher
- \_\_\_\_\_ Lake, John G. (Canada, 1870-1935)—Minister
- \_\_\_\_\_ Liddell, Eric (Scotland, 1902-1945)—Evangelist, Missionary to China, and Famous Athlete: Chariots of Fire
- \_\_\_\_\_ Livingstone, David (Scotland, 1813-1873)—Explorer, Doctor, Author, Cartographer, and Missionary to Africa
- \_\_\_\_\_ Moody, Dwight L. (Massachusetts, 1837-1899)— American Evangelist, Children's Ministry, Moody Bible Institute, Hymn Book
- \_\_\_\_\_ Mother Teresa (Albania, 1910-1997)— Missionary to India
- \_\_\_\_\_ Müller, George (Prussia, 1805-1898)—Orphanages, Ashley Downs
- \_\_\_\_\_ Nee, Watchman (China, 1903-1972)—Chinese Pastor and Preacher
- \_\_\_\_\_ Palau, Luis (Argentina, 1934- )—Argentinian Evangelist
- \_\_\_\_\_ Scudder, Dr. Ida (United States, 1870-1960)— Founder of Vellore Medical College in India
- \_\_\_\_\_ Slessor, Mary (Scotland, 1848-1915)—Presbyterian Missionary to Calabar
- \_\_\_\_\_ Spurgeon, Charles (Great Britain, 1834-1892)—Minister
- \_\_\_\_\_ Taylor, Hudson (Great Britain, 1832-1905)— Founder of China Inland Mission
- \_\_\_\_\_ Ten Boom, Corrie (Holland, 1892-1983)— Ambassador for Christ, Holocaust
- \_\_\_\_\_ Wilberforce, William (Great Britain, 1759-1833)—Philanthropist and Reformer

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**SOCIAL WORK**

- \_\_\_\_\_ Witnesses, Shares the Gospel With Others (Jas. 5:20)
- \_\_\_\_\_ Hospitality
- \_\_\_\_\_ Outreach to the Community

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**SOCIAL SKILLS**

- \_\_\_\_\_ Etiquette/Manners
- \_\_\_\_\_ Leadership Training

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**Psychology—The Study of The Human Mind and Behavior**

Elem      Jr/Sr High

_____	_____	Biblical Counseling, Compare Modern Psychology with God’s Word
_____	_____	Careers in Psychology
_____	_____	Personality Differences
_____	_____	_____
_____	_____	_____
_____	_____	_____

**CRISIS INTERVENTION**

_____	_____	Abortion	_____	_____	Suicide
_____	_____	Domestic Violence	_____	_____	_____
_____	_____	Sexual Abuse	_____	_____	_____
_____	_____	Substance Abuse	_____	_____	_____

**RESPECT FOR LIFE**

_____	_____	Adoption	_____	_____	Mental Illness
_____	_____	Eldercare	_____	_____	_____
_____	_____	Euthanasia	_____	_____	_____
_____	_____	Handicapped	_____	_____	_____

**FAMOUS PSYCHOLOGIST**

_____	_____	Freud, Sigmund (Moravia, 1856-1939)—Psychologist, Beginning of Psychoanalysis, Oedipus Complex
_____	_____	Pavlov, Ivan (Russia, 1849-1936)—Physiologist, Pavlovian Conditioning
_____	_____	Adler, Alfred (Italy, 1870-1937)—Pioneer Psychologist, Inferiority Complex
_____	_____	Jung, Carl (Switzerland, 1875-1961)—Psychologist, Analytical Psychology, Extrovert, Introvert
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Yearly Planning Form

Name \_\_\_\_\_ Grade \_\_\_\_\_

## WISDOM:

ART

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BIBLE

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COMPUTER

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ECONOMICS

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GEOGRAPHY

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GOVERNMENT

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HISTORY/SOCIAL STUDIES

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MATH

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MUSIC

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ORAL COMMUNICATION

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READING

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RESEARCH SKILLS

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SCIENCE

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WRITTEN COMMUNICATION

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**STATURE:**

HEALTH

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PHYSICAL DEVELOPMENT

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SAFETY

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**IN FAVOR WITH GOD:**

SPIRITUAL GROWTH

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DOERS OF THE WORD

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STEWARDSHIP

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**IN FAVOR WITH MAN:**

ARCHAEOLOGY

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CHARITY

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CHURCH RESPONSIBILITY

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CHRISTIAN LOVE

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FOREIGN LANGUAGE

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HOME ECONOMICS

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INDUSTRIAL ARTS

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MARRIAGE PREPARATION

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MISSIONS/MISSIONARIES

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PSYCHOLOGY

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SOCIAL SKILLS

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SOCIAL WORK

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WORLD CUSTOMS

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