

FOCUS ON CHURCH & MEDIEVAL HISTORY, EARLY BRITISH LITERATURE, & PHYSICS

# HIGH SCHOOL LESSONS

TRUTH TREK THREE



*half-a-hundred*  
ACRE WOOD

BRANDY FERRELL

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## Welcome to High School Lessons: Truth Trek Three!

You're about to embark on a journey geared toward seeking how God's Truth is revealed in all subjects and in all learning. We hope and pray that you will not only learn more about the Creator during this journey but that you will also develop a firm foundation for serving Him to further God's kingdom.

This one-year high school-level curriculum provides lesson plans for eight high school subjects: Bible, World History (Christendom/Medieval), English, Lab Science (Physics), Math (Algebra 2), Visual/Performing Arts (Art), P.E. (1 semester), and Career Readiness (1 semester). You may choose to complete all of the subjects or complete only the subjects needed for your student to fulfill his/her high school credits. To accommodate for learning style differences, we offer two curriculum options for Physics. This guide includes lesson plans for each option.

- Combined Medieval World History, Bible, & English credit (full year, 3 Credits):

Medieval World History: [Dave Raymond's Christendom](#) (video-based) with the following World and British Literature:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">An Experiment in Criticism</a> by C.S. Lewis</li> <li>• <a href="#">The Original Folk and Fairy Tales of the Brothers Grimm</a> translated by Eric Zipes</li> <li>• <a href="#">The Confessions of Saint Augustine</a> translated by Maria Boulding</li> <li>• <a href="#">Beowulf</a> translated by Seamus Heaney</li> <li>• <a href="#">King Arthur and His Knights: Selected Tales</a> by Sir Thomas Malory, edited by Eugene Vinaver</li> <li>• <a href="#">Sir Gawain and the Green Knight</a> translated by J.R.R. Tolkien</li> <li>• <a href="#">The Song of Roland</a> translated by Dorothy Sayers</li> <li>• <a href="#">Ivanhoe</a> by Sir Walter Scott</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The Canterbury Tales</a> translated by Nevill Coghill</li> <li>• <a href="#">The Divine Comedy - Inferno</a> translated by Dorothy Sayers</li> <li>• <a href="#">The Divine Comedy - Purgatorio</a> translated by Dorothy Sayers</li> <li>• <a href="#">The Divine Comedy - Paradiso</a> translated by Dorothy Sayers</li> <li>• <a href="#">English Poetry (up to 1700s)</a> (research)</li> <li>• <a href="#">Fierce Wars and Faithful Loves: Book 1 of the Faerie Queen</a> by Edmund Spenser edited by R. Maynard</li> <li>• <a href="#">Hamlet (Oxford School Shakespeare)</a></li> <li>• <a href="#">The Pilgrim's Progress</a></li> </ul> |
|--|---|

These plans also reference [Barron's English Literature \(EZ-101 Study Keys\)](#).

- Two options for Physics (full year lab science, 1 credit) - Choose One:

**Option 1:** [Discover Physics with textbook Prentice Hall Conceptual Physics](#)

**Option 2:** [Discovering Design with Physics](#)

- Math - Algebra 2 (full year, 1 credit): [Math U See Algebra 2](#)
- Visual/Performing Arts (1st semester for 1/2 credit, both semesters for 1 credit): [Yellow Spot Sun's High School Art Course: Drawing & Painting](#)
- P.E. (1st Semester, 1/2 credit with option to extend to both semesters for 1 credit): P.E. Log
- Career Readiness (1st Semester, 1/2 credit): [Kickstart: Launch Your Life](#)

If you are using a different curriculum from those assigned in this book for any subject, a blank planner page is provided for you to write your own customized weekly lesson plans. Just make 36 copies of that page and insert those pages in the plans as needed.

**As with all curriculum and lesson plans, you should adjust this framework to fit your family.**

These lesson plans are meant to be used as a framework for keeping you and your student on track throughout the school year. However, you should customize the course of study to fit your family. Some students may already have certain credits (such as P.E. or fine arts), in which case you can skip those lessons. Also, if a course or subject is not working well, feel free to make adjustments. If needed, you can wait for a future year to tackle a particular course. If you do make adjustments, be sure to clearly state your new expectations for that particular course, keeping in mind that part of learning is persevering through tough tasks.

