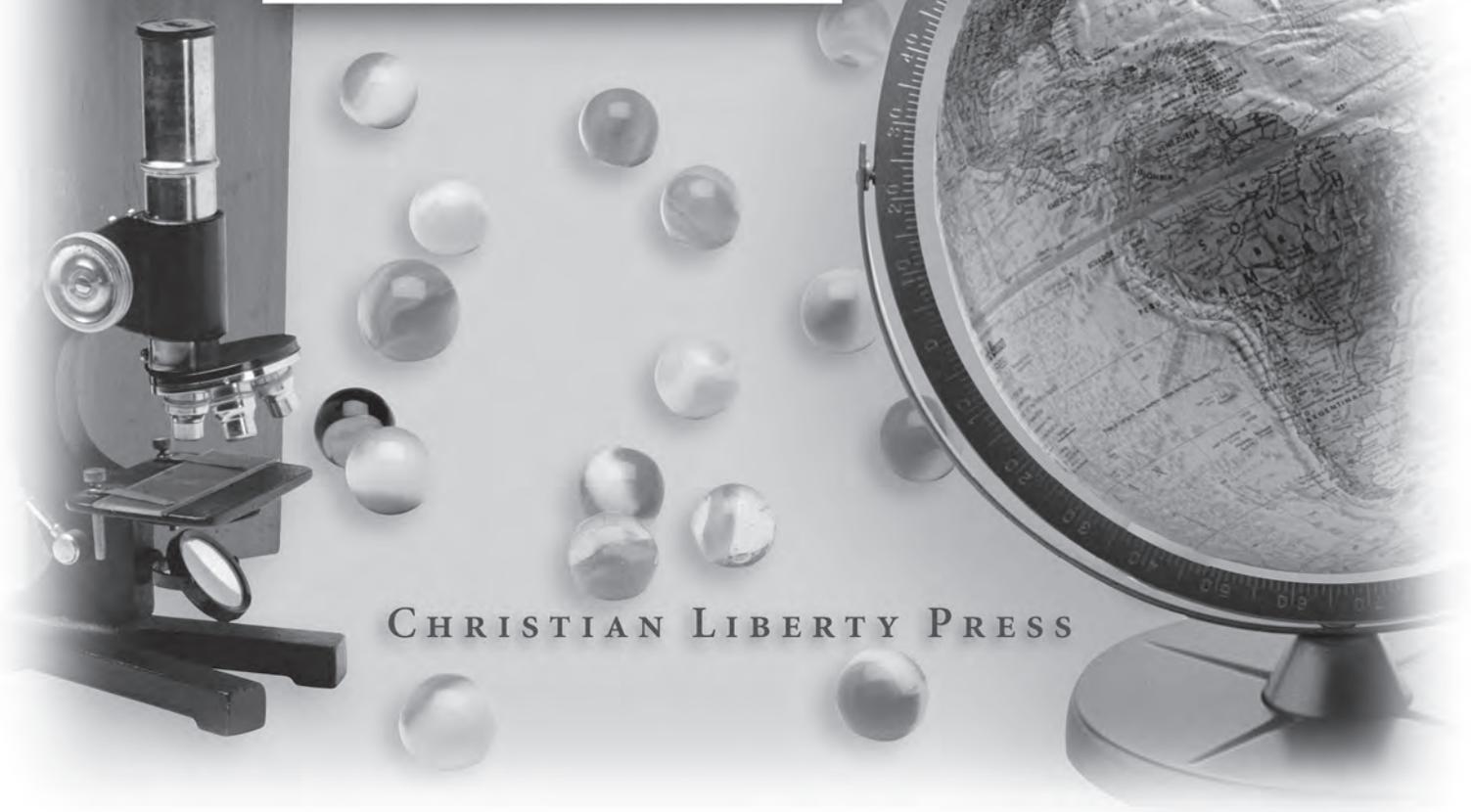


# CLASS Lesson Planner

Second Edition

CHRISTIAN LIBERTY PRESS



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# Introduction

Educating children demands considerable time and effort. Few teachers can afford to waste time, and no educational program benefits from chaos or confusion. As in any endeavor, good organizational strategies and tools often make the difference between success and failure.

