

FAR ABOVE  
*Rubies*

BY LYNDA COATS



A FOUR YEAR HIGH SCHOOL UNIT STUDY  
FOR YOUNG WOMEN

The Far Above Rubies Sampler  
*by Lynda Coats*

# The Far Above Rubies Sampler

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## Curriculum Guide & Sample Unit

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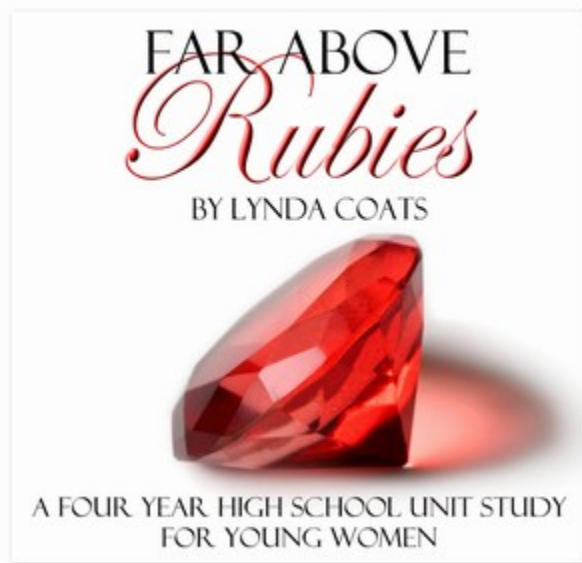
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### Included in this sampler:

- ◆ An introduction to **Far Above Rubies**
  - ◆
    - ◆ A word from the Author
    - ◆
    - ◆ Instructions both to parents and students
    - ◆
  - ◆ A list of school subjects covered in the full curriculum
  - ◆
- ◆ An explanation of the format, structure and record keeping for the curriculum
  - ◆
    - ◆ A listing of essential and supplemental materials that may be used
    - ◆
- ◆ One full unit of the *Far Above Rubies* unit study material with all of the instructions needed to make this work for your family



## About

### “Far Above Rubies”

*A Complete Four Year High School Unit Study Curriculum for Young Women*

*by Lynda Coats*

**Far Above Rubies** is a self-directed unit study curriculum for Jr. High and high school aged young ladies, based on Proverbs 31: 10-31, and is designed to cover all subjects for a complete high school education, including many suggestions for expanding into specialized areas of interest. While

the author has tried to provide a well-rounded curriculum useful for college preparatory purposes as well as offering a number of business and vocational skills, our primary goal is to help Christian young ladies develop their character and abilities for useful service to the Lord within the family setting. We hope to help maturing Christian girls understand the importance of homemaking as a full-time profession, even for a woman who may have another profession or occupation as well. This curriculum stresses the importance of a woman's making her family her number one Earthly priority in terms of time and emotional commitment, and of seeing this as her life 'calling' from God.

**Far Above Rubies** is meant to be a “self-directed” curriculum, which can be customized by both parents and the student, to best fit your girls' interests, goals and learning style. Students can "pick and choose" the assignments they wish to focus on to fulfill their course requirements.

### What Else is Needed?

Although most required college prep courses are included in **Far Above Rubies**, you will need to add higher math and perhaps some additional science.

Very few additional resources are mandatory, though many supplemental books and videos are suggested throughout the studies. The use of these is optional, and will depend on your own situation and preferences. Most, if not all of these, are readily available in local bookstores and libraries, or can be borrowed for **free** via interlibrary loan or from other homeschooling families. Since this curriculum was compiled and revised in 2001, some of the specific resources mentioned in these studies may be replaced or supplemented by other free online resources or publications. You have the freedom to substitute as needed.

Keep in mind that the point of this curriculum is **not** to slavishly track down all the resources mentioned herein, nor is it to “get everything checked off”. Rather, it is designed to give you a solid, practical and proven framework upon which YOU can build a customized, self-directed course of jr. high and high school study for your young ladies, from ages 12 -13 all the way through high school.

# What families are saying about “Far Above Rubies”

**“Far Above Rubies” is a tried and true high school curriculum that has been effectively used by thousands of Jr. High and High School aged young ladies over the past fifteen years. Here’s what others are saying about this curriculum:**

The idea of unit studies seem to be a concept that strikes fear into many homeschoolers that I have spoken with. They express concerns about recordkeeping, time management, teaching everything necessary, etc. Then to add in the idea of doing this for high school is very intimidating. I am NOT, by any stretch of the imagination, an organized person. I faced those fears myself as I began to realize that unit studies were the way to go for my family. I faced those fears again as I considered curriculum for high school.

**Blessed Is The Man** and **Far Above Rubies** provided the organization I lack! Both curriculums have helpful forms to track points, keep a transcript, give report cards, etc. It also gives a recommended amount of credits for college bound or general studies. I was able to overcome my own organizational challenges by using these curriculums.

Each of my 3 children have different learning styles, my oldest son needs to hear to be able to discuss what he’s learning, for my daughter just give her a book and she’s happy, my youngest son needs to do hands on learning, there are SO many suggestions for each subject that we were able to pick and choose so that each child learned to his or her learning style.... All 3 of my children have graduated using these curriculums and we have been greatly blessed by Mrs. Coats, the curriculum she wrote and the email list! - *Katrina Milligan, NJ*

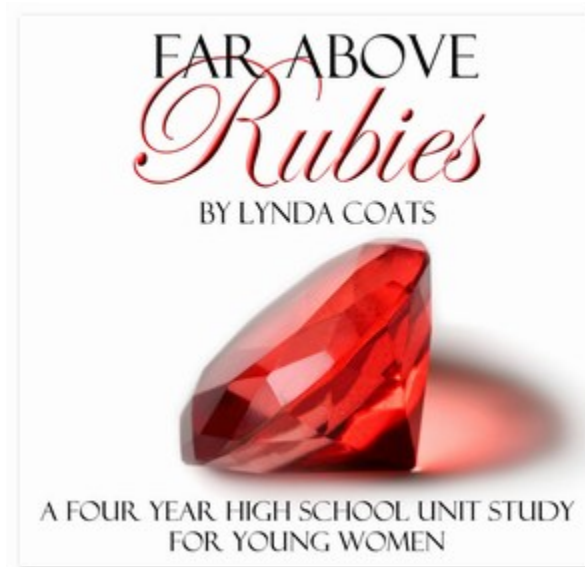
**Far Above Rubies** is a curriculum guide to help navigate through high school (shark infested) waters. In a traditional curriculum, such as most of us encountered in governmental institutions, we would have 6 - 8 subjects daily. We would have boring textbooks & boring assignments in each of those classes. We would be at the mercy of \*their\* timetable & schedule. As bad as that is, as homeschoolers we sometimes stick with this because it was drilled into us that this was \*education\* and because it is familiar. However, God gave Lynda, and her family a vision for something better for God's young ladies - *Far Above Rubies!*

FAR is based upon the ideal woman whose worth is “far above rubies”. Her description is found in Proverbs 31. This woman has a broad base of knowledge (in the present day, we call it a liberal arts education, which has nothing to do with a liberal political mindset). This woman knew about agriculture (“she considereth a field”) She had business sense (“and buyeth it”). She had a home-based business to earn her own pin money (“she maketh fine linen & selleth it”). Her main business was the hands-on care & welfare of her family, and she took care of them very well (“she is not afraid of the snow for her household: for all her household are clothed with scarlet”). Her husband knew she could handle it, and so he could turn some of his attention to the political scene of their community (“Her husband is known in the gates, when he sitteth among the elders of the land”). She wasn't a whiny, clingy crybaby; she was a confident, capable, & caring woman (“strength and honor are her clothing”). A woman who knows her place in the Grand Scheme of things and is prepared to function in that place and not usurp another's place has a peace & productivity that is amazing to behold.

FAR is a curriculum designed to do just that for the Christian young women of the world. With this goal in mind, now you are ready to think about the methodology. FAR is a guidebook to take us through many books available to buy or to borrow that will expand on the principles of Scripture. These books will make us aware of events, people, and places of the world. We will learn much of God's creation. Our girls will learn to express themselves in the written word and in such creative ways as flower arranging, calligraphy, or painting.

Points are awarded for completing activities. These points are then accumulated into traditional course titles to make the summary transcript and to award a diploma. I encourage anyone who will be homeschooling for high school to obtain a copy for ideas, even if implementing the entire curriculum might not work for your family. (This is how we use it -- as an idea book!)

FAR, as a curriculum will point us and our daughters to those books, videos, and other resources to help our young women become the Proverbs 31 woman - A very worthy goal. - *Teresa*



***The COMPLETE  
Far Above Rubies Curriculum  
is now available in PDF format  
on Computer CD!***

*(This is the most recent, 2001 revised edition,  
over 600+ pages in printable PDF format.  
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## **Introduction to *Far Above Rubies***

The *Far Above Rubies* unit study is designed to train girls of high school age to become the godly women our Lord wants them to be. It is based on Proverbs 31: 10-31, and is designed to cover all subjects for a complete high school education, including many suggestions for expanding into specialized areas of interest.

Though the author has tried to provide a well-rounded curriculum useful for college preparatory purposes as well as offering a number of business and vocational skills, our primary goal is to help Christian young ladies develop their character and abilities for useful service to the Lord within the family setting. We hope to help maturing Christian girls understand the importance of homemaking as a full-time profession, even for a woman who may have another profession or occupation as well. This curriculum stresses the importance of a woman's making her family her number one Earthly priority in terms of time and emotional commitment, and of seeing this as her life 'calling' from God.

In that context, we attempt to prepare a young woman for all the responsibilities of adult life. This requires a thorough, well-rounded high school education, basic life skills, a variety of home-based business and vocational skills, and mastery of a wide range of household and family-oriented tasks. The over-arching principle for all of this is to train the young lady to be a helper for her husband, nurturer of her children and keeper at home, all of which are Biblical priorities for women. College and job preparation is included, but it is only of secondary importance in the overall objectives of this study. Many students have successfully used ***Far Above Rubies*** as a college-prep curriculum.

It is the heartfelt prayer of all those connected with the publication of this volume that the Lord would use it mightily to train Godly women to undertake the awesome task of rearing and nurturing the next generation of God's children. May their godly lives be used to bring great spiritual renewal to God's people and to richly bless all with whom they come into contact. Please know that this is our prayer for your family as you begin the adventure that is ***Far Above Rubies***.

## A Word from the Author

*Far Above Rubies* was not originally written to publish for sale. It is a product of our family's search for an appropriate course of study for our daughter Becky. When she turned twelve and had mastered all of her basic studies, we decided she was ready to begin high school. Like most parents, my husband Lauren and I set off to find a curriculum for her. However, that proved to be much harder than we had expected.

Becky was a hands-on, activity-oriented learner --- a combination of the learning styles described in this volume as **The Builder** and **The Co-operator**. She had always been taught with unit studies and other non-textbook methods, and we did not wish to change that. It seemed for a time, however, that we would have no choice. There were few options available for home educating in the upper grades at that time.

As we began to search available materials, another problem arose. Since Becky had always desired and felt called to be a home-working wife and homeschooling mother, we wanted a program that would encourage and prepare her for that lifestyle. There were none. Everything we found, even from Christian publishers, was much more career-oriented than we wanted for Becky. There were wonderful programs; but nothing that was right for Becky. We took the matter to the Lord, asking Him to lead us to the right material or help us modify one for her.

His answer was a shock to all of us and resulted in the volume you hold in your hands. God, in His infinite wisdom, led me unmistakably to Proverbs 31, a passage I had always loved and tried to emulate. I began to look at it as the way to train Becky for her future calling, but still did not fathom the depths of God's plan.

At first, I thought I was to be using Proverbs 31 as a Bible study on womanhood and the wife's domestic calling to supplement (and perhaps, counteract) whatever prepared curriculum we would use for Becky. It was not until I began planning how to teach it, that God revealed the totality of His plan. He opened my mind and my heart to view the passage in a totally different way and to mine fully its riches for all areas of education. All that *Far Above Rubies* has become has been due to His leading as an answer to a simple prayer of a homeschool mom. I take no credit for this work. I give all glory to the One who made it happen, and I pray that He will use it as mightily in your family as He has in ours.

Many Blessings for you in Jesus, Lynda Coats

## **Instructions for Using *Far Above Rubies***

On the following pages, you will find directions for using this unit study. We recommend that both parents and students read it carefully before beginning and refer to it as needed throughout the course. While we have attempted to make these guidelines as comprehensive as possible, we realize no directions could possibly anticipate every situation every family may face. Please remember that these are guidelines only and can be altered as needed to fit your family.

Should you have further questions or need additional guidance with this curriculum, feel free to visit our website at [www.lyndacoats.com](http://www.lyndacoats.com). You may also want to join the ***Far Above Rubies*** and ***Blessed is the Man*** e-mail list, made up of other parents using this curriculum. To do so, send a blank e-mail to [farbitm-subscribe@welovegod.org](mailto:farbitm-subscribe@welovegod.org). If none of these methods addresses your problem, you may e-mail the author directly at [unitstudyjust4u@aol.com](mailto:unitstudyjust4u@aol.com). If you try this approach, please be patient, as she gets LOTS of email daily.

Since we want students to take responsibility for their own education, in so far as possible, we address portions of these instructions and all of the actual directions for activities to the student. Please read those sections as well and discuss them with your student.

### **To the Parents**

Many parents approach unit studies with fear and trembling, concerned that they are more work than other types of learning. This should not be the case with *Far Above Rubies*, as it is designed to be much more self-directed than most unit studies. Since it is designed for young adults, the materials are written directly to the students, and students are not treated like young children. Instead, they are encouraged to take charge of their own education.

You, as a parent, should feel free to work with students, monitor, and direct them as you see fit. You remain the final authorities in what and how the student is to study in this course. However, we recommend giving each young lady as much responsibility for and freedom in her own education as she can handle; hopefully, this will increase as she progresses through the curriculum. We do encourage you to **To the Student** and all other material in these guidelines so you will be able to guide your student in her studies. This is especially important if the unit study is being used with girls under fifteen or those who have done only traditional textbooks in their past studies.