As you embark on this journey, keep the big picture in mind. Even though plan does not equal reality, without a plan, we lack vision or direction or goals. As a family, we ask for God to teach us to number our days aright that we may gain hearts of wisdom (Psalm 90:12). Part of numbering our days aright is planning well. Part of numbering our days aright is letting go of those plans when God has something else in store for our family. So... as we plan, we also hold onto those plans loosely realizing that the Lord’s purposes are greater than our purposes. As we head into this study, we are “confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ;” (Philippians 1:6)

**Co-op or Parent Meeting Day**

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During a typical week, a student will complete the daily assignments independently with parental guidance as needed. Each week incorporates a “Co-op or Parent Meeting Day” that walks parents or co-op teachers through a discussion of the current week’s topics and confirms that the student understands the material. The parent or co-op teacher will then introduce material for the next lessons as appropriate. As much as possible, student(s) should lead discussion during the meeting day.

**The year will kick-off with a “Gearing Up for Week 1” Co-op or Parent Meeting Day that should be completed before Week 1.**

**Grading & Transcripts**

Students should check their work after completing each daily assignment. After students complete essays, quizzes, projects, and tests, the parent should check that work and assign a grade. For suggestions regarding grading for each subject, refer to the corresponding teacher’s guide for each curriculum/subject.

A transcript template and high school credits worksheet is provided in the appendix of this guide to help you track your student’s progress through high school.

**One-Room Schoolhouse Option for Families with Younger Children**

For families with children in Grades 1-8, **first semester of the [Mission Faith Forgers program](#)** teaches corresponding history themes at the elementary and middle school levels. This provides a unified approach to teaching and learning in the home as all students in Grades 1-12 study similar content areas. To provide students in Grades 1-8 with a corresponding science, we recommend *Machines and Motion, Heat and Energy, and/or Inventions & Technology* from [God’s Design for the Physical World](#).

## Scope and Sequence for *High School Lesson Plans Truth Trek Series*

9th Grade - U.S. History, American Literature, and Biology	
Subject	Credits
Bible: Christian Living or the Gospels	1
History: American History	1
English: American Literature	1
Science: Biology	1
Math: Algebra I	1
Foreign Language I: Latin I	1
Elective: Health	1/2
Elective: Government	1/2
<b>Total Credits</b>	<b>7</b>

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9th Grade - World History or Ancient World History, World Literature, and Science	
Subject	Credits
Bible: Bible Overview or Old Testament Focus	1
History: World History or Ancient World History	1
English: World Literature	1
Science: Chemistry	1
Math: Geometry	1
Foreign Language II: Latin II	1
Elective: Personal Finance	1/2
Elective: Economics	1/2
<b>Total Credits</b>	<b>7</b>

**NOTE:** HSLDA recommends spending 150+ hours on an academic subject to qualify for one high school credit. For a non-academic course, students need to earn 120+ hours for 1 credit or 60+ hours for .5 credit.

Students may begin recording activities in a Physical Education Log in 9th grade. When they arrive at 60 hours of activity, they may receive one semester of credit for P.E. Refer to <https://www.halfahundredacrewood.com/high-school-lessons-supplements/> to download a resource for tracking P.E. activities. Students may also add an elective credit for Driver's Education depending on your state's education standards.

11th Grade - Christendom History, British Literature, and Physics	
Subject	Credits
Bible: New Testament	1
(History: Christendom (Optional))	(1)
English: British Literature	1
Science: Physics	1
Math: Algebra 2	1
Elective: P.E.	1/2 or 1
Elective: Art	1/2 or 1
Elective: Career Readiness	1/2
<b>Total Credits</b>	<b>5 to 7.5</b>
12th Grade - Modern World History with Modern U.S. History, British Literature, and Advanced Science	
Subject	Credits
(Bible: Poetry and Bible Overview)	(1)
(History: Modernity (Optional))	(1)
English: British Literature (continued)	1
Science: Earth Science or Advanced Biology, Chemistry, or Physics	1
Math: PreCalculus or Calculus	1
Elective: Fine Arts (Great Music)	1/2
Elective: Fine Arts (Filmmaking)	1
<b>Total Credits</b>	<b>4 to 6.5</b>