The *CLASS Lesson Planner* was originally developed for families who were enrolled in the Christian Liberty Academy School System (CLASS) homeschool program. This newly revised *CLASS Lesson Planner* has been redesigned by the staff of Christian Liberty Press to also help independent home educators properly organize and manage their educational activities. More guidance has been given throughout this planner to help you organize your home school. All of the forms found in this lesson *planner* have been updated for ease of use; however, some forms may not be ideally suited to every home school. Even so, we are confident that most of the material will be of considerable help.

Note that this lesson planner is designed to work with one student. With the exception of some permanent record forms found in the back, the planner is intended for a single grade level. While you may adapt it to work with multiple students, any instructions and comments will presume *one student per one grade level*.

We also assume that you have already obtained your student's curriculum materials for the upcoming school year. A CLASS enrollment includes all the essential curriculum materials. However, if you are still looking for a few items or are independently homeschooling and are not sure if you have everything you need, we recommend you visit <[www.shop-christianliberty.com](http://www.shop-christianliberty.com)> or another full-service curriculum supplier to see what they assign for your student's grade level. You do not have to match product-for-product, but this will guide you on what subjects are typically offered. In addition, this will provide a level of confidence that you have covered all necessary subject areas.\*

We encourage each instructor to start by reading the opening sections of this planner, which talk about organizational and scheduling strategies. After reading this material, you will be better prepared to comprehend and fill out the yearly and weekly schedules that are included in this *planner*. Most home schools will be in session for thirty-six weeks each school year; however, we have provided forty "Weekly Lesson Plans" for more flexibility.

The three main sections at the end of the *CLASS Lesson Planner* include various forms, reports, and academic records that will help teachers to manage their educational responsibilities. Some of these forms, such as the Attendance Record on page 137, should be filled out on a weekly basis. However, many of the forms—such as grading logs, report cards, health forms, and transcript records—are designed to be filled out on a quarterly or yearly basis. At the beginning of the school year, you should familiarize yourself with all the forms, reports, and records that have been provided to determine *which* ones you may wish to use during the year. This process will also permit you to decide *when* you will need to use them.

Parent-teachers should not feel pressured or compelled to use each and every form or record in the *CLASS Lesson Planner*. You and your students will profit from good planning and record keeping, but there is no need to let this planner control your school. You need to commit yourself only to using those forms that truly benefit your educational program.

*The Staff of Christian Liberty Press  
Arlington Heights, Illinois*

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\* If your student is entering high school, or if you do not have a plan for your overall high school objectives, we recommend you also look at the "Planning for High School" section on pages 10 and 11.

# Organizing Your School Year

Initially, planning a full year of school work for your child may seem to be a formidable task. However, by dividing it into smaller units, you will be able to more readily adapt to meet your personal needs. This is best done one step at a time.

How long do you want the school year to last? This is YOUR decision! Although many decide to hold classes for thirty-six weeks, or 180 days, you can determine how long the school year will be based on your situation.\* For an average school using the thirty-six week school year, a twelve month calendar would typically divide up as follows:

Sample Yearly Schedule		52 weeks
Less:	Summer Vacation	10 weeks
	Thanksgiving Break	1 week
	Christmas Break	2 weeks
	Easter/Spring Break	1 week
	Ten Holidays, Sick Days	<u>2 weeks</u>
		16 weeks ➡
Remaining Weeks for YOUR School Year		36 weeks

Keep in mind that this planner is designed to accommodate school years up to forty weeks in length to give you flexibility in setting up your school year.

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## Dividing Up the Course Work

With this yearly schedule in front of you, you are now ready to start making decisions. Start by organizing your student's books (texts, workbooks, etc.), teacher support materials (answer keys, teacher's manuals, etc.), and testing materials (test packets, quizzes, etc.) to insure that you have everything needed for your student. Using the Curriculum Listing Chart on the next page:

- ❑ *First*, list each subject in the first column and the text or workbook for that subject in the second column. If you have a number of short readers, you may want to combine them together.
- ❑ *Second*, in the third column, write down the number of pages in each textbook or workbook, excluding nonacademic material, such as the index. If you combined multiple books together, write down the sum total.
- ❑ *Third*, in the fourth column, list the number of tests, quizzes, or drills to be used with each book. Watch for tests that may be printed and bound into a text or workbook.

Once you have established the length of your school year, you can determine the pace at which you will need to progress through each subject. For this step, you will need to know the total number of days in your school year. To calculate this, simply multiply your total weeks by five days per week.