As with all unit studies, this course need not be pursued in any particular order. Nor should anyone attempt to do everything contained in it or in any unit of it. There is enough material in each unit to provide for every type of learning style and a wide choice of activities, much more than any one student will ever need. Many times, there will be several activities for the same purpose in the unit. These are offered as alternative ways to teach the same thing. Students may use any one or more in each case, but no one needs all of them. We encourage you to work with your daughter to choose those items that are most appropriate to her learning styles, and your family beliefs, and educational goals, being sure to cover a variety of subject areas. It is important not to become slaves to the material, but to let it work for you and your child

Each of the 20 units in this study is based on one or more passages from Proverbs 31 and consists of activities related to the target verse(s). These units are further divided into thematic mini-units, designed to give you an easy way to correlate lessons within a unit. You may study units and mini-units in any order or skip between units as you wish. You may even work on one unit for a few weeks, switch to another, then another and so on, going all the way through the book, covering some of each unit each year, repeating the process the next year. Regardless of the order in which units are approached, we suggest that you work in all subjects from the same unit at one time to maintain the overall emphasis of the unit.

The author assumes that students who use this course of study already have a firm knowledge of basic math, mastery of English grammar, and good reading ability. Students who lack either of these may need to do additional work in those areas while using this curriculum. Suggestions of materials to use for that purpose can be found under the **Supplementary Courses** listing in the **Appendix** to this volume. Most families will wish to use a separate math course as well, particularly for algebra, geometry, or more advanced topics. Suggestions for those also are found in the **Appendix**.

Written for mature young people and designed to produce well-trained Christian adults, this course deals with some topics to which younger children should not be exposed, including items that come under the general heading of "sex education" --- a subject we believe should be taught within the family and approached from each family's own religious and moral perspective. All resources suggested in relation to these topics are presented from a Christian moral viewpoint, but some contain material with specific denominational or doctrinal leanings that might be unacceptable to certain families. You should always feel free to substitute materials of your preference or to skip certain sections if you see fit.

Other topics in this curriculum that may be controversial include millennial views, Sabbath observance, church government, secular psychology, mythology as literature, vegetarianism, and the use of alcohol. There are some resources recommended in some of these areas that are from secular sources, as we believe students of this age and maturity level need to begin to learn to glean truth and discern error in a variety of sources. If you prefer your daughter not use these secular sources, feel free to skip them and advise your daughter of your wishes. No secular materials are used in areas of moral training or character development. However, we recognize differing opinions among sincere believers on all of these topics and try not to take a dogmatic stand when Biblical teaching seems to leave room for us to disagree.

This study also discusses abortion, evolution, the occult, and the New Age, but only from a Christian perspective. We do not present them as acceptable or a matter of choice, but try to familiarize the student with each area so she can have a reasonable understanding of the issues if and when she is confronted by them. If you feel uncomfortable having your daughter learn about any of the above topics, feel free to skip those sections. They are marked with an asterisk and are not essential to the remainder of the material.

Though designed as a complete high school curriculum, this study need not be used that way. It may be used to teach only certain topics or subject areas and/or combined with other studies in all areas. Each family should pursue this in the way they see fit and feel led of the Lord.

For the convenience of families teaching both boys and girls of this age group, many activities here are coordinated with those in ***Blessed is the Man***, the companion volume for boys. Parents interested in ordering that item may do so by at [www.lyndacoats.com](http://www.lyndacoats.com) or through the homeschool supplier from which this one was purchased. We have included in this volume a cross-reference of related mini-units from the two curricula so lessons can be more easily made to dovetail.

You may use this course with students younger than normal high school age. We have intentionally included some materials at lower levels to help with this. Starting earlier allows the child more time to complete the work and earn credits. It is important that a younger girl using this material not be given full high school credit for work done in at a much lower level (i.e. reports, reading books, etc.), but if she can do the assigned work without bringing it down to a lower level, she should be considered a high school student given credits, regardless of age. This is covered more in depth later.

## To the Student

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

Before beginning this study, you may wish to look over all the material in each unit to decide where you would like to start working. It is not necessary to do these units or mini-units in any particular order, but we do recommend starting with the **Becoming a Virtuous Woman** mini-unit, found in **Unit 1**, which is an introduction to the whole study. However, even that is up to you and your parents.

The **Graduation and Beyond** section of **Unit 20** must be saved until last, as it is designed to offer a final evaluation of the course and your work in it. However, the mini-unit entitled **Evaluation by Objective or Subjective Standards** in this same unit involves the keeping of on-going records and should be studied early in your course. This mini-unit is an exception to the normal way of doing units, as many of the activities in it will necessarily be done at varying times during high school rather than as a unified whole. You will understand what this means when you have read through this mini-unit.

In all other units, you should choose activities in all subjects from within the same unit. You may combine mini-units within a unit, but most people find it easier to keep them more or less separate, as well. You will find that there are some activities in some units that will take much longer than you will spend on the rest of that unit (e.g., reading through the entire Bible, or planting and growing various crops). In those instances, you should complete the other planned activities for the unit and carry those long-range projects over to the next unit rather than bogging down in one unit waiting to complete one thing.

**DO NOT TRY TO COMPLETE ALL ACTIVITIES IN ANY ONE UNIT.** This study is not designed to be used in that way. Work with your parents to choose a reasonable number of activities in each of the subject areas so that you can cover each of the main lessons in each unit.

In planning how long each unit should take, it is important to remember that units are of very different sizes. Rather than trying to determine how many units to study per year, or how many weeks to spend on a unit, plan by credits. Divide the number of credits your state (or your family) requires for graduation by the number of years you plan to study this course. (First, subtract any credits you may have already earned in other schooling.) The resulting number of credits is what you should earn in each school year. **YOU DO NOT NEED TO BE A CERTAIN AGE OR IN "HIGH SCHOOL" TO START EARNING CREDITS.** We agree with the many professional educators who believe that any student capable of high school work should be able to start doing it, regardless of her age.

The following pages will explain more of the specifics of how to use this material. Read it carefully and go over the material in **To the Parents** and other sections of the guide before you begin. You may wish to highlight or otherwise mark certain sections of this for easy reference in the future. May God bless you richly through this study.

### **When to Start Using *Far Above Rubies***

Though ***Far Above Rubies*** is designated as a high school curriculum, we recommend starting at an earlier age than most students begin high school courses. When a student has mastered the basics of language arts, reading and math at the elementary level, she can probably begin ***Far Above Rubies*** as a high school student. For most students, this will be around age 12 or 13 --- when a student is normally in middle school or junior high. We recommend skipping the junior high level entirely, as these years are generally wasted anyway. Most, if not all, junior high (and middle school) courses are reviews of elementary school (which are not needed if that material really has been mastered) or they cover material that must be studied again in high school. We say, 'Why bother?' Instead, just make this a six-year study, not only four. Let your child learn it thoroughly the first time and give her longer to do it right.

You will notice that many books suggested in *Far Above Rubies* are written at a lower reading level than high school, or even seventh grade. This is intentional and serves to make the material usable for younger students, siblings working together, those who have gaps in previous learning, and those with learning difficulties. Many advanced topics can be made simple enough for a child without losing their complexity and are thereby rendered easier to understand. An advanced reading level does not necessarily imply a more thorough or better book. Parents should help their daughters choose the material and activities best suited for each of them. All books listed here can be used for the assigned credit points, if the student completes the assignments.

## Using *Far Above Rubies* as a Family

The features that make *Far Above Rubies* usable for younger girls, also make it possible for siblings of varying ages to do this course together. In fact, we are aware of many families who have used parts of this material with children as young as age eight. This allows family members to learn together, working on the same topic at their own ability levels. Some young children may be able to use the exact materials recommended here, but many will need additional materials on these topics at their own levels. It is important that parents of younger ones who use this unit study not allow full high school credits for work done from here at a much lower level of achievement. However, if the student can do the assigned work without having to bring it down to a lower level, she should be allowed to earn credits even though she may not be a high school student yet. Just record the credit and award it when she does officially start 'high school'.

With careful selections of materials, families should be able to co-ordinate the entire family's studies around this program, allowing more family togetherness and making less work for the parent/teacher. However, it is important not to use all the high school level resources for those not doing high school yet, unless you are willing to have them do the same material again for credit. This seems to us to be a waste of valuable educational time. Instead, try picking other materials on the same topics and working as a team to help each other learn. We hope to be able to offer alternatives for this very soon.

For the convenience of families teaching both boys and girls of this age group, many activities here are coordinated with those in *Blessed is the Man*, the companion volume for boys. Parents interested in ordering that item may do so by contacting the author or publisher of this one or through the homeschool supplier from which this one was purchased. We have included in this volume a cross-reference of related mini-units from the two curricula so lessons can be more easily made to dovetail.

## **School Subject Areas Covered in *Far Above Rubies***

All units in *Far Above Rubies* include all of the following areas of study:

**Bible and Christian Character** - theology, Christian doctrine, personal Bible study, the use of concordances and commentaries, and the development of godly values and lifestyles

**Cultural Studies** - United States and world history, geography, government, economics, law, sociology, philosophy, and other subjects normally considered social studies

**Reading and Literature** - the study of various literary styles, famous authors, literature from many parts of the world, poetry memorization, and lots of reading of good 'living' books, including biographies and historical fiction

**Composition** - handwriting, spelling, grammar, vocabulary development, research and related skills, as well as the ability to express thoughts in a wide variety of writing styles and formats

**Math and Personal Finance** - review of arithmetic basics for those who need them, as well as activities in bookkeeping, accounting, statistics, graphing, consumer math, basic algebra and geometry, and some opportunities to study more advanced math for those who wish to do so

**Science** - all areas of biological, physical, environmental, and Earth science with opportunities to pursue various sub-categories of those and suggestions for lab experience in each

**Health and Physical Fitness** - exercise and fitness activities, as well as health education, nutrition, disease prevention, first aid, and safety

**Practical Arts** - household maintenance, cooking, sewing and other domestic crafts, interior decorating, parenting skills, foreign languages, woodworking, business and vocational training, and other skills needed to operate as an independent adult in society

**Decorative and Performing Arts** - art and music appreciation, a wide array of visual arts and crafts, instrumental and vocal music, drama, (performance and appreciation), and a variety of methods and media for artistic expression

## Format of Units

### Mini-Units within the Units

As you investigate *Far Above Rubies*, you will notice that each of its 20 units is divided into mini-units, each with a certain theme. This is designed to allow families to pursue studies on a topical basis, rather than just going through the sections of Proverbs 31. These divisions are not necessary and were not a part of the original *Far Above Rubies*. Families who do choose to use them are cautioned not to let the topics overshadow the overall emphasis of this unit study. Training our daughters to be godly women is much more important than teaching them about Space, the War between the States, or any other academic topic.

### Activity Numbering System

One of the first things you will notice when you open this study to any subject area of any unit is the columns of number along both sides of each page. These numbers are very important to your success with *Far Above Rubies* and are explained below.

The numbers along the left side of each page are the identification numbers for the corresponding activities:

## B0144.C

Each element of each number has a meaning as given below for this example:

**B = subject area category (in this case Bible)**

**01 = the unit in which the activity is found (in this case Unit 1)**

**25 = the order of the activity in its unit and category (#54 here)**

**C = the mini-unit in which this activity fits within its unit**

Translating this into English, this activity would be the 25<sup>th</sup> activity in the Bible and Christian Character section of Unit One. The activity relates to mini-unit C (Creation and the Origin of the World We Know).

These numbers will be useful in keeping records of activities as you do them. However, it is not necessary that they be recorded this way if you or your parents prefer some other system.

## Credit Points

The numbers in the right-hand column beside each activity make up one of the unique features created just for ***Far Above Rubies***. These numbers designate the assigned points for each activity, based on the approximate amount of work required in each. The one-or-two-letter code denotes the appropriate subject area for recording those points on a transcript. These codes are explained below and are suggestions only. You need not use the points at all if you do not wish to do so.

## Key to Credit Codes

A Accounting & Bookkeeping	HM Home Management
AA Art Appreciation	IA Industrial Arts
AL Algebra Concepts	IM Instrumental Music
B Bible & Christian Character	L Literature
BS Building Skills	LH Landscape Horticulture
BE Business Education	LS Life Skills
BM Business Math	M Mathematics (General)
CC Clothing Construction/Care	MA Music Appreciation
CD Child Care & Development	MC Musical Composition
CE Economics	MG Geometry
CG Government	NU Nursing/Medicine
CL Law	PA Practical Agriculture
CM Consumer Math	PE Physical Education
CO Computer Skills	PM Practical Math
CS Sociology	PS Personal Safety
DR Dramatic Arts	RE Recreation
EC English Composition	SB Biology
EG English Grammar/Mechanics	SC Chemistry
FL Foreign Language	SE Earth Science or Ecology
FN Food and Nutrition	SG Statistics and Graphing
G Geography	SP Physical Science/Physics
H History	VA Visual Arts
HA Human Anatomy	VM Vocal Music
HE Health Education	WV Christian Worldview
HF Home & Family Living	WW Woodworking

These points and how to use them are further explained on the following pages. You will want to study those carefully with your parents.

## **Earning and Using Credits for Graduation**

Using the credit codes given above allows you to easily assign actual school credits for the work done in ***Far Above Rubies***. A total of 135 points constitutes one high school credit. A credit may be earned in one single area or by combining two or more similar areas, e.g. grammar and composition, two types of science, etc. Your family may name credits other than these categories if you see fit, and points may be adjusted up or down at parents' discretion.

Points are largely based on Carnegie units, or the number of class hours needed to complete an activity. Modifications to this have been made to allow for the different pace of work in a homeschool setting or to assign more importance to certain projects. Still, some students will need more or less time than that allotted for some lessons. Parents may adjust points accordingly, but extra points should not be given simply because a project takes longer. To do so could reward dawdling or allow slow workers to earn points faster than others. More points should reflect higher levels of performance or effort, not just time spent.

Most school systems and colleges require 20-24 credits in high school. It is up to you to ascertain what, if anything, your state and/or school district requires for home educators. This varies greatly from state to state, and sometimes even between local school districts in the same state. In some areas, homeschoolers and/or those who operate as private or church schools are not bound by the requirements of the public schools at all. Local support groups or satellite or umbrella schools should be able to provide information on that topic. If those options are not available, ask a local college for its requirements. These should be similar to those earned by students in area public schools. That is also the guideline you will need to follow if you intend to attend college. It may be wise to follow or closely approximate the credits expected in your state's public schools, even if you are not required to do so.