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WEEK ONE AT-A-GLANCE							
Bible, World History, World & British Literature			Physics (Choose One)		Electives		Algebra 2 Lesson
Dave Raymond's Christendom			Discover Physics	Discovering Design (Experiments at home)	Art	P.E.	
Bible	World History to 1600s	British + World Literature					
Acts 1-5	Lesson 1.1-1.5: Orientation <b>Start Family Tree &amp; Heraldic Crest Project</b>	<i>An Experiment in Criticism</i> Chapter 1-10	Lesson 1: Introduction to Physics Lab: Ball Drop	Chapter 1: Let's Move! Experiment 1.1	Unit 1: Lesson 1-4	Log 3 hours 20 minutes	1

WEEK 1 DAY 1		
HISTORY - BIBLE ENGLISH	Dave Raymond's Christendom	<p>Watch lecture and complete assignment for Lecture 1.1 Introduction &amp; How to Take Notes (Video length = 16 min). Each lecture also has an assigned reading and question(s) to answer in the <i>Christendom Student Reader</i>. <b>For every assigned lecture this year, watch the video, take notes, and complete the corresponding assignment in the student reader.</b> The assignment is not complete until you have worked through the corresponding reader portion of the assignment and completed your written response.</p> <p><b>Bible Reading:</b> Acts</p> <p><b>Literature:</b> Read <i>An Experiment in Criticism</i> Chapter III, annotating and keeping a journal of your thoughts and/or your favorite quotes. Search the Internet for the article "How to Make a Book" by Mortimer Adler for additional details on how to read actively using annotation.</p>
SCIENCE	Option 1: Discover Physics	<b>Lesson 1: Introduction to Physics.</b> Watch the Lesson 1A video (24 min) and the Lesson 1B video (30 min), taking notes on the corresponding Outline & Notes Page in your Discover Physics Guidebook. Review Flashcards of New Terms.
	Option 2: Discovering Design with Physics	Read the introduction to <i>Discovering Design with Physics</i> . Read from p. 1 to "Where Do We Start?" on p. 5, answering "Comprehension Check" questions 1-2. Check answers to Comprehension Check on p. 28-31. Refer to "Experiment Supplies by Chapter" in Appendix C to check that you have supplies for Chapter 1.
ELECTIVES	Visual/Performing Arts: Art with Yellow Spot Sun	Unit 1 Lesson 1. Watch the video and follow the instructions for Unit 1: Lesson 1- Setting up your sketchbook   art history   compare & contrast. This video will demonstrate how to set up your sketchbook for the rest of the lessons. Also ensure you have downloaded the PDF packet and Viewfinder PDF as indicated in the "Gearing Up for Week One" section in this Truth Trek Guide. Complete Daily Drawing Prompt.
	Physical Education - P.E. Log	Complete 50 minutes of activity (or the equivalent of 3 hours, 20 minutes of activity per week for a total of 60 hours per semester to receive 1/2 credit). Record activity and time.
	Math: Algebra 2	Watch Lesson 1 and read Lesson 1 in the Instruction Manual. Complete Lesson Practice 1A. Check answers in Instruction Manual and correct missed exercises. Make a note of any questions you have to ask on co-op/parent meeting day.

**WEEK 1 DAY 2**

H I S T O R Y - B I B L E - E N G L I S H	Dave Raymond's Christendom	<p>Watch lecture and complete assignment for Lecture 1.2 The Meaning of Life (Video length = 17 min).</p> <p>Watch lecture and complete assignment for Lecture 1.3 Why School? (Video length = 16 min).</p> <p><b>Bible Reading:</b> Acts 2-3.</p> <p><b>Literature:</b> Read <i>An Experiment in Criticism</i> Chapter IV-V, annotating and/or keeping a journal of your thoughts and/or your favorite quotes.</p>
S C I E N C E	Option 1: Discover Physics	<p>Complete the Reading Assignment: Conceptual Physics, Chapter 1. Complete the homework questions (which are included under each lesson on the Discover Physics website) and give to parent for grading. If needed, you can access homework help videos at <a href="https://www.khanacademy.com/physics/homework-solutions/">https://www.khanacademy.com/physics/homework-solutions/</a>. Review Flashcards of New Terms.</p>
S C I E N C E	Option 2: Discover Design with Physics	<p>Read from "Where to We Start?" on p. 5 to "Velocity is Relative" on p. 10, answering "Comprehension" Check questions 3-4. Check answers to Comprehension check on p. 28-31.</p>
E L E C T I V E S	Visual/Performing Arts: Art with Yellow Spot Sun	<p>Unit 1 Lesson 2. Watch the video and follow the instructions for Unit 1: Lesson 2 - Sketch and Color. Complete Daily Drawing Prompt.</p>
E L E C T I V E S	Physical Education - P.E. Log	<p>Complete 50 minutes of activity (or the equivalent of 3 hours, 20 minutes of activity per week for a total of 60 hours per semester to receive 1/2 credit). Record activity and time.</p>
	Math: Algebra 2	<p>Complete Lesson Practice 1B and 1C. Check answers in Instruction Manual and correct missed exercises. Make a note of any questions you have to ask on co-op/parent meeting day.</p>