**Example:** 36 weeks x 5 days per week = 180 days

Now, complete the following process for each course listed on the Curriculum Listing Chart on the next page.

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\* Most curriculum providers base their annual workload on the thirty-six week schedule used by many states. The amount of material that needs to be covered over a school year will not change, but the daily workload will vary, depending on the length of your school year.



for achieving your goals. The Modified Traditional Schedule is similar in format to the Traditional Schedule, except that the class “start” and “end” times are not rigidly set. Flexible Time Blocks, on the other hand, use flexible “blocks of time” that can be adjusted daily, weekly, or with each grading period if necessary. Here is a comparison of these three approaches:

### ***Traditional Day-School Schedule***

1. Class periods are fixed and are the identical length of time—usually about 45 minutes per period.
2. All courses are scheduled at the same time in the same order each day.
3. All required courses are taught each day or on the same preset days, such as Tuesday and Thursday, throughout the week.

### ***Modified Traditional Schedule***

1. The length of class periods is more flexible, allowing for adjustable time frames that expand or contract as educational needs dictate. For example, if a math lesson is finished in thirty minutes, the student may go immediately to the next course of study, or take a short break before starting another subject.
2. Subjects are still scheduled at approximately the same time each day, and generally in the same order. However, flexibility allows starting and stopping times to vary. Difficult courses will sometimes require longer periods of time; less demanding subjects may need shorter periods of time.
3. All courses are taught each day, or on the same preset days, such as Tuesday and Thursday, throughout the week.

### ***Flexible Time Blocks***

1. Classes are assigned in blocks of time, for which the educational needs of the day’s lesson dictate the length of class, rather than the clock. For instance, a difficult diagramming lesson may require ninety minutes one day, but an easier grammar lesson may only necessitate thirty minutes the next day.
2. The number of subjects covered each day may vary. A student may be able to cover six subjects one day, but only three the next. For example, a morning may be spent drafting and completing a book report (or several reports) with only a short time remaining. Here the student may choose to complete an unfinished spelling lesson not normally scheduled at that time. Class periods differ in length, and subjects are not necessarily taught in the same order each day. Your schedule is dictated by your needs, and is not an end in itself.
3. Required courses do not have to be taught concurrently within one semester. Courses may be staggered; that is, a concentrated study of history may be taught the first semester, followed by a concentrated study of literature the second semester. Since both subjects require large amounts of reading and written work, staggering them may be a more efficient and rewarding way to study.\* You may also choose to stagger courses daily: for example, three days per week may be devoted to science, and the remaining two spent in Bible study. You have complete flexibility in scheduling your school year.

The chart on the next page compares how these three methods might appear over a typical school day. Note that the Traditional Day School schedules each class with the same amount of time, while the Modified Traditional class times vary. The Flexible schedule, on the other hand, does not have established class lengths.

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\* This method is not recommended for all course subjects. Some disciplines, such as mathematics (which continually builds its lessons on what has just been taught) are best studied continually over the course of a school year. Large gaps in time between lessons can be detrimental to the student’s ability to learn the material.

<b>Traditional Day School</b>	<b>Modified Traditional</b>	<b>Flexible Time Blocks (Time blocks may vary or overlap.)*</b>
Opening Exercises and Prayer (15 min.)	Opening Exercises and Prayer (15 min.)	<b>Block A:</b> Opening Prayer and First Class (Bible twice a week; Science three times)
Mathematics (45 min.)	Mathematics (40 min.)	<b>Block B:</b> Reading, Phonics
Reading (45 min.)	<b>[Flex Time]**</b> Reading, Phonics, Spelling (50 min.)	<b>Block C:</b> Spelling, Penmanship
Science (45 min.)	<b>[Flex Time]</b> Recess (15 min.)	<b>Block D:</b> Lunch Break
History (45 min.)	Science, History, Geography, Economics (60 min.)	<b>Block E:</b> Mathematics
Lunch (45 min.)	<b>[Flex Time]</b> Lunch (45 min.)	<b>Block F:</b> Grammar
Bible (45 min.)	<b>[Flex Time]</b> Bible (30 min.)	<b>Block G:</b> Grammar
Grammar (45 min.)	<b>[Flex Time]</b> Grammar (30 min.)	<b>Block H:</b> History (1 <sup>st</sup> semester), Literature (2 <sup>nd</sup> semester)
Music (M-W-F) Art or Vocational (T-Th) (45 min.)	Additional time for any of the above (60 min.)	<b>Block I:</b> Art and Music (can be integrated with period of history being studied, such as Early American Art with the Revolutionary Period)
Physical Education (45 min.)	<b>[Flex Time]</b> Physical Education (M-W-F) Art, Music (T-Th) (30 min.)	<b>Block J:</b> Physical Education