Certificates of completion will be issued by the author at a cost of \$15.00 upon receipt of parent's request and signed affidavit of credits completed. For an additional \$75.00 fee, students completing this course with at least 24 total credits may receive accredited high school diplomas from Covenant Academy, a private church school in Montgomery, Alabama. For information on either of these options, contact the author at: 21 Hibiscus Drive; Montgomery, AL 36109; [Unitstudyjust4u@aol.com](mailto:Unitstudyjust4u@aol.com) or [www.lyndacoats.com](http://www.lyndacoats.com). Other schools may also issue diplomas on this basis. You will never know until you ask. It is also acceptable in most states to make and issue your own diploma.

## Record Keeping

You will notice that this unit study (the complete version) includes a chart to be copied for each unit and checked off when each activity is completed. These are also usable for recording the points earned in the unit. They can be filled out as each activity is completed or done all at once at the end of the unit, filling in all activities completed. All record sheets may be copied by an individual family for its own students without violation of copyright. It is important that all sheets be kept current as these provide a record by which parents can issue diplomas and parents or students can prepare transcripts.

You may also wish to keep some samples of written work during each unit. We suggest doing this through the use of spiral notebooks. (see the list of suggested ones elsewhere in the guidelines) The units themselves often suggest that a certain item be done in a notebook to be added to in future units. We do not include in this list those that relate only to one specific unit; those are explained within each appropriate unit. None of these is necessary for completing the curriculum.

In addition to these notebooks, you may want a folder or loose leaf notebook in which to file essays, reports and other written work. This is NOT mandatory, and no one should try to keep all work completed during this course. We suggest only that it may be advantageous to have some of these materials in your files for future reference. They will certainly be needed if you are required to have your schooling evaluated each year, and if you choose to use a school for your diploma, they may also want to see your work. If you are doing any or all of your written work on computer or word processor, saving the files on disk should be sufficient and will save storage space. Portfolios or scrapbooks can provide a way to keep calligraphy, artwork, musical compositions, and/or photographs of other projects.

## Transcripts and Other Final Records

When the points you have earned in each unit have been tallied, you are ready to begin preparing your transcript, a sample copy of which is included in this manual. Having already determined the credits you need to graduate, you will use the transcript to show that you have earned them. You will need to show the required credits as determined using the information in **Using Credits for Graduation**. You should include courses taken in co-ops or elsewhere and any credits you earned prior to starting ***Far Above Rubies***.

Now you are ready to translate points into credits and begin to fill out the actual transcript. Elsewhere in this book, you will find samples of three different types of transcript forms that can be used to total your credits. These should be filled in for any subject in which you have earned a full credit or  $\frac{1}{2}$  credit, whether it was earned by accumulated points or given for one particular activity. Each time the total equals 135, a credit in that subject area should be entered. Whenever, you complete one of the activities that give you  $\frac{1}{2}$  credit or more, that credit also should go directly into the transcript. It is important to keep track of those points that make up credits entered on the form provided, so the same points will not be counted twice.

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

It may be preferable to wait until all units are completed before making such combinations, as more points may later be earned in one or both of the subject areas, thereby giving you a credit in each as opposed to only one. This could be important, as many colleges, would be reluctant to accept more than one credit in some of these combined subjects, such as the case in point, where they might easily accept a credit in each of the original subjects.

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

There are activities in **Unit 20** that give you points for averaging your own grades, tallying your own points and credits, and completing your own transcript. It is not necessary or wise to wait until the end of the curriculum for this. You can work on it as credits are accumulated.

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

Other than in English, you should not use general subject headings, such as Math I, Science, or History on a transcript. Instead, you should use the courses' specific names, such as General Math, Consumer Math, General Science, Physical Science, U. S. History, World History, and so forth. In English and other subjects where you need more than one basic credit, number them (i.e. Spanish I, Spanish II) or use Beginning French, Advanced French, etc. Though it is often used on sample transcripts to designate a type of studies, you should never use the term "Language Arts" for a high school transcript. Most school systems relegate this to the lower grade levels, using English as the general term for high school courses.

Parents should feel free to use their own system of tracking progress or to use our system according to their own discretion. Points may be changed in specific instances if your parents feel that you have done an exceptional job with a particular activity, or if it has proven harder than expected for you. In some activities, points are not designated and should be given a value by your parents, according to the amount of work that goes into the activity. In totaling points for credits, as in all other aspects of homeschooling, the parents are the final authority. You should always rely on their judgment and knowledge of you and trust them in making ALL decisions relating to your education.

For those parents who are overwhelmed at the idea of translating all this into a permanent transcript, Mrs. Coats offers her services for a modest fee. She will evaluate the student's work, assign grades, and/or prepare the actual transcript to be sent to the college or other entity. Contact her directly at the addresses given elsewhere.

There are also several companies that offer materials designed to make transcripts easier. One such program is Transcripts Made Easy by Janice Campbell. Check out this one and others on the Internet if you need help in that area.

## **Notebooks Suggested for *Far Above Rubies***

Though we are in no way affiliated with Charlotte Mason, Marilyn Howshall, LOL, or any other specific learning method using notebooks, they are a part of our program and have been since the beginning. Here is a list of the notebooks we recommend. As with everything, you may feel free to amend it with your family.

- 1. Bible Study** This is to be used for taking notes on personal Bible reading, Bible study books or tapes used in the unit, sermons or Biblical lectures; you may also use this to keep copy and dictation work you have done on Scriptures to be memorized.
- 2. Personal Prayer Journal** - This should not be graded but is for you to use for personal prayer requests and answers, meditations during devotions, self-examination, and other private communications with the Lord
- 3. Formal Writing** - This is for keeping samples (one or two per mini-unit is probably enough) of essays, reports, book reviews, articles and similar written work in each area of study
- 4. Creative Writing** - This will be a collection of short stories, plays, poems, and similar fictional and personal writings done during this course
- 5. School Journal** - Here you will write a brief summary of everything studied and learned during each day or week of the school year. Entries can be done daily or weekly, as you and your parents decide and should serve as documentation of the year for most purposes.
- 6. Vocabulary** - Use this one to list and define all new words introduced in any studies in this unit or in personal reading with the intent of increasing the student's vocabulary
- 7. The Human Body** - This one will contain reports on various organs and systems to be added as suggested in many different units
- 8. Geography** - This will be compiling for reports on each country in the modern or ancient world to be written and added as that country is studied.
- 9. Famous People** - This is where you will file all biographical or character sketches or other types of reports or writings about people you study during any unit or mini-unit.

## Essential Materials for this Course

Though there are a great many resources suggested in *Far Above Rubies*, there are few that are absolutely necessary. This course can be taught adequately with only the following items, but it cannot easily be studied without access to them. These items can be hard copy or digital at your discretion.

1. **Bible** - any version, as long as it is a literal translation.
2. **Concordance** - designed for the Bible translation you are using
3. **Commentaries** - at least two different sets for the whole Bible (these can also be from the library or Internet)
4. **Dictionary** - We recommend Webster's 1828 edition as well as a good modern one
5. **Encyclopedia** - The library is close enough for these as they aren't used all the time; an on-line or CD reference system can take the place of this, if needed
6. One or more **hymnbooks** or **Christian songbooks** - You may be able to borrow one from your church congregation or download the songs you need
7. **English Grammar Handbook** - We use a college-level one we found at a *yard* sale for \$ .50. This same book or a similar one will be available in any college bookstore and many general bookstores.
8. **World Almanac** or a similar synoptic reference
9. **Medical Encyclopedia** - You could substitute a website dealing with health issues.
10. Some type of **historical time line reference** - there are several mentioned in the unit study itself

If you do not have any of these items, and cannot find them at your local library, you will need to help your parents find a way to purchase them or borrow from someone. It would be extremely difficult to complete **FAR** without all of these.

## **Additional Materials to Have on Hand for Reference**

You may find the following helpful throughout the course in addition to those books named in the curriculum, but none of these are completely essential. They are not listed in the resource files of the individual units.

1. Field guides of birds and animals
2. Word processor or typewriter
3. Record, cassette tape, CD or MP3 player
4. General history texts
5. General and consumer math texts
6. Thesaurus
7. Guide for the writing of term papers
8. Classic poetry anthology
9. Extensive short story anthology
10. Any good anthology of Shakespeare's plays
11. Assortment of classical music
12. Book or collection of prints of famous paintings
13. A reference book on gardening and/or houseplants

Some of the items listed above are specifically referenced in some units, but they may be helpful in many other places as well. It is advisable to keep each of these handy, if possible. Many of them are available in most public libraries, and that should be sufficient, if you can easily get access to them. You are urged to use the library or an Internet reference service whenever needed.

## **Introduction to Unit 1**

### ***A virtuous wife, who can find?***

#### ***Her value is far above rubies. Proverbs 31: 10***

The verse on which this unit is based emphasizes the value of good Christian character, especially in a wife. Let us bear in mind that this entire passage is quoted from a godly mother's instructions to her son. This is what she considered to be important in the woman her son would marry. As a child of God, who will probably be called to become someone's wife someday, your job is to grow into this kind of woman. Your goal is to become a woman fit for a king, or the son of a King, as all believing men are.

It would seem that our first step in the process of becoming this kind of woman is to examine what kind of woman that should be. She is described in this passage with the word "virtuous", which you will investigate further in the study of this unit. You will quickly see that the Bible does not give one trait that constitutes virtue. Rather, it seems to be defined as a quality made up of many godly character traits. These traits and how to obtain them are the focus of this unit and, to a very large extent, all of Far Above Rubies.

In a very real sense, this Scripture verse is only an introduction to the remainder of Proverbs 31. The quality of "virtue", so highly praised here, is further developed throughout the entire passage. Bear this in mind as you work your way through the activities in this unit and its mini-units. It is for this reason that we highly recommend all students start with Unit One, though all other units may be done in any order.

If you wish, Unit One may be divided into four mini-units, each designated with the appropriate letter in its item number. These are named and described below and on the following pages:

#### **A. Becoming a Virtuous Woman**

Though this mini-unit will highlight the primary theme of the unit, it does not preclude the use of other material on this topic in other mini-units, since they all come together around this central theme. In the study of this mini-unit, you will examine the character traits that combine to produce the quality known as virtue and how one goes about obtaining them. In this context, you will investigate the Beatitudes, from the Sermon on the Mount, and other Biblical teachings on character traits every Christian should nurture in her life.

After defining virtue, you will search for various Scripture references on how one obtains it. In this quest, you will study the lives of many women from the Bible and throughout history, examining each of them by the standards of this passage, choosing those who are good role models for this verse. You will also sample Christian living and general family life during different periods in history, helping you to understand the values of the Christian life which transcend culture and how culture may sometimes alter the lifestyle of even the godly. This unit also provides a look at other Scripture passages that lay out standards of behavior for the Christian. We will contrast the Biblical definition of "virtue" with the standards of "good" or "right" derived from other sources within society.

You will perform word studies in English and Hebrew on the actual meanings of the word "virtue" and all alternate translations of this word. You will examine and define all of the Fruit of the Spirit and write papers about them. Your studies will be enhanced by the reading of selected books in which the characters exhibit the traits you are studying. This will include biographies, fictionalized biographies, historical fiction and classics.

After learning what virtue is, you will compute its value, using the formula in this verse. You will also have many opportunities to calculate the value of the work a woman does even when she is not out in the work force, in hopes of seeing the importance of the stay-at-home wife and mother.

Another aspect of this topic will involve the physical and emotional changes you are undergoing as you become a woman. We seek to help you understand these and adjust to them in a godly fashion. This section, more than any other in this unit, should be done in close cooperation with your mother.

## B. Rocks, Rubies and Minerals

In order to understand how much King Lemuel's mother valued virtue, and how much God's Word seems to as well, you should study rubies and other gems. You will look at other Scripture references to various stones and minerals and investigate their uses and value in the time of the Old Testament. You will learn which stones, minerals, or metals had Spiritual significance to God's people at different times and what each signified.

You will learn how various gems and ores are produced within the Earth, discovered, extracted, polished and used. You will investigate the value of rubies and the relative values of other stones, minerals, and ores. This mini-unit also takes a look at the jewelry industry from the standpoint of both science and economics.

In examining the molecular structure of various gems and crystals, you will have the opportunity to launch into a study of atoms, molecules, and elements. From this beginning you will delve into rudimentary geology and some elemental chemistry. Students who wish to expand on these may use this study as a springboard for a full course in either subject.

Geometry is introduced in relation to crystalline shapes. You and your parents may wish to expand this into a complete geometry course. If you are doing geometry with a text, you may want to skip the math in the mini-unit.

### C. Creation and the Origin of the World We Know

As the need for godliness and virtue begins with God the Creator and our relationship with Him, so will this mini-unit take us to that starting place. This is also the place where you will see the true beginnings of the processes we explained scientifically in the previous mini-unit. For those reasons, this is placed here rather than in another unit, though there are others in which it might seem to fit. Please feel free to move this or any other mini-unit around as you and your parents see fit.

In this section, you will study the Biblical account of God's Creation of the Universe and all that is in it. You will study the creation of Adam and Eve, and all mankind through them. Up against that, you will also be asked to look at other theories that claim to explain the origins of all these things. All ideas will be examined from God's Word and in light of real scientific evidence, much of which does abound on the side of Creation.

This study will take you into geology and topology as you learn about various Earth formations and how they speak of a powerful Creator. In this same context, we will also look at the flood told of in Genesis as an actual historical event, complete with geological evidences to prove it. You will see how this event altered the world of creation to bring about the conditions under which we now live. This could expand into a complete course in geology or Earth science if you desire.

## D. History of Old Testament Times

This mini-unit uses the study of godly women in the Bible to introduce you to life during the time of the Old Testament. You will learn how people lived and the roles and duties of women in various cultures of that time.

The unit will also cover the bigger picture of history during this time period, helping you understand what was going on in other parts of the world while the Bible was being written and the events in it were occurring. You will learn about, not only the Israelite nation, ancestors of our Lord Jesus, but also of other cultures and nations that developed when the world was divided at Babel and those that came along later. This will include, but is not restricted to Chaldea, Sumer, Assyria, Persia, Media, Phoenecia, Philistia. Ancient Egypt is not included here, as it is covered in Unit Five.