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**WEEK 1 DAY 3**

H I S T O R Y - B I B L E - E N G L I S H	Dave Raymond's Christendom	Watch lecture and complete assignment for Lecture 1.4 Why History? (Video length = 15 min). <b>Bible Reading:</b> Acts 4-5. <b>Literature:</b> Read <i>An Experiment in Criticism</i> Chapter VI-VII, annotating and/or keeping a journal of your thoughts and/or your favorite quotes.
S C I E N C E	Option 1: Discover Physics	Take Lesson 1 Quiz. Ensure you have the supplies needed for this week's lab.
S C I E N C E	Option 2: Discovering Design with Physics	Read from "Velocity is Relative" on p. 9 to p. 11, stopping after you complete <b>Experiment 1.1: Velocity is Relative</b> . Record your results/observations in a lab journal. Refer to the appendix of this guide for a lab report guide or visit <a href="https://openbuilders.com/economics/online-center-discovering-design-with-physics/dominikus/">https://openbuilders.com/economics/online-center-discovering-design-with-physics/dominikus/</a> for example laboratory notebook entries for <i>Discovering Design with Physics</i> .
E L E C T I V E S	Visual/Performing Arts: Art with Yellow Spot Sun	Unit 1 Lesson 3. Complete Sketchbook Prompt 1 and Daily Drawing Prompt.
E L E C T I V E S	Physical Education - P.E. Log	Complete 50 minutes of activity (or the equivalent of 3 hours, 20 minutes of activity per week for a total of 60 hours per semester to receive 1/2 credit). Record activity and time.
	Math: Algebra 2	Complete Lesson Practice 1D and 1E. Check answers in Instruction Manual and correct missed exercises. Make a note of any questions you have to ask on co-op/parent meeting day.

SAMPLE

**WEEK 1 DAY 4**

H I S T O R Y - B I B L E - E N G L I S H	Dave Raymond's Christendom	<p>Watch Lecture 1.5 Portfolio and Family Tree Project. (Video length = 13 min). Take Exam #1 and give to parent for grading.</p> <p>Begin Family Tree and Heraldic Crest Project. This project is due in Week 18. Plan and schedule how you will fulfill this project over the semester. Add this to your daily and/or weekly history assignments, referring to the project details and grading sheet in the <i>Christendom Teacher's Guide</i>. Note that this is a four-part project (consisting of a Family Tree, Family Report, Heraldic Crest, and Presentation) to be completed over the next 17 weeks.</p> <p>Begin your portfolio and add your first portfolio entry on the study of history, referring to the Portfolio Grading Sheet in the <i>Christendom Teacher's Guide</i> to fulfill expectations. You may use your responses to the assignment and/or exam questions this week to create your first entry.</p> <p><b>Bible reflection/response:</b> Review the scriptures you read this week and answer the following questions:</p> <ul style="list-style-type: none"> <li>• <b>Seek/Praise:</b> What do this week's passages reveal about Jesus/God?</li> <li>• <b>Examine:</b> What questions does this week's reading cause you to ask yourself?</li> <li>• <b>Apply/Pray:</b> What is something from this week's reading that you can apply to your own life?</li> </ul> <p><b>Literature:</b> Read <i>An Experiment in Criticism</i> Chapter III-X, annotating and/or keeping a journal of your thoughts and/or your favorite quotes.</p> <p><b>Composition (not using another English composition program):</b> For every two lessons in this course (except during the wrap-up of the Family Tree and Heraldic Crest Project in weeks 17-18 and the thesis paper project in weeks 19-27), you will need to choose one exam or lecture question to convert to a 300-500 word essay (which is approximately 3 to 5 paragraphs). Determine if you will use a question from Lesson 1 for this essay. If so, write the essay.</p>
	Option 1: Discover Physics	<p>Read and perform Lesson 1 Lab, <b>Ball Drop (The Effect of Weight on Drop Time)</b>, referring to the lab video (11 min) as needed. Record data and observations in the Discover Physics Lab Book. No lab report is required for this lab.</p>
S C I E N C E	Option 2: Discovering Design with Physics	<p>Read from the end of Experiment 1.1 on p. 11 to "Newton's First Law of Motion" on p. 15, answering "Comprehension Check" questions 5-7. Check answers to Comprehension Check on p. 28-31. Helpful videos for each chapter are located on <a href="#">the Discovering Design with Physics Online Content</a>.</p> <p>If attending a co-op, read Experiment 1.2, Experiment 1.3, and Experiment 1.4 in preparation for class. For each week throughout this year, ensure you have read any <b>experiments that will be conducted on Co-op Meeting Day prior to your class.</b></p>
	Visual/Performing Arts: Art with Yellow Spot Sun	<p>Unit 1 Lesson 4. Complete Sketchbook Prompt 2 and Daily Drawing Prompt.</p>
E L E C T I V E S	Physical Education - P.E. Log	<p>Complete 50 minutes of activity (or the equivalent of 3 hours, 20 minutes of activity per week for a total of 60 hours per semester to receive 1/2 credit). Record activity and time.</p>
	Math: Algebra 2	<p>Take Lesson 1 Test and give to parent for grading. Correct any missed test questions. Read "Honors Application Pages" section in student workbook and complete Honors Lesson 1H. Make a note of any questions you have to ask on co-op/parent meeting day.</p>