## Your Grading Scale

Students enrolled in the CLASS Administration Plan will use the scale below. However, if you are independently homeschooling, at the beginning of the year you should determine the grading scale you plan to use. Whichever scale applies to your situation will be used to fill in the grading scale at the bottom right-hand corner of the forms in the Report Card section on pages 127 to 133 of this planner.

**CLASS Grading Scale**

<b>A</b>	=	100–94	<b>S</b>	=	<i>Satisfactory</i>
<b>B</b>	=	93–87	<b>U</b>	=	<i>Unsatisfactory</i>
<b>C</b>	=	86–77			
<b>D</b>	=	76–70			
<b>F</b>	=	69–0			

## Additional Scheduling Tips

Here are some other tips for developing your schedule:

- Preschool and kindergarten classes normally are in session for just three or four hours per day. In most cases, it is counterproductive to push young children to be in school for more than that per day.
- We suggest that a normal school day with standard vacation periods throughout the year be followed. Many homeschoolers follow the school calendar of a local Christian or public day school.
- In addition, students should study in a quiet place. Develop a “school room” atmosphere. Avoid the use of electronic devices during school hours, unless they have an educational purpose.

\* In the schedule, you may combine time blocks for related or difficult subjects.

\*\* **[Flex Time]** is time that is reserved for either the earlier or the upcoming lesson.

- ❑ Concerts, museum visits, and other field trips should also be scheduled. In addition, we encourage participation in extracurricular programs, church activities, clubs, choirs, and community activities, such as 4-H clubs and sports programs. A form is provided on page 119 of this planner to help you in scheduling field trips and other extracurricular activities.

### ***Dividing Daily Workload***

The overall course load (that is, the entire grade level) assigned by most homeschool curriculum providers is equivalent to the average workload of 180 days of school (a minimum requirement for many states). This means that if you wish to use a thirty-week (or other shorter) schedule, your daily workload should be higher than those using the longer school year. Reducing the amount of required coursework simply because of a shorter school year may place you in jeopardy of violating standardized state or federal regulations. Similarly, if as you lay out your school year you find you only have enough schoolwork to fill, say, twenty-eight weeks, you should check to make sure the overall workload is equivalent to 180 days of school.

### ***Spreading Course Work Out***

Some courses, due to their size or amount of content, can easily be completed in less than a full year. For these, we recommend you teach the course only one or two days per week instead of every day—enough that the course can be extended throughout the school year. Most students retain information better through continual exposure, rather than by an intensive, short-term study followed by a lengthy time of nonstudy. An alternative to this approach is to add another course to the subject, possibly completing one course per semester.

In addition, we do not encourage you to schedule one subject per day; that is, trying to force an entire week's work into one day. Difficult subjects, such as math and grammar, are best mastered by studying a portion every day.

### ***Handling Difficult Subjects***

Difficult subjects should not be put off until the end of the day. Psychologically, it is better to attack the difficult subjects first, while you are still fresh. It is a real boost to know that “Mount Everest” is behind you, and the remainder of the day can be devoted to the more enjoyable, less demanding subjects.

With multiple students, flexibility within a schedule is even more important. We suggest you “stagger” the difficult subjects so that one-on-one attention can be given as needed. While this tends to make greater demands on the mother (who is usually the teacher), she can manage her daily teaching schedule better if she keeps in mind the need to schedule the difficult subjects for one child while another attends to reading and independent study of a more routine nature.

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## **Helpful Hints**

### ***Making the Transition***

The transition into home education can be quite overwhelming for the simple reason that parent-teachers are often inexperienced in teaching; and, consequently, find it difficult to organize themselves because they are without a model or example to follow.

The failure of many homeschool families can often be traced to organizational patterns that are both inconsistent and extreme in approach. A popular organizational pitfall is the attempt by parents to organize their home school exactly like the traditional day school. In a relatively short period of time, parent and students alike find it impossible to turn their homeschool environment into a traditional school and succumb to the phenomenon known as “homeschool burnout.”