In exploring these nations and time periods, you will use Scripture and a variety of other material written by and about the people of the time. In addition to extensive reading, this mini-unit will involve you in various language arts skills, including book reports, handwriting practice and improvement, and literary composition. You will be invited to write essays, poems, reports, stories and articles, as well as to summarize and outline reading material relating to the subject matter of the unit and to explore music and art of and about the time period.

## ***Activities for Unit One***

### **BIBLE and CHRISTIAN CHARACTER**

- |         |   |        |
|---------|---|--------|
| B0101.A | Study and memorize Proverbs 31:10 - 31.   | B - 7  |
| B0102.A | List all skills and character traits named in or reasonably inferred from the passage Here, breaking each into component parts. Discuss with your parents and/or consult commentaries so as not to miss anything. Save this list for use later in this unit. It describes the long-range goals of the <i>Far Above Rubies</i> study.                          | B - 1  |
| B0103.A | Using a concordance for reference, make a chart showing one or more Scriptures that command, teach or encourage each skill or trait in B0102. Read all passages and discuss with your mother.   | B - 3  |
| B0104.A | Choose one passage about each item listed above to memorize.  | B - 5  |
| B0105.A | Using a concordance or the book <i>All the Women of the Bible</i> , identify AND study a woman in the Scripture who exhibited each trait or skill on the list you made in activity #B0102.  | B - 10 |
| B0106.A | Study and memorize Matthew 5:3-11, that part of our Lord's teachings known as the Beatitudes, which teaches the traits of a virtuous Christian.   | B - 3  |
| B0107.A | As you read through the New Testament, (points are given for this elsewhere), make a list of all the women named there (or find a list from one of the books in the resource guide). Find, list, and read one or more Bible passages about each woman to illustrate if her lifestyle and actions were godly or not. Make notes on your reading for use later. | B - 8  |

- B0108.A Study the book *Christian Character: A Course for Training Young People* by Gary Maldaner. B - 20
- B0110.A Complete *God's Priceless Woman* Bible study, alone, with your mother, or in a group. B - 26
- B0111.A Study the rules of behavior for women set forth in I Timothy 2. Discuss them with your mother or another Christian woman. B - 2
- B0112.B Study Proverbs 31:10 using two or more commentaries to see how each interprets the word "rubies". Do you think the verse is referring to 'rubies' specifically or to all "precious" stones? Draw a mind map or chart to show your findings. B - 2
- B0113.B Examine the word translated here as "rubies" in the original Hebrew to find out which of the possible meanings suggested above is most likely implied from the actual word used. FL - 1
- B0114.B Use a concordance to find and study all other references to 'rubies'. List qualities that are symbolized by rubies and the various uses of the stone mentioned in these verses. B - 1
- B0115.B Use concordances to look up all Scripture references to other gems or stones that are commonly considered "precious." B - 1
- B0116.B Study all Scripture references in the two previous activities and list on a chart those that are talking about actual jewels or gems and which are used in a symbolic sense. B - 3
- B0117.B From the above list of verses, list all objects or traits that are compared to gems or jewels, along with the appropriate gem or jewel and explain why each comparison is made. B-2

- B0118.B Use a concordance to find all verses that refer to gold, silver or other "precious" metals. Prepare a list of these as you did for gems in #B0116. B - 2
- B0119.B Using concordances, commentaries, and other references, study the ephod of the Levitical priests, described in Exodus 29 and 38, and the symbolism of its gems. B - 2  
H - 1
- B0120.B From the lists in B0116 and B0118, isolate and study all Scripture references to gems, jewels, and/or "precious" metals that God ordained for use in Hebrew worship. Study the passages to learn how each item was used and what its significance was. B - 1
- B0121.B Study the building of the Tabernacle as recorded in Exodus 25-27. List all gems, minerals, and/or metals mentioned there and discuss with a parent the purposes of each. B - 2
- B0122.B Study God's instructions to Solomon for building the Temple. List and be prepared to discuss the variety of gemstones, jewels and metals used. B - 2
- B0123.B Read Matthew 6:19-21 as a reminder of what what is truly 'precious' in our lives in spite of worldly thinking to the contrary. B - 1
- B0124.B Study Luke 12: 31-34, and compare it to the passage above. Learn and discuss how these verses relate to gems and minerals and the mining of them. B - 1  
SE - 1
- B0125.C Study the creation account in chapters 1 & 2 of Genesis, paying close attention to Eve's creation and the specific purpose for which God made her. B - 1
- B0126.C From the passage above, make a chart dividing all creation into categories, as to the day on which each was created. List as many things as you can for each day. B - 1

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|---------|---|--------|
| B0127.C | Memorize Genesis 1:1-5, the account of the first day of Creation  | B - 2  |
| B0128.C | Memorize Genesis 1: 6-8, which tells of the second day of Creation.   | B - 1  |
| B0129.C | Memorize Genesis 1: 9-13, which records the third day of Creation.  | B - 2  |
| B0130.C | Memorize Genesis 1:14-19, which tells of the fourth day of Creation.  | B - 1  |
| B0131.C | Memorize Genesis 1:20-23, the account of the fifth day of Creation.   | B - 2  |
| B0132.C | Memorize Genesis 1:24-31, which tells of the sixth Creation day.  | B - 3  |
| B0133.C | Read and memorize Genesis 2:1-3, in which God explains the establishment and purpose of the Sabbath as a day of rest  | B - 1  |
| B0134.C | Use your concordance to look up and study all Old Testament references to the Sabbath Day. Prepare a chart or poster showing all the laws, rules, and regulations for the Sabbath in Old Testament Israel, beginning from the giving of the Law.  | B - 10 |
| B0135.C | Using the same materials and format used in #B0134, list all New Testament passages about the Sabbath and paraphrase each. Prepare a chart to show which verses seem to support continued Sabbath observance and which do not.  | B - 15 |
| B0136.C | Discuss with your parents what you have learned about the Sabbath and whether you believe that Christians today should observe the Sabbath Day as it was done by Old Testament Hebrews. Justify your opinions from Scripture. Always bear in mind that sincere Christians disagree on this subject and that we should not judge others because of it. | B - 3  |

- B0137.C Read Job 37 and 38 and list all God's works to which He calls Job's attention. List beside each item the day of Creation Week on which it was made. B - 1
- B0138.D During this unit, you should begin to read through the Bible, reading 1-3 chapters per day. Use a literal translation, not a paraphrase. Continue this reading even as you move to other units. NO credit should be given until it is all done. B - 1 credit
- B0139.D As you read the Old Testament books of History, make a chart showing all nations mentioned and the book(s) in which each is mentioned. Save this list for use in the **Cultural Studies** section. B - 2  
H - 4
- B0140.D If you are not reading through the Bible as part of this study, or if you prefer to finish this activity before that, use Baker's Bible Atlas or a similar reference to find nations to be studied. Look up all those nations in the concordance and read about them from the Scripture itself. B - 3  
G - 3
- B0141.D Use a concordance to identify and read all New Testament references to the countries listed above, and group the verses by location to show a word picture of what each nation was like. B - 2
- B0142.D Read the books of Isaiah, Jeremiah, Ezekiel, and Daniel. Trace on a chart trace of some the progress and downfall of Israel and Judah. Save chart to compare with secular accounts of the same time period and concurrent events in history. B - 4  
H - 4
- B0143.D Use the books above and Ezra and Nehemiah, to compile a chart of the exile of the Hebrews from their homeland, their years in captivity, and their eventual return. Show all major events, locations, and people involved. B - 1  
H - 2

B0144.D Study the book of Ruth and find out where it fits in Bible chronology. B - 2

B0145.D Memorize one or more Scripture passages studied in this unit. B - 1

### **CULTURAL STUDIES**

C0101.A Ask 6-8 Christian women the name of the one woman each looks up to as a role model and why. Study the life of each woman named, using books in the Reading section or any other resource. Concentrate on learning why each woman would be a good role model and an example of Proverbs 31. H - 3+

C0102.A Using Christian magazines, biographies, websites or any other resources, study the lives of several prominent female authors, teachers, and leaders in the Christian community and compare their lives to the Biblical ideals of Proverbs 31. If you see areas where these godly women fall short of God's standard, make it a point to pray for them. This should make you aware of the need for all believers to be eternally vigilant about spiritual growth, knowing that none of us can ever fully meet God's standard in this earthly life. H - 1  
R - 2  
per  
lady

C0103.A Gathering information from magazines, Internet, books, or other sources, study the wives of several prominent Christian leaders, comparing each to the ideal of Proverbs 31. H - 1  
per  
wife

C0104.A Using one of the history books listed in **Reading and Literature** for this mini-unit, list and study all women mentioned prominently therein. H - 1

C0105.A Study the lives of women who hold public office in your nation, state, or province. Compare the lifestyle and character traits of each of them to the Biblical ideal of virtue as taught in this unit. H - 1

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|---------|---|----------------|
| C0106.A | Study the lives of women whose husbands are (or have been) political officials in your community, state, province, or nation. Compare each to the Biblical teaching on virtue and to Proverbs 31 in general.  | H - 1          |
| C0107.A | Using biographies, magazines articles and/or other sources, study other prominent women in various fields, comparing each to Biblical standards of virtue. Include any or all of the following fields: military, politics, education, entertainment, business/industry, medicine. | CS- 2+         |
| C0108.A | Study your church congregation's and/or denomination's ruling documents to find its position on women in leadership. Find Scriptures to support or refute each of these teachings.  | B - 1          |
| C0109.A | Prepare timeline entries, as described in the introduction to this study, for major events in the lives (and during the lifetimes) of each of the women you studied in this mini-unit.  | H - 1<br>per 5 |
| C0110.A | Use <i>Guide to the Biblical Holidays, The Biblical Feasts</i> , or any similar book to study the Jewish holiday of Purim, which celebrates the acts of a virtuous woman.   | H - 1          |
| C0111.A | Using any of the church history books listed in the <b>Reading and Literature</b> section for this mini-unit, study how the role of women within the church has changed at different times in history. Compare with the Biblical teaching on this topic.                          | H - 1          |
| C0112.B | Study various uses made of gems, jewels and "precious" metals in the economy of your own nation and the world. Use books on this from the Reading and Literature section, literature from jewelers or investment firms, and/or other resources.                                   | CE - 1         |

C0113.B	Using the Internet and other sources, investigate the segment of the gem trade known as 'blood diamonds' and discover why many Christian and human rights groups boycott these stones.	CE - 1 CS - 1
C0114.B	Contact a financial institution to learn about the currency of your nation, how it is made and its value determined, and the metals on which it is based, if any.	CE - 1
C0115.B	Learn about the gold standard and how it affects the economies of the world.	CE - 1
C0116.B	Compare the currencies of various countries and how they relate to each other. Learn what happens when a currency is devalued.	CE - 1
C0117.B	Discuss with a jeweler or financial planner (study from other sources) the value of gold, silver, and other "precious" metals as long-term investments.	CE - 1
C0118.B	Mark on a world map all countries that are major producers of gemstones and/or minerals. Identify which minerals are found in which countries.	CE - 1 G - 1
C0119.B	Study each of the countries listed in activity #C0118 to learn how gems and minerals affect their economies and environment.	CE - 1
C0120.B	Use a World Almanac, encyclopedia, or similar resource to learn basic geographic information about each of these countries.	G - 1
C0121.B	Locate on a map all major mining areas in your country, using some symbol to designate each type of mining.	G - 1

C0122.B	Study the geography of all states, provinces, or other regions in your country that contain major gemstone and/or other mineral deposits.	G-1 per area
C0123.B	Check your law library or other source for local and state laws regulating the mining and/or jewelry industry and study them.	CL - 2
C0124.B	Research your state and/or local school district's policy regarding the teaching of creation and/or evolution in the public schools.	CL - 1
C0125.C	Research any court cases in your state's history that revolved around the Creation-Evolution debate.	CL - 1+
C0126.C	Read a true account of the famous Scopes trial, which dealt with the illegal teaching of evolution in a public school in the state of Tennessee. Discuss the ruling in that case with a Christian attorney, if possible.	H- 10
C0127.C	Study the lives of William Jennings Bryan and Clarence Darrow, the attorneys in the Scopes trial.	
C0128.C	Study the life of Charles Darwin, who was the father of the theory of evolution.	H - 1
C0129.C	Make and illustrate timeline entries for the life of Charles Darwin. Include things other than his work on evolution.	H - 1
C0130.C	From Darwin's writings, identify the lands in which he traveled for his study of origins, and locate them on a map or globe.	G - 1
C0131.C	Use this opportunity to study basic geography of Australia and New Zealand, both of which figured prominently in Darwin's studies	G - 1

- C0132.C Use an encyclopedia, World Almanac or the Internet to study each of the other countries through which Darwin's travels took him. G - 1 each
- C0133.C Study the complete video/DVD course of *How Should We Then Live?*\* by Dr. Francis Schaeffer. Use the study guide to help you understand how viewing man as a special being created in God's image affects our views in all areas of life. H - 10  
WV - 10
- C0134.C From the videos and audio tapes listed in the **Science** section, *How Should We Then Live*, and/or *The Biblical Basis for Modern Science*, list or make a mind map of ideas and concepts ideas that are based on belief in evolution but are commonly accepted by Christians with little dissent. Discuss how these assumptions affect the way we look at society, apart from the realm of science. Find and list beside each assumption the Biblical alternatives provided by the above sources. SE- 1  
WV - 3  
B- 5
- C0135.D Study the maps and other info in Baker's Bible Atlas, its study guide, or other map sources to locate all of the nations found in the Scripture readings for this mini-unit. Find out and list which ones still exist today and what nations are now on the sites of those that do not. G - 2
- C0136.D Use *Greenleaf's Guide to Old Testament Times* to give you a complete listing of all the lands of the Bible and a good description of each. Look up the Scripture reference for any you missed while working in the Bible section of this unit. Then study them as they were then and are today. G - 8+
- C0137.D Read the first two chapters of the book *Streams of Civilization*, listing names and locations of all countries mentioned there. Compare the list with that from Scripture and other sources. G - 2