**SAMPLE**

**WEEK 1 CO-OP OR PARENT MEETING DAY**

H I S T O R Y - B I B L E - E N G L I S H	Dave Raymond's Christendom	<p>Students should share their first portfolio entry and lead a discussion based on their responses for Exam #1. Also discuss Tocqueville's quote regarding the impact of Christianity on future generations and the quotes on the purpose and value of learning.</p> <p>Discuss expectations regarding the Family Tree and Heraldic Crest Project which will be due at the end of Week 18. Refer to the project details and grading sheet provided in the <i>Christendom Teacher's Guide</i>. Discuss ways to complete this four-part project (consisting of a Family Tree, Family Report, Heraldic Crest, and Presentation) over the next 17 weeks. Set deadlines for meeting intermediate goals leading up to Week 18.</p> <p>Discuss <i>An Experiment in Criticism</i>. Review ways to annotate literature and discuss the annotations and journal entries students have made over the course of the week.</p>
	<p>Option 1: Discover Physics</p> <p>Option 2: Discovering Design with Physics</p>	<p>Discuss Lesson 1 guidebook notes, reading assignment, homework questions, quiz, and lab results.</p> <p>Discuss results of <b>Experiment 1.1: Velocity is Relative</b> and Chapter 1 Comprehension Check problems 1-4. When reviewing questions from each chapter, student(s) should lead the discussion by explaining how to answer the question. Review expectations regarding lab journal entries and/or lab reports. Refer to the appendix of this guide for a lab report guide or visit <a href="https://bereanbuilder.com/eccom/online-content/discovering-design-with-physics/ddp-omnibus/">https://bereanbuilder.com/eccom/online-content/discovering-design-with-physics/ddp-omnibus/</a> for example laboratory notebook entries for <i>Discovering Design with Physics</i>.</p> <p>If attending a co-op, also perform and record data for <b>Experiment 1.2: Newton's First Law</b>, <b>Experiment 1.3: Motion in a Circle</b>, and <b>Experiment 1.4: Changing Velocity</b>. Remind students that, in future weeks, they will need to read through all experiments to familiarize themselves with each experiment prior to the co-op day when they will be performed in class. Also note that sample calculations for some experiments are provided in the textbook at the end of each chapter (before the chapter review questions). Sample calculations for Experiment 1.4 are on p. 27.</p>
S C I E N C E	Visual/Performing Arts: Art with Yellow Spot Sun	Share what you learned this week and show your work from this week's lessons.
	Physical Education - P.E. Log	Show your P.E. log to your parent or instructor.
	Math: Algebra 2	<p>Work problems together based on student questions. Each student should explain how to work a problem from this lesson to parent or classmates.</p> <p>Decide if student(s) will complete the honors section of each lesson. Regardless of whether the honors lessons are completed at home through the week, the honors lessons may be used as discussion during co-op/parent meeting day.</p>

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