- C0138.D Use the above resources, books in the **Reading and Literature** section, or other materials to study basic history of the ancient nation of Sumer. Locate it on a map name the country currently located there. G - 1
- C0139.D Use any or all of the resources listed in this elsewhere in this mini-unit or others of your choice to study the basic history of the nation of Assyria. H - 2
- C0140.D Use the above resources or others to study the history of the Empire of Philistia. H - 4  
H - 2
- C0141.D Use any available resources to study the lands and cities of the Biblical Canaanites. H - 2
- C0142.D Use resources of your choice to learn basic mini-unit or others of your choice to learn historical facts about the Phoenicians who occupied the lands of Tyre and Sidon. H - 2
- C0143.D Study basic history of the Babylonian Empire and its best-known rulers, using *Streams of Civilization* or other Christian resources. H - 2
- C0144.D Use any resources of your choice to study the your choice to study the basic history of the Medo-Persian Empire.
- C0145.D Study the geography of Palestine during Bible times and today by reading *Baker's Bible Atlas* and completing its study guide. G - 10
- C0146.D Using *World History Dates, Timetables of History, Antiquities of the Jews, Kingfisher's Illustrated History of the World*, or other sources, trace the history of each nation you listed from your reading of I & II Kings and I & II Chronicles. Compare them on a chart as to time of founding and downfall, number and power of rulers, amount of attention given in Scripture. Compare the study from secular sources to what the Bible says about them. H - 10  
G - 6

- C0147.D Use any of the resources listed here or in the **Reading and Literature** section for this mini-unit to find and study all of the kings you listed from your Bible reading in this mini-unit. Determine the dates of the reign of each king and make timeline entries (See Guidelines) for each one. H - 3
- C0148.D Listen to the first two installments of "What in The World is Going on Here?" history tapes by Diana Waring, and add new information to your notes on each of the nations studied here. H - 4
- C0149.D Study family life and role of women in Old Testament times using *Manners and Customs of Bible Lands* or other books. Compare a woman's lot in various nations of that time. H - 3
- C0150.D List and discuss the impact of location, terrain, climate, and other geographical factors on the daily life of a diligent homemaker in Bible times. Save this list for a study in the Science section on how these effects can or have been overcome today. SE - 1  
G - 1  
H - 1
- C0151.D Prepare timeline entries for the lives of the various women whose lives you studied or read about in this unit. VA - 1  
H - 1  
per  
10
- C0152.D Use *Chronology of the Bible* or any other resource to determine when the women you studied from the Bible actually lived and prepare timeline entries for them. VA - 1  
H - 1  
per 10
- C0153.D Search the Internet, encyclopedias, or other resources for a list of the Seven Wonders of the Ancient World. Learn when and where each was built and make a chart to show this data. H - 2
- C0154.D Prepare a timeline entry for each of the Seven Wonders of the Ancient World. VA - 1  
H - 1

- |        |   |                           |
|--------|---|---------------------------|
| C0155. | Using any of the resources mentioned herein, create timeline entries (follow directions in <b>Guidelines</b> ) for all major events and people during the history of each of the ancient nations studied in this mini-unit and their modern-day counterparts. | VA - 1<br>H - 1<br>per 10 |
| C0156. | Make timeline entries for each culture you studied in this unit, their primary rulers, and major historical events.   | VA - 1<br>H - 1<br>per 10 |
| C0157. | Make timeline entries for all important historical events mentioned in any of the videos or books in this study.  | VA - 1<br>H - 1<br>per 10 |
| C0158. | Use Usborne's <i>World History Dates, Timetables of History</i> , or other books to find dates relating to people and events you studied in this unit, and prepare timeline entries for each.   | VA - 1<br>H - 1<br>per 10 |

#### READING AND LITERATURE

- |         |   |                        |
|---------|---|------------------------|
| R0101.A | Read <i>Beautiful Girlhood</i> by Martha Hale or the newer revision by Karen Andreola.  | L - 2<br>B - 2         |
| R0102.A | To get even more benefit from the above book, work with your mother to read and complete the activities in <i>Beautiful Girlhood Companion</i> by Shelley Noonan. | B - 5<br>L - 2         |
| R0103.A | Read <i>Dear Princess</i> .   | B - 3                  |
| R0104.A | Read any of the Elsie Dinsmore novels and observe how characters follow or violate the Biblical standard of virtue as studied in this unit.                       | L - 2<br>B - 1<br>each |

- R0105.A# Read *Little Women* and be prepared to document the personality and character differences between the four sisters. List and/or talk about ways in which each exhibited one or more of the character traits studied in this unit. (If you prefer to do this in video form, DO NOT USE THE WINONA RIDER VERSION MADE IN THE 1990'S.) L - 3
- R0106.A Read or watch a video (DVD) of *Sense and Sensibility*. Compare personalities and character of the three sisters, using specific quotes or passages to illustrate godly virtues in each of them. L - 4  
B - 1
- R0107.A Read *Jane Eyre* and analyze her character and behavior in light of the Scriptures you studied in this mini-unit. L - 3
- R0108.A Read *Wuthering Heights* and analyze the character of each of the women in it in light of the Bible's teaching on virtue. L - 3  
B - 1
- R0109.A Read other classic novels approved by your parents and compare every major female character in each to the Bible's standard of virtue. L - 4  
each
- R0110.A Read one or more vintage Christian 'romance' novels by Grace Livingston Hill in which the heroines are all godly, virtuous women who trust God for husbands and all their needs with often surprising results. Analyze their behavior in light of the Biblical standard of virtue. L - 4  
each
- R0111.A Read articles from Christian magazines, blogs, or newsletters about any of the character traits you studied in this mini-unit. Analyze articles in light of Scriptural standards and be ready to write reviews or critiques of them. B - 1  
each

R0112.A	Read William Bennett's <i>Book of Virtues</i> or <i>The Child's Book of Virtues</i> , and memorize appropriate parts of it, using it in daily devotions.	L - 2 B - 2
R0113.A	Read 3 - 7 biographies of godly women from various times in history. Compare each to the Biblical standard of virtue.	R - 2 B - 1 each
R0114.A	Read biographies of women who are or have been well-known or influential in the Christian church of the past generation. Compare their lives to the Biblical standard.	R - 2 B - 1 each
R0115.A	Read <i>Alabaster Doves</i> and analyze each woman featured there by the standards of virtue from Proverbs 31:10-31.	L - 2 B - 1
R0116.B	Read, from cover to cover, one or more of the trade journals of the jewelry industry.	SE - 1
R0117.B	Read the entire collection of pamphlets you received from various mining interests and environmental groups and contrast what they have to say.	SE - 1
R0118.B	Read all of one complete issue of a periodical devoted to rock collecting, jewelry-making, gemology, or a related hobby.	IA - 1
R0119.B	Read Usborne's <i>Atoms and Molecules</i> .	SC - 3
R0120.B	Memorize 10-15 lines of poetry on rubies.	L - 3
R0121.B	Read and memorize poems (10-15 lines each about other "precious" stones.	L - 3 each
R0122.B	Read <i>The Rare Jewel of Christian Contentment</i> , out-of-print but available in reprint through Footstool Publications.	L - 2 B - 2
R0123.B	Read one or more Christian or wholesome secular novels set in a mining town or in some other way involving mining.	L - 3 each

R0124.B	Read one of more mystery novels involving theft or disappearance of jewels, gems, or gemstones.	L - 3 each
R0125.B	Read and discuss with a parent the short story "The Necklace" by Guy de Maupassant.	L - 1
R0126.B	Read the Christian novel <i>Far Above Rubies</i> by George McDonald.	L - 3
R0127.B	Read Usborne's <i>Rocks and Minerals</i> .	SE - 1
R0128.B	Read <i>Rubies and Sapphires</i> by Fred Ward.	SE - 2
R0129.C	Read <i>Unlocking the Mystery of Creation</i> to help you develop a firm foundation before beginning the other materials in this mini-unit.	SE - 3 SB - 3
R0130.C	Read <i>Scientific Creationism</i> , to provide a background for the other material to be covered in this mini-unit.	SE - 4 SB - 4 WV - 2
R0131.C	Read and discuss with your family, <i>The Amazing Story of Creation</i> .	SE - 2 B - 1
R0132.C	Read and discuss with a younger child <i>Dinosaurs by Design; D is for Dinosaurs</i> and/or other creation-based children's books about these creatures.	SB - 1 TE - 1 each
R0133.C	Read and study <i>Bone of Contention</i> .	SB - 3
R0134.C	Read <i>Creation Facts of Life</i> .	SB - 3
R0135.C	Study and use for reference in other work <i>Dinosaurs and the Bible</i> and/or <i>The Great Dinosaur Mystery and the Bible</i> .	SB - 3 each
R0136.C	After studying about the Scopes trial from Internet, encyclopedias or other resources, Read <i>Inherit the Wind</i> , a play about the trial. Compare it to real life accounts of the trial.	B - 1 L - 1 CL - 1
R0137.C	Study <i>Evolution: Fact or Belief, The Lie: Evolution</i> or other scholarly works on by Christians on this topic.	B - 5+

- R0138.C\* To better understand what we must refute, read and discuss Darwin's *Origin of Species*, the book in which he laid out his theory of origins. Find arguments from Scripture to refute each point he makes. SB - 5  
WV - 2  
B - 3
- R0139.C\* Read articles on evolution, the "Big Bang" theory and similar teachings from secular magazines or websites. Search Scripture and Christian writings for evidence to refute these teachings. SE - 1  
WV - 2  
B - 2
- R0140.C Study the flood of Genesis and its ramifications by reading *The Genesis Flood* by Dr. Henry Morris. Discuss it with your parents or other Christian adults who have read it. SE - 3  
B - 3
- R0141.C Read *The Search for Noah's Ark* or watch the video of H - 1  
the same name.

R0142.D	Read Creation-based history of Bible times in Ruth Beechick's <i>Adam and His Kin</i> .	H - 3
R0143.D	Read <i>The World that Perished</i> .	H - 3
R0144.D	Read <i>Genesis: Finding Our Roots</i> .	H - 3
R0145.D.	Read fictionalized biographies of people from the Old Testament (see <b>Appendix</b> ), checking each story with Biblical accounts.	L - 2 B - 1 each
R0146.D*	To understand Old Testament times from a Jewish perspective, read <i>Antiquities of the Jews</i> by Josephus.	H - 25
R0147.D	Read Usborne's <i>The First Civilizations</i> .	H - 1
R0148.D	Read Usborne's <i>Empires and Barbarians</i> .	H - 1
R0149.D	Read <i>Chronology of the Bible</i> to put all the events of the Old Testament into proper historical perspective.	H - 3
R0150.D*	Read <i>History Begins at Sumer: Thirty-Nine Firsts in Man's Recorded History</i> by Samuel Noah Kramer.	H - 4
R0151.D*	Read any of the following books from the Time-Life <i>Lost Civilizations</i> series: <i>Sumer: Cities of Eden</i> ; <i>Mesopotamia: the Mighty Kings</i> ; <i>Persians: Masters of the Empire</i> . Be aware that these are not from a Christian perspective	H - 3 each
R0152.D*	Read <i>Ah, Assyria: Studies in Assyrian History and Ancient Near East Historiography</i> .	H - 4
R0153.D*	Read <i>The Assyrian Empire</i> and/or other books in the <i>History of the Ancient World</i> series, edited by Don Nardo. (Though not from a specifically Christian worldview, these are historically quite accurate.)	H - 4 each
R0154.D*	Carry this study into New Testament times by reading <i>The Jewish Wars</i> , by Josephus.	H - 20

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|---------|---|------------------------|
| R0155.D | Read through <i>With Christ in the Biblical Feasts</i> , <i>Guide to the Biblical Holidays</i> , or <i>The Biblical Feasts</i> to study the history and cultural significance of Passover and other holy days instituted by God in the Old Testament and how they have changed over the years. Discuss with a parent how or if those should influence us today. | H - 2<br>B - 2<br>each |
| R0156.D | Read <i>Our Father Abraham: Jewish Roots of the Christian Faith</i> . Critique it from Scripture and discuss with your parents.   | H - 3<br>B - 1         |
| R0157.  | Read one or more historical novels set in each of the time periods studied in this unit.  | H - 5<br>each          |
| R0159.  | Read one or more biographies of people studied in this mini-unit.   | H - 5<br>each          |
| R0160.  | Read one book per week in addition to those given assignments. Choose from those listed or in the resource list or any others your parents approve.   | L - 5<br>each          |
| R0161.  | Read any other appropriate books on the topics. In the particular mini-unit you are studying.   | L - 4<br>Each          |

### COMPOSITION

- |         |   |        |
|---------|---|--------|
| W0101.A | Define ' <b>virtuous</b> ', ' <b>noble</b> ', and ' <b>godly</b> ', all sometimes used to translate Proverbs 31:10, and all synonyms for them found in the thesaurus. Write definitions in your vocabulary notebook (see <b>Guidelines</b> ). Compare the modern definition of each with the one in <i>Webster's 1828 Dictionary of the American Language</i> . | EG - 1 |
| W0102.A | Write a DETAILED character sketch (1-2 pages) on one of the Biblical women you studied in this mini-unit. If you need help on how to do this, read the appropriate section in <i>Writer's Inc</i> or another handbook for writers.  | EC - 1 |

- W0103.A Write a brief character analysis (2-3 lines) on each Biblical woman you studied in this mini-unit, showing how she did or did not meet the Biblical standards of virtue. EC - 2
- W0104.A Write a biographical sketch (2-4 pages) of one of the Biblical women you studied in this unit. Learn how this differs from a character sketch by reading about them in *Writer's Inc.* or other similar source. EC - 2
- W0105.A Write a brief report (2-3 paragraphs) on each of the modern-day women you studied in this unit. EC - 1 each
- W0106.A Write a brief report (1-2 pages) on one or more of the historical women you studied. EC - 1 each
- W0107.A Write a summary of the rules and beliefs of your church congregation or denomination regarding the role of women in church leadership and/or corporate worship. Analyze each part of these rules according to Scripture. Use a concordance to find appropriate passages and list all verse references in your paper. EC - 3  
B - 1
- W0108.A Write a complete description (1-2 pages) of the Christian woman you consider to be your role model or example, telling why you admire her from a Biblical perspective. Quote verses and use references. EC - 2
- W0109.A Write an essay on The Biblical Role of Women in the Corporate Worship of the Church, referencing specific Scriptures to support your beliefs. EC - 2+
- W0110.A Write a newspaper ad that might be placed by a man looking for a godly wife, using the standards of Proverbs 31:10-31. EC 1
- W0111.A Using the lists you made in the Bible section of this mini-unit, write a job description for a godly wife based on the standards of Proverbs 31 and using the basic format used in industry. EC - 1

- W0112.A Write a character analysis of each of the three sisters in *Sense and Sensibility* in light of the teachings of this mini-unit. Use actual passages from the story to illustrate godly virtues in each of them. EC - 2
- W0113.A After reading *Jane Eyre* write a character analysis of her in light of the Scriptures studied in this mini-unit. EC - 1
- W0114.A Write a character analysis of each of the women in *Wuthering Heights* in light of the Bible's teaching on virtue. EC - 3
- W0115.A Using the lists you made in the **Bible and Christian Character** section of this mini-unit, write a resume' for a woman who is truly like the one described in Proverbs 31, relating each skill to an appropriate area of the job market. Use *Writer's Inc.* or a similar book for format help. EC - 1
- W0116.A Write a diary (10-12 entries) as it may have been kept by one of the historical women you studied in this mini-unit. EC - 3  
H - 1
- W0117.A Write a formal term paper (6-8 pages) on one of the women you studied in this unit, draw from at least 5 sources, and use *Writing the Research Paper*, *Writer's Inc.*, or a guidebook to formal style. Be sure to include footnotes, bibliography, etc. EC - 25
- W0118.A Write a speech to be given before an audience on "The Value of the Fulltime Homemaker to Today's Family and Community". EC- 5
- W0119.B After talking with a jeweler or gemologist, analyze the qualities of various gemstones that determine their value and write an essay comparing each of those qualities to a character trait of a godly woman. EC - 2

- W0120.B Write a Biblical exegesis on the use and significance of rubies and other "precious" stones in Scripture. (Part of this assignment is to find out what an exegesis is and how to write one.) EC - 2
- W0121.B Write a comparative analogy using gems or "precious" stones as symbolic of values or character traits. Do not copy from the Bible or other reading material. Make it original. EC - 1
- W0122.B Prepare a 'prospectus' comparing various types of gems, jewels, and precious metals as potential investments EC - 1  
CE - 1
- W0123.B Write a report on the uses of gems and metals in the economy of your country. EC- 1
- W0124.B Write a report on the health benefits of a variety of minerals. EC - 1
- W0125.B Write a short story on the discovery of ruby deposits and the opening of a mine. You may research and write the history of a real mine, or you may create a fictional one. EC - 3
- W0126.B Drawing from your other studies in this mini-unit, prepare a notebook on *Gems and Minerals*. Include types and descriptions of various gems; how they are made; the processes used for identification and appraisal; uses for various gems, mining methods; data on crystalline structure, etc. There should be at least one page for each gem and most minerals as well as several general pages of introduction and other information that applies to all gems. EC - 25
- W0127.B In your vocabulary notebook, define these words from your chemistry studies in this unit: **atom, bonding, chemistry, covalence, crystalline, electron, element, ion, molecule, neutron, proton, valence**. If more than one definition is given, use the one that is most closely related to chemistry. EG - 1

- W0128.B Write a diary (min. 20 entries) or first-person short story (minimum 1000 words) of a miner in whatever type mine you prefer. Tell about his/her work and life away from the job. EC - 20
- W0129.B Prepare legal briefs for each side in a case that might be brought by environmentalists against a mining company. EC- 1  
CL - 1
- W0130.B Define the word 'precious' and write an essay telling why many Christians object to the use of this word to describe gems, gold, silver, and other minerals or metals. You may include your own view if you wish, but you must explain it. EC -1
- W0131.B Write a description of the ephod of the Hebrew Hebrew high priest as it might have impressed a young Israelite who was present the first time it was worn. EC - 1
- W0132.B Write (and submit if possible) an article for a trade or hobby magazine about some hobby or occupation relating to gems, rocks, or minerals. (at least one full typed page) EC - 2+
- W0133.B Write a poem (at least 15 lines) about rubies other gemstones, using them either literally or as symbols. EC - 1+
- W0134.B Write a brief (1-2 pages) geographical report your notebook on each state, province, or region in your country where gemstones or minerals are mined commercially. EC - 1  
each
- W0135.B Define the following words as they relate to this mini-unit: **carat, environmentalist, ephod, excavating, exegesis, gem, gem-ologist, karat, minerals.** EG - 1
- W0136.C For handwriting practice, copy Genesis 1:1-31 once a day for a week, breaking it into the segments used in the **Bible** section for memorizing it. EG - 1  
per time

- W0137.C Practice writing Genesis 1 from dictation, breaking it into the same segments you used for memorizing in it the **Bible and Christian Character** section. Have someone read it aloud while you write it, word for word with exact punctuation. If your family's beliefs allow, you may prefer to use a modern Scripture translation for this to aid in spelling and grammar. EG - 1
- W0138.C Write a Biblical refutation of one of the articles on evolution you read for this mini-unit. Use journalistic style, as if you were writing for a newspaper or scientific journal. Be sure to quote and reference your sources. EC - 3
- W0139.C Prepare a three-to-five-minute speech on "Evidences from Nature for the Biblical Creation," using not only Scripture but also scientific evidences. EC - 4  
SB - 2  
B - 2
- W0140.C Summarize your state and local laws with regard to the teaching of evolution and/or creation the public schools. CL - 2
- W0141.C Define in your vocabulary notebook and write a short paragraph using the word **evolution** in all of its meanings to show that it is not always wrong to use it. EC - 1
- W0142.C Write a letter to Charles Darwin, refuting his his theory of origins and sharing your faith in the Lord Jesus, seeking to lead him to Christ. EC - 1
- W0143.C Write a personification story in which an animal or inanimate object of nature tells The first-person story of its own creation. Use the device of all-knowing description, so it can tell all that was going on around it at the time and the other things that were brought into existence on the same day. EC - 8
- W0144.C Write an interview with either lawyer from the Scopes trial, asking several pertinent questions and answering them as you think he would have. EC - 1  
H - 1

- W0145.C Write a 700-1000-word research paper on the topic: "Biblical Creation: More Than Just A Matter of Science", which explores how the belief that man was a special creation of God in His image affects the way one looks at and patterns government, society and all of life. Use *Writer's Inc.* or any similar writing guide for directions on how to write a formal term paper, including outline, note cards, footnotes, and bibliography. EC - 25  
WV - 25
- W0146.C Take notes as you watch each of the creation science videos listed in the **Science** section of this mini-unit. EC - 1  
each
- W0147.C Prepare arguments for either side (or both sides) of a debate on the topic "Resolved: Christians Today Should Still Observe the Sabbath as A Day of Rest." Use Scripture verses, commentaries, and other materials to research your position. If possible, team up with another student to debate the topic. EC - 25
- W0148.C Write reviews of the creation science videos you watched in this mini-unit. EC - 1  
each
- W0149.C Write a poem praising God for the majesty of His creation or some particular part of it. EC - 1
- W0150.C Write a Bible lesson on Creation to be taught to younger children on their level. EC - 5  
TE - 2
- W0151.C In your vocabulary notebook, define these words that are associated with this mini-unit: **canyon, cataclysm, cave, cavern, dormant, eruption, fault, fissure, gorge, genealogy, geology, seismic, whirlpool.**
- W0152.D Write a television or radio news report on the tower of Babel, writing it as it might have been covered by a reporter present at the time. EC - 1

W0153.D	Outline one or more of the Biblical books of history that you studied in this mini-unit. If you have never learned to outline, read and follow the instructions in <i>Writers Inc.</i> or some similar writing handbook.	EC - 5 each
W0154.D	Instead of outlining the above books, summarize each chapter of a book in one short paragraph. For help learning to summarize, consult <i>Writers Inc.</i> or another writing handbook.	EC - 1 per 5 chap.
W0155.D	For your Geography notebook (see Guidelines), write a brief report (1- 2 pages) on each ancient nation mentioned in the studies of this mini-unit.	EC - 1 each
W0156.D	Use encyclopedias, the World Almanac, or other resources to research and write a 1-2 page report for your geography notebook (see Guidelines) on the modern counterpart of each ancient nation studied in this mini-unit.	EC - 1 H - 1 each
W0157.D	Write a brief report on each king or ruler you studied in this mini-unit.	EC - 1 each
W0158.D	Write a fictional story about an event that could have taken place in the life of one of the Biblical kings studied in this mini-unit. Set the tone and location as realistically as possible, and include some real events as well as things that may not have happened but were in keeping with the traditions and lifestyle of the time.	EC - 5+
W0158.D	Write fictional but reality-based memoir (3-5 pages) of one of the Biblical kings studied in this mini- unit.	EC - 5
W0159.D	Write 12-15 entries for a journal that might have been kept by an Israelite during captivity in Babylon. Be sure to include: captivity and march to Babylon, the stories told in the book of Daniel, their joy at being allowed to return to their homeland. Fill in with other events that might have happened.	EC - 3
W0160.D	Write a short story set in some nation other than Israel than Israel or Judah during Old Testament times.	EC - 15

W0161.D	Write a fictional short story (at least 5 typed pages) in which one of the other Old Testament people you studied figures as a prominent character.	EC - 25
W0162.D	Write a newspaper report on the battle between David and Goliath as it might have been written by a reporter of the day.	EC - 2
W0163.D	Write a story of Jonah as if written by him after the conversion of Nineveh. Include actual events, his attitude at different times during them and what he learned from the experience.	EC - 5
W0164.	Define and put into your vocabulary notebook 10 new words per week, drawn from your studies or independent reading. Write all possible definitions.	EG - 1
W0165.	Learn to spell all the words you put into your vocabulary notebook during this unit.	EG - 3 week
W0166.	Using <i>Writers Inc.</i> , <i>College English Handbook</i> or other grammar reference and a dictionary, proofread and correct grammar and spelling in all written work for this unit.	EG - 1 per 10 pages
W0167.	Take notes as you listen to or watch any of the audio or videotapes for this unit. For help, consult the appropriate chapters in <i>Writers Inc.</i> or another writing handbook.	EC - 2 each
W0168.	Use your notes to outline the lecture tapes listened to in this unit.	EC - 3+
W0169.	Use notes taken on any activity in the unit summarize and/or paraphrase one or more of the lectures or stories on tape.	EC - 1+
W0170.	Outline one or more of the non-fiction books used in this unit, following the guidelines in <i>Writer's Inc.</i> or another writing handbook.	EC - 2
W0171.	Write reviews, as if to for publication, of one or more of the books used in this unit.	EC - 1 each
W0172.	Write a brief report on any important person person studied in this unit.	EC - 1

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| W0173. | For handwriting practice, copy Bible passages poems or other material you are memorizing. Write carefully and neatly as many times as you can in one hour.  | EG - 1<br>per<br>hour |
| W0174. | Use the material you are memorizing to write from dictation, being careful about spelling, punctuation, and other writing mechanics. To do this, have someone read the passage to you slowly while you write it, word for word. | EG - 1<br>per<br>hour |
| W0175. | Keep a journal of each day's school activities throughout this study. If done well, this journal can serve as documentation of your school year.  | EC - 2<br>per<br>Week |
| W0176. | Write a news article on each of the field trips you took in this unit.  | EC - 1<br>each        |
| W0177. | Write a thank you note to the organizer, guide and/or supervisor of any field trip you took for this unit.  | EC - 1<br>each        |

### **MATH & PERSONAL ECONOMICS**

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|---------|--|--------|
| M0101.A | Make a line or bar graph showing the number and percentage of women of different various ages who are in the work force of your country, using census or similar data.               | SG-2   |
| M0102.A | Prepare a graph to compare the number and percentage of young mothers in the work of your nation in different years.   | SG - 5 |
| M0103.A | Use the data collected above to make a graph showing the percentage of children of different ages whose mothers work outside the home on a full-time basis in your state and nation. | SG - 5 |

- M0104.A Using census figures or similar data, create a graph to illustrate the number of moms of various-aged children in the work force full-time, part-time and not at all, and how many are working from home. SG - 5
- M0105.A From figures in the above activities and other appropriate data, compute mean and median incomes of women in the work force of your nation in various decades. Make a graph of your choice to show the results. SG - 7
- M0106.A List all jobs done by your own mother in your home. Use the average hourly pay for each job (find online) and estimated time spent in each job to compute her weekly earnings if she were paid the going rate for her work in the home. Add all the jobs she does during the week for a complete picture. Then multiply by 52 to find the annual value of her work in the home. (Due to overlap of some jobs, the total hours worked may be more than the actual hours in a week.) Compare the value of her work to the mean and median incomes of women in the work force to see where a woman would be more productive. Be sure to charge the rate of a private tutor, not a classroom teacher, for the time she spends homeschooling. M - 3  
CS - 1
- M0107.A From your figures in the above activity, find what percentage of the average homemaker's (or your own mother's) time (out of 168 hours in a week) is spent in each chore or activity from the list you compiled. (Since the time spent on some jobs will overlap, it is possible for this total to exceed 100%.) M - 1
- M0108.A Calculate and express the data used for the prior activities in this mini-unit as appropriate ratios and proportions. M - 1
- M0109.A Make a pie graph using the above data to show what percentage of a wife's/mother's time is spent in which of her duties. SG - 5

- M0110.B Using data from a local bank or currency exchange, perform all calculations needed to compare the currency of each modern-day country studied in this unit with that of your own. PM - 2
- M0111.B Ask a jeweler for the current per carat value of rubies and how to convert carats to pounds and kilograms. Multiply cost per carat by your weight in carats to calculate your value if you are, indeed, "worth more than rubies" as the Proverbs 31 woman would be. M - 2
- M0112.B Calculate and graph the per carat value of 8-10 different gemstones and the total value of each at your weight. M - 5
- M0113.B Study the "karat" (Wikipedia is a good source for this information) used to measure the purity of gold and make a graph to show the comparison between the percentages of pure gold contained in jewelry or other items of different "karats" and the relative values of each. SG - 3  
PM - 2
- M0114.B Identify the geometric shape of each of the types of crystals you studied in this mini-unit. Learn the formulas for finding perimeters, areas and volumes of each. MG - 3
- M0115.B Investigate and/or review geometric shapes by playing the game "Geometry Quizmo™ - Shapes, Symbols, and Terms" with your family. (You can Get points for the first ten times you play only) MG - 1  
each  
time
- M0116.B If-you plan to take a plane geometry course In high school, it will fit best with this mini-unit. We suggest *Geometry Made Simple* or *Key to Geometry*, but you may use any text or resource you and your parents prefer. MG - 1  
credit
- M0117.C Use the genealogical lists found in Genesis 5 and Matthew 1 to determine the approximate age of the Earth by adding the ages of named individuals at the birth of their children and the length of time of creation and other things for which we have dates. M - 1  
B - 1

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| M0118.C | Use what you have learned elsewhere about what scientists believe to have been the sizes of the various types of dinosaurs to draw or create dinosaurs to set scale.   | M- 2                     |
| M0119.C | Prepare a graph to show the relative sizes of dinosaurs as determined in the above activity.   | SG - 5                   |
| M0120.C | Gather data on numbers of known species of each kind of animal created on the fifth day of Creation. Calculate ratios and proportions to show relationships between these species.   | M- 2                     |
| M0121.C | Gather data on numbers of known species of each type of animal created on the sixth day. Calculate ratios and proportions to show the relationships between these species.   | M - 2                    |
| M0122.C | Convert Biblical dimensions for the ark into both English and metric measures. Use those measurements and your geometry formulas to compute its surface area and interior volume.  | MG - 2                   |
| M0123.D | Use the genealogy lists in Genesis 5 and Matthew 1 to compute the number of years between Creation and the flood, the flood and the tower of Babel, the tower and Abram's departure from Haran, Abram's travels and the exodus from Egypt, the exodus and the exile into Babylon, the return from exile and the birth of Jesus. Prepare timeline entries for each of these with approximate dates wherever possible. | M - 2<br>VA - 1<br>H - 1 |
| M0124.D | Using the genealogy lists of Genesis 5 and other resources, calculate the approximate population of the Earth just before the flood and at the time of the tower of Babel.   | M - 2                    |
| M0125.D | Use available resources to find or estimate the highest-known population of each of the ancient cultures studied in this mini-unit and compare them on a graph   | SG - 2                   |
| M0126.D | Use the above resources to make a graph To compare populations of these nations at five different times in history.  | SG - 5                   |

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| M0127.D | Prepare a bar graph showing relative ages at death of selected people from the genealogy in Genesis 5.   | SG - 2           |
| M0128.D | Use maps from Baker's Bible Atlas and/or its study guide or other resources to determine the areas of the ancient countries studied in this mini-unit and draw a pictograph to show relationships between those sizes. | SG - 4<br>G - 2  |
| M0129.D | Prepare a graph of your choice to compare the areas of various the ancient countries you studied with their modern counterparts.   | SG - 5           |
| M0130.  | Use data from the graphs made in this unit to practice proportions and ratios.   | M - 1<br>per hr. |
| M0131.  | Use data from the graphs you made in this unit to learn or review per cent, decimals, and/or fractions.  | M - 1<br>per hr. |

### **SCIENCE**

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|---------|--|-----------------|
| S0101.A | Investigate secular psychology's definition of 'virtue' or 'character' and compare it to the Scriptural standard.  | CS - 1          |
| S0102 A | Compare and contrast Freudian, Rogerian, and Skinnerian psychology or counseling and study how each would determine right or wrong, good or evil. Learn from this why a Christian cannot get her ideas of virtue from either of these systems. | WV - 3          |
| S0103.A | From the writings of Jay Adams or others, learn about nouthetic counseling and how its approach differs from that of secular psychology and counseling.  | WV - 3<br>B - 2 |

S0104.A	Complete a full course in psychology or counseling if you and your parents see fit.	1 credit in choice
S0105.A	Study the purity of your local drinking water and the process used to purify it. Are there elements or chemicals that are not completely removed? How are they handled? How is this analogous to sin in your life?	SE - 1 SC - 1
S0106.A	Visit the water purifying plant in your area to see firsthand how this is done.	SP - 2
S0107.A	Consult a water purification specialist about the various filtering processes consumers can use in their own homes to further purify their drinking water after it comes from the pipes.	SP - 1
S0108.A	Attend a demonstration of a water purifying system to be used in the home.	SP - 1
S0109.A	Study common household air pollutants and various methods of air purification.	SE - 1
S0110.A	Study the construction and material used in HEPA filters and why they are so effective for filtering air pollutants.	SP - 1
S0111.A	Learn about the "purifying " process used to draw pure metal out of ore.	SP - 2
S0112.B	Research and list the scientific names of as many natural gems as possible.	SE - 2
S0113.B	Research each gems listed above to learn about its rarity, relative value, common locations for deposits, methods of mining and/or production, and uses. Record all this information in the notebook you are making in the <b>Composition</b> section.	SE - 2 SP - 2
S0114.B	Examine various synthetic 'salted' gems and the process by which they are made.	SP - 2

S0115.B	Study and complete all activities in the Task-Oriented Physical Science (TOPS) unit on Rocks and Minerals.	SP - 5
S0116.B	Using a commercial kit, or the 'recipe' found in <i>Science Experiments on File</i> , (available in the reference section of most libraries), make crystals from common substances and watch them develop. Investigate each type under a microscope, comparing shape and size of the individual crystals.	SC - 3
S0117.B	Identify crystalline structures of the common and 'precious' gemstones you studied in this mini-unit and determine the various types of bonding in them.	SC - 5
S0118.B	Use Usborne's <i>Essential Chemistry</i> or any similar resource to investigate the formation, makeup and bonding of crystals.	SC - 3
S0119.B	Expand the study of crystals to learn about atoms and molecules in general and to learn how to identify various molecules by appearance and formula, using the recommended Usborne book (see above) or a similar one.	SC- 10
S0120.B	Use this opportunity to learn the basics of elements and the periodic table using Usborne's <i>Essential Chemistry</i> or any similar resource.	SC -15
S0121.B	Instead of a textbook as recommended above, use the appropriate parts of the <i>Friendly Chemistry</i> kit to investigate and learn the Periodic Table of Elements and other basic chemical principles in a fun, hands-on manner.	SC - 20
S0122.B	Use any of the recommended sources in this mini-unit to study minerals and to learn which minerals are also elements.	SC - 3

S0123.B	Use a wall chart or other source to learn to read the Periodic Table of Elements.	SC - 2
S0124.B	Instead of doing activities S0117-S0123, take a complete chemistry course, using Usborne's <i>Dictionary of Chemistry</i> or their <i>Essential Chemistry</i> , Apologia's chemistry textbook, the <i>Friendly Chemistry</i> kit or a similar resource. (If you do this, don't use any of the above chemistry activities.)	SC - 1 credit
S0125.B	Study various methods of mining gems, metal ore and other minerals and the effect of each on the environment.	SP - 2
S0126.B	Tour a commercial metal or mineral mine or refining facility and learn how it operates.	SP - 2
S0127.B	Tour a commercial ruby or other gemstone mine in operation.	SP - 2
S0128.B	Tour a jewelry manufacturing facility to see how gems are cut, polished, and set into jewelry.	SP - 2
S0129.C	Watch and discuss with your parents the Master Books two-part video (DVD) series <i>Science of Creation</i> .	SE - 2 SB - 2
S0130.C	Study the Creation Resource Foundation's audio or video seminar on <i>Unlocking the Mysteries of Creation</i> .	SE - 35
S0131.C	Watch, take notes on, and discuss with parents the video series <i>Origins: How the World Came to Be</i> by Dr. A. E. Wilder-Smith. Individual titles are: "Origins of the Universe"; "The Earth, A Young Planet?"; "The Origin of Life"; "The Origin of Species"; "The Origin of Mankind"; and "The Fossil Record".	SE - 30
S0132.C	Expand <i>Unlocking the Mysteries of Creation</i> by completing all work in the accompanying text and workbook.	SE - 70

- S0133.C Conduct a thorough study of dinosaurs, using books recommended here, in the **Reading and Literature** section and/or the **Resource Guide** or other Christian materials. You may combine activities #S0134 - #S0136 to do this one, but you should not take credit for those and this one as well. SB - 25
- S0134.C Relate the book of Job to the creation through the study of the book *Dinosaurs: Those Terrible Lizards* SB - 5
- S0135.C Attend and take good notes at an "Answers in Genesis" seminar. Discuss it with your parents or another adult who attended. SB - 10  
SE - 10
- S0136.C In lieu of attending a live AIG seminar, watch it on video/DVD and complete the study guide. SB- 10  
SE - 10
- S0137.C After reading the book *What Really Happened to the Dinosaurs*, reconstruct, using charts or dioramas, the events leading to their apparent extinction. Show how (or if) you believe it was impacted by the cataclysm (flood) of Noah's time. SE - 10
- S0138.C\* At this stage in life, it may be wise to study the theory of evolution as it is taught in most secular schools and colleges, along with the Biblical evidences to refute it. You may use any secular biology book to study it along with material from Master Books or Institute for Creation Research to refute it. SB - 5  
B - 2
- S0139.C\* Investigate the "the Big Bang theory", which admits that the world and the universe had a definite time of beginning but does not in any way acknowledge the Supreme Creator. Look for Christian materials to refute this theory and/or to show how it meshes with the Biblical account. SE - 3  
B - 2
- S0140.C Watch other Creation videos by the Institute for Creation Research, Moody Press, or others. Take notes on each one and discuss with parents. SE - 2  
each

- S0141.C Locate and study canyons, mountains, caves, gorges, and/or other geological formations in your area and examine them as evidences of the Flood of Genesis. Explore these on your own if allowed to do so by your parents and /or their owners. SE - 2 +
- S0142.C Take a guided tour of one or more caverns, caves, or similar geological formations. SE - 2
- S0143.C Using materials from the Geological Survey or other sources, study geological faults, tectonic plates, and underground fissures of all types. Investigate what part those may have played in creating the changes that occurred during the Flood of Genesis. SE - 3
- S0144.C Study volcanoes and volcanic action and try to determine what part, if any, this may have played in the Flood of Noah's time. Support your opinions with scientific evidence. SE - 3
- S0145.C Tour a dormant or latent volcano and learn about the effects of its eruptions on the area around it. Compare the effect to the changes created the cataclysm in Noah's time. SE - 2
- S0146.C Study whirlpools and tidal waves (tsunamis), both of which Scripture describes as used by God in creating the cataclysm. SE - 3
- S0147.D Study the technology that went into building the [Hanging Gardens of Babylon](#), one of the Seven Wonders of the Ancient World. See if you can discover how these could have been built using only materials and technology known to exist at that time.
- S0148.D Study the technology and went into building the [Mausoleum at Halicarnassus](#), another of the Seven Wonders of the Ancient World. See if you can discover how it was built using only materials and technology known to exist at that time.

- S0154.D Examine the technology of ancient Babylon that allowed it and certain other societies that time period to have flush toilets, running water, and indoor plumbing. SP - 2
- S0155.D You may study any of the other Wonders of the Ancient World to determine how each could have been built using only materials and technology known to exist at that time. (These are also covered in the units on the Greeks and the Egyptians, so you might want to skip them here. SP - 2
- S0156.D Study the processes and fuels by which homes and other buildings were heated and cooled in various cultures during this time period. SP - 2
- S0157.D Study the forms of indoor lighting used in Bible times and the fuels for them. SP - 2
- S0158.D Study the various methods and fuels used in cooking by the women of that day. SP - 2
- S0159.D Investigate utensils and tools used in the homes of Old Testament times, learning how each was made and used. SP - 3
- S0160.D Investigate farm and building tools of Old Testament times, learning how each was made and used. SP - 2
- S0161.D Investigate the weapons and other military equipment used by the armies of the Old Testament times, learning how each was made and used. SP - 3
- S0162.D Study the science of archaeology and learn how archaeologists locate and unearth ruins of ancient cultures. SP - 5
- S0163.D Study the process by which archaeologists and scientists determine the ages of ruins and artifacts. SP - 2

- S0164.D Talk with an archaeologist or museum curator to learn how they preserve and restore artifacts from their digs. SP - 2
- S0165.D If you wish to, you may take a complete course in archaeology at a local college, online, or in a distance learning program. 1 credit

### **HEALTH AND FITNESS**

- H0101.A Study and discuss with your mother the book *Preparing for Adolescence*, a tasteful guide to your emerging sexuality by James Dobson. HE - 5
- H0102.A Read *Almost Twelve* by Kenneth Taylor another Christian approach to the physical aspects of puberty. This is very worthwhile even for those who are already 12 or over. HE - 3
- H0103.A Discuss with your mother the changes your body has begun and will be going through as you become a woman. (Note to Mom: Be candid and honest about this. We all learn it somewhere; home is the best place.) HE - 2
- H0104.A Watch the video "Feminine Hygiene and You" from [www.sresd.org/media\\_library](http://www.sresd.org/media_library) and talk about it with your mother. HE - 1
- H0105.A Watch and discuss with your mother the free video "Period", put out by Kimberly-Clark to help young women understand this part of their lives. HE - 2
- H0106.A Study the hormones that begin to be released in your body during puberty and the effects these can have on you. HE - 1
- H0107.A Talk with your mother about PMS, cramps, bloating, and other ailments associated with the hormonal changes of puberty. HE - 1

H0108.A	Investigate common herbal and nutritional remedies for the ailments discussed above.	HE - 2
H0109.A	Look up and define in notebook these words related to this topic: adolescence, bloating, hormone, hygiene, menstruation, puberty.	EG - 1
H0110.B	Study the use of gems, crystals, and metals in surgery and medical technology. Search for this topic online, if possible, as there are new developments almost daily.	SP - 2
H0111.B	Investigate the often touted health benefits of wearing copper jewelry. Can you find any evidence that it makes a viable contribution to good health?	HE - 1
H0112.B	Investigate the use of gold, silver and other metals as fillings in dentistry and on braces or other prosthetics used by orthodontists.	HE - 1
H0113.B	Study allergies and sensitivities to gold and silver that can cause jewelry and/or dental work to make a person sick or give someone a rash.	HE - 1
H0114.B	Study and make a notebook about the minerals needed for a healthy body and the foods that are good sources of them.	HE - 10
H0115.B	Study specific disorders caused by lack or overabundance of certain of the above "minerals".	HE - 2
H0116.B	Study the commonly-recognized methods used for prevention and treatment of deficiencies in the minerals studied in the above activity and the disorders caused by them.	HE - 2
H0117.B	Analyze the nutritional values of your family's meals for one week to determine the levels of needed minerals you are getting. Alter or supplement your meals to correct any shortages.	HE - 2

- H0118.B Study the wide variety of herbal, natural and synthetic mineral supplements available and compare them as to potency, absorption rate, purity, and shelf life. HE - 2
- H0119.B Check the labels on all the varieties of multi-vitamins sold in your pharmacy or grocery store and compare the number of minerals also included in many of them. HE - 1
- H0120.C Discuss with a doctor, nurse, chiropractor, or nutritionist ways in which the human protects and heals itself, evidence of God's special care for those created in His image.
- H0121.C Study Genesis chapters 2 and 3, to understand why bodies created so perfectly get sick and die or eventually wear out. B - 1
- H0122.C Study *The Whole Foods Book*, *The Herbal Bible*, or any good book on natural healing to see how God's creation includes all those things we need to care for our health. HE - 5
- H0123.C Study the instincts God gave us to help us know how to care for our bodies and fulfill our God-given roles. Include the "maternal instinct", "pain avoidance", the "biological clock", "fight or flight" adrenalin rush and other you may discover. HA- 2
- H0124.C Use one of the books suggested in #H0122 or another of your choosing to learn about herbs or other natural treatments and/or medications commonly available for any of the chronic ailments that affect members of your family. Learn about the side effects and any contraindications. HE- 2
- H0125.C To understand how "fearfully and wonderfully" made mankind is, study a complete course in human anatomy. (This is given as an option in more than one unit, but should only be counted once.) HA - 1 credit

- H0126.D Study leprosy or Hansen's disease, which was Incurable and greatly feared in Bible times but is now easily treated. HE- 1
- H0123.D Study psoriasis, a skin disease that may have been a better translation for the Hebrew word we translate as 'leprosy'. HE - 1
- H0124.D Study the medical treatments now available for leprosy to understand why it is no longer feared as it once was. HE - 1
- H0125.D Study the medical treatments used to control and heal psoriasis. HE - 1
- H0126.D Study the kosher laws of the Old Testament and learn how they coincide or conflict with current medical teachings on healthy eating, especially in the areas of calories, fat, and cholesterol. HE - 1  
B - 1
- H0127.D Learn about specific human health problems that might be caused or aggravated by eating pork, shellfish, and scavenger animals such as snails or catfish; all of which were forbidden in the dietary laws God gave the Jews in the Old Testament. HE - 1
- H0128.D Study deafness and ways that modern science science can enhance or restore hearing, something that could only be done by "supernatural" miracles in the Bible times. HE - 3
- H0129.D Study the medicinal properties of "essential oils", many of which have been known and widely-used since Old Testament times and were a part of the ritual healing of the New Testament church. HE - 1

## PRACTICAL ARTS

- P0101.A If you are not already in the habit of having your own regular quiet time for devotions, work with a parent to start one. B - 1
- P0102.A Learn how to keep a prayer journal and begin your own, following the directions in the **FAR Guidelines for Students** or another resource. EC - 1  
B - 1
- P0103.A Analyze your life in light of the Scriptures in this mini-unit and begin to work and pray for improvement in areas that need it. Enlist a parent or Christian friend to pray with you in this area and to hold you accountable. B - 1
- P0104.A Prepare a lesson to teach younger children about the Beatitudes, putting the ideas into language the little ones will understand and planning activities to help them remember. TE - 5  
B - 3
- P0105.A Teach the Bible lesson you prepared in #P0104 to a Sunday School class or other group of the appropriate age. Include games, play activities, songs, audio-visual aids, and/or a craft to help children remember the lesson. TE - 5
- P0106.A Create a poster or bulletin board display to help teach young children about the Beatitudes. You can make this to use with the lesson you are teaching or as a stand alone. VA - 2  
TE - 1
- P0107.A Give the speech you wrote in the **Composition** section in front of an audience. This could be a Sunday school class, co-op class, homeschool support group or just your family. DR - 3
- P0108.A Build your own water purification system and install it in your home or other location. BS - 3
- P0109.A Build and install your own home air purifier. BS - 3
- P0110.A Evaluate the home water purifiers for sale in your area to decide which would be best for your family and the best buy for the money. HM - 1

P0111.A	Evaluate the home air purifiers being sold in your area to decide which would be best for your family and the best buy for the money.	HM - 1
P0112.A	Learn to use, clean and change the filters in any air or water purifiers in your home.	HM - 1
P0113.A	Build a website to share what you learned in this mini-unit about virtue and purity. You may want to expand it as you study other parts of this material.	CO - 4
P0114.B	Learn how to test 'precious' stones and metals for purity and how purity affects their value.	IA - 1
P0115.B	Try your hand at ruby mining in one of the mines open for tourists in Nantahala River valley of North Carolina (in the US) or any other place these may be found.	IA - 1
P0116.B	Learn to cut and polish the various gems you studied in this mini-unit.	IA - 2+
P0117B	Get a geological map of your state or local area and learn what minerals and/or gems are likely to be available there.	SE - 1
P0118.B	Learn from a jeweler how to measure, weigh, and appraise gems	BE - 3
P0119.B	Watch a jeweler set stones into rings or other other jewelry and get him to instruct you in doing it.	IA - 2+
P0120.B	Learn the proper way to clean and care for gold and silver jewelry and/or decorative Items as well as the jewels that are often set in them.	HM - 1
P0121.B	After analyzing the mineral content of your typical family meals, institute any dietary changes needed to insure proper mineral consumption.	FN- 2

P0122.B	Secure a rock polisher and learn to use it to produce things of beauty from common rocks, mineral ore and/or gemstones.	VA -2
P0123.B	Use <i>Gem Hunters' Kit</i> to mine and identify real gemstones, displaying them in the tray provided with the kit.	IA - 3
P0124.B	Learn to polish and clean various types of finished jewelry. Compare to the processes used for rock polishing,	HM - 1
P0125.B	Make a batch of rock candy, using a recipe or the general directions for growing sugar crystals.	FN - 2
P0126.C	From the U. S. Geological Survey (or your country's equivalent), obtain and learn to use a seven-mile map to study geological features in your local area.	G - 1 SE - 1
P0127.C	Create an original game or play activity to be used to help a young child learn about Creation. It could be centered on what was created on each of the six days, on helping the child memorize related Scriptures, or on any other aspect of Biblical Creation.	TE - 4
P0128.C	Using your study on Creation Week as a foundation to teach a children's class on that topic. Include the Bible lesson you wrote for # W0150, the mural you created for A0117, the game from #P0127 and/or other visual aids, games, and one or more craft projects for the children to complete.	TE - 5
P0129.C	Try your hand at spelunking to explore some of the geological formations created by the cataclysm of Noah's time.	PE - 3
P0130.C	Try rock climbing or rappelling as another way to investigate the geology of your area.	PE - 3

P0131.C	To learn about and experience the process by which paleontologists unearth and try to piece together dinosaur skeletons, use <a href="#">Dinosaur Expedition Kits - Brachiosaurus</a>	SB - 1
P0132.C	Build one or more wooden dinosaur models from the kits sold for that purpose.	VA - 1 each
P0133.C	To duplicate the process used by scientists in their fossil restoration, take parts from several dinosaur model kits and toss them together, as if they were bones found in a dig. Try to determine how they fit together into one creature. Bear in mind that some paleontologists have created entire species of creatures from less than this.	SB - 1 B - 1
P0134.C	Volunteer to help in a science or natural history museum to learn how fossils and similar exhibits are prepared for display and maintained once they are there.	IA - 2
P0133.D	Using information from the book <i>The First Civilizations: History of Everyday Things</i> , reproduce and learn how to use common household tools and utensils from the Old Testament times.	BS- 1 each
P0134.D	Using one of the reference books in this unit, design and make costumes like those worn during the time of the Old Testament and wear them for your feast day celebrations.	CC - 4 each up to 16 pts.
P0135.D	If you have not previously done so, use this mini-unit to learn to read ancient maps and correlate them to modern ones.	G - 1
P0136.D	Build a 'booth' of the type used in the Feast of Tabernacles in Old Testament times. Live in it with your family for a few days.	BS - 2 B - 1
P0136.D	Using a good Jewish cookbook, learn to cook one or more kosher dishes that your family does not normally eat. Do all the work from scratch -- no mixes or instant foods.	FN - 1 each

P0137.D	Prepare and serve a traditional kosher dinner for Rosh Hashanah, Yom Kippur or any of the other holy days celebrated by Old Testament Israelites. (Purim and Passover are covered in other units and should be skipped here.) If you need help with this, use any of books on Biblical holidays suggested in the <b>Reading &amp; Literature</b> section of this mini-unit.	FN - 4
P0138.D	Prepare appropriate centerpieces or other decorations to be used for one of the holidays of the Old Testament Jews.	VA - 2 each
P0139.D*	With your parents' permission, attend a Feast Day celebration at a Messianic congregation or Jewish synagogue. Note the differences, if any, between the way they celebrate and the Biblical instructions for that holiday. Discuss those differences with a member of the group if possible.	B - 2
P0140.D	Use this opportunity to learn to read and/or speak Hebrew. Use a high school textbook course, classes offered online, dual enrollment at a college or classes taught for the 'faithful' public at a seminary, Bible college or Jewish synagogue.	FL - 1 credit
P0141.	Learn to create and use a computer database, having it available for use in many sections of this study.	BE - 3
P0142.	You should receive computer credit for using search engines to locate websites and access information for use in writing and research projects in this unit.	CO - 1 per unit
P0143.	Type all written work using a typewriter or a word processor.	BE - 1 per 10
P0144.	If needed for the computer work required in FAR, attend a class, follow a video or online tutorial, or complete any distance learning course in keyboarding, typing, and/or word processing.	CO-70

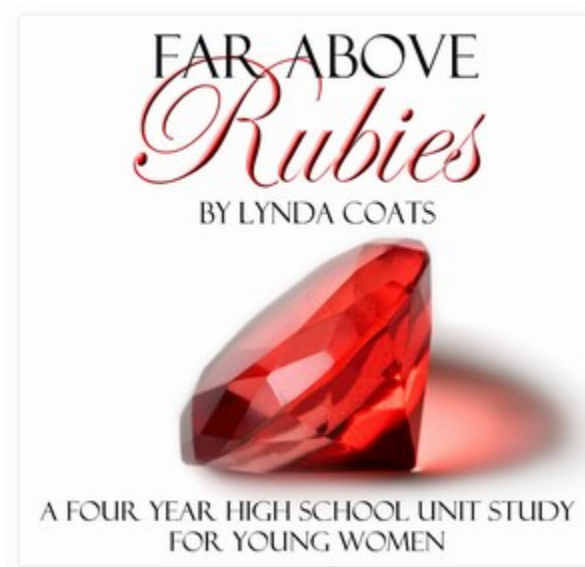
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|--------|---|-----------------------|
| P0145. | Build a computer website that you can use in each unit to display what you learn and accomplish through the course.                     | CO - 1<br>per<br>unit |
| P0146. | Frame and/or mat one or more of the pictures or posters you created in the <b>Decorative and Performing Arts</b> section for this unit. | IA - 2                |
| P0147. | Make your own costumes for any plays or skits you wrote and/or performed as part of this unit.  | CC - 5<br>each        |
| P0148. | Make your own puppets for any puppet show in this unit.   | CC - 3<br>or WW- 3    |
| P0149. | Use PVC pipe, boxes, wood or other appropriate materials to built a portable puppet stage to be used for all future puppet shows.       | IA - 5                |

### **DECORATIVE AND PERFORMING ARTS**

- |         |  |        |
|---------|--|--------|
| A0101.A | Prepare a poster or bulletin board using drawing, painting, collage, or any other desired medium to display the variety of activities routinely handled by a virtuous full time homemaker.           | VA - 1 |
| A0102.A | Use calligraphy in your choice of style to design design a poster of Proverbs 31: 10-31.   | VA - 2 |
| A0103.A | Use the art medium of your choice to illustrate the poster you made in the above activity. You can include not only your painting or drawing, but also tracing, collage and/or any other flat media. | VA -1  |
| A0104.A | Prepare and perform for an audience a play, skit, creative dance routine, dramatized song, pantomime, musical dramatization, or other presentation based on Proverbs 31:10-31 or a portion of it.    | DR- 5  |

A0105.A	Set Proverbs 31: 10-31 to music, using an existing tune, learning to play it as you go.	MC - 3 IM - 2
A0106.A	Compose an original tune for singing the verses of Proverbs 31: 10-31.	MC - 5
A0107.A	Learn to play your composition in #A0106 Proverbs 31:10-31 on your instrument.	IM - 2
A0108.A	Listen to a large number of songs (25-30) of different types about the values taught in this mini-unit. If agreeable with your parents, include Christian and secular, modern and classical, as well as a good international mix. Compare each songs to the Biblical standard of virtue.	MA - 3
A0109.B	Illustrate each chapter, report or section of the booklet on gems and minerals you created in the Composition section.	VA - 7
A0110.B	Create a decorative display using jewels, gems rocks, polished or unpolished, as a focal point.	VA - 1
A0111.B	Create a rock garden in a dish and decorate as you desire.	VA - 1
A0112.B	Paint a face, animal or other decoration on a smooth, flat rock and shellac it to use or give as a paperweight.	VA - 2
A0113.B	Create and perform a skit or monologue about a prospector who finds a really valuable claim.	DR - 10
A0114.B	Draw, paint, or finger paint a poster design based on geometric shapes like those found in crystalline structures.	VA - 1
A0115.C	Prepare a chalk talk or other illustrated lesson on Creation to be taught to young children.	TE - 2 VA - 1
A0116.C	Set to music one or more poems about Creation, using original or existing tunes.	MC - 3

- A0117.C Using the medium of your choice, create a mural illustrating what God made on each of the six days of Crreation.
- A0118.C Practice and learn to sing well enough to perform for an audience the hymn, "This is My Father's World".
- A0119.C Practice and learn to sing well enough to perform for an audience the hymn,, "How Great Thou Art," or another song exalting God specifically as Creator.
- A0120.C Learn to play one or more of the above songs on the musical instrument of your choice and perform before an audience.
- A0121.C Compose an original tune to set to music the poem you wrote in the **Composition** section of this mini-unit.
- A0122.D Make a room box or diorama of a typical home in one of the studied nations during Bible times.
- A0123.D Paint a high quality picture (suitable for framing) of one of the Seven Wonders of the Ancient World.
- A0124.D Design and create a historically correct paper doll wardrobe like one that Queen Esther might have worn.



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