Regrettably, many homeschool parents overreact to this problem and, in their frustration, decide to do away with structure altogether. The result of this experiment is loss of time, wheel spinning, and general confusion as students start to fall behind and flounder in their studies. A significant number of families do not survive their first year in home education simply because they feel they have failed in the task of establishing a reasonable school schedule. Therefore, we encourage you to follow the organizational steps outlined in this planner.

## ***Relax and Be Realistic***

Home educators must learn to relax and provide themselves with a realistic amount of transition time. Very few homeschool families hold to the *exact* same schedule. The long-range objective of instructors should be to fall into a structured learning pattern that is flexible enough to promote both self-discipline and personal achievement. In short, planning your work and working your plan must go hand-in-hand with adaptability and flexibility. It is a delicate balance, but it can be achieved.

Your plan is the means to an end, not an end in itself. For many, an alternative to the traditional schedule is a more realistic means to achieve a successful and enjoyable homeschool program.

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## **Creating a Portfolio**

Students enrolled in the CLASS Administration Plan, as well as other accredited programs, usually do not need to create a portfolio since official transcripts and diplomas usually meet such requirements. However, you should check your state and local laws to see if a portfolio is required.

Portfolios are used to plan, organize, and document a person's academic work, achievements, and personal skills for students in elementary, middle, and high schools, as well as at the university level. These performance-based assessments may also be used to apply for a job, obtain a better salary, demonstrate transferable skills, or track personal development.

### ***What Is a Portfolio?***

A *portfolio* is a selection of a student's work—such as achievements, projects, research papers, and academic grades—compiled over a period of time and used for assessing performance or progress, which helps prepare the student for high school, college, or a particular career. Portfolios serve as proof of one's skills, abilities, and potential in the future.

Many high schools are now concentrating on preparing students for post-secondary undergraduate education, vocations, and careers by using portfolios as a means to determine whether they have acquired the skills they will need to succeed after graduation. The forms at the back of this planner are designed to meet some of these requirements of keeping information on your student's progress in the lower grades and at the high school level.

### ***What Does a Portfolio Contain?***

Portfolios may be a simple three-ring binder or folder filled with documents, notes, and awards, or even an online collection of information, which may be used at the elementary, middle, and high school levels. A physical collection of student work may include material such as written assignments, journal entries, completed tests, artwork, lab reports, projects, reading lists, and other proof of your student's progress and academic achievements, including awards, honors, certifications, recommendations, and peer or teacher evaluations. Portfolios may also include student-created websites or videos, multimedia presentations, digital photographs, or other electronic data that demonstrates one's educational accomplishments.

### ***How to Create a Portfolio***

First, discuss what courses your student has taken that were particularly challenging and what made them challenging to him or her. Which course gave the most satisfaction from your student's work? What academic areas are most interesting? Also, discuss any courses that were taken outside of school and how they contributed to your student's education, such as exercise classes, community projects, and so forth.

Also, discuss all activities and projects your student has participated in during his or her high school years. These can be in clubs and organizations, community services projects, work experience, hobbies, sports, or other interests. Explain how these have contributed to your student's development.

To begin creating a portfolio, your student should describe his or her goals for the future. What career interests does he or she have? How much college does he or she want to complete? Your student should discuss any factors that helped influence these career and educational choices.

Keep these concepts in mind as you develop your home school and guide your student in preparing for the next big step after he or she has completed his homeschool “journey” through learning.

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## Protecting Your Rights

You should check with your local homeschool network, or a trusted homeschool veteran, as well as your state website concerning your state’s requirements for keeping a portfolio on your student. For example, Pennsylvania’s homeschool law *no longer requires parents to submit a portfolio* of their children’s schoolwork to the local superintendent for evaluation at the end of the school year. However, many school districts are continuing to notify parents that they must do so. This is why you need to know the laws in your state.

In some states, you may be asked to meet with a portfolio reviewer, a government official who goes over your student’s academic work and achievements. You should know, however, what the law states in this matter to protect you and your child. According to attorney Scott Woodruff:

The homeschool regulation COMAR 13A.10.01.01.E which says a parent “shall agree to permit” a portfolio reviewer to “observe instruction” is unconstitutional. The Fourth Amendment prohibits government agents from coming into your home without a warrant. A portfolio reviewer who might seek to come into your home (where instruction normally occurs) would have no warrant. Nor would she have grounds for a warrant. Forcing you to allow a government agent into your home to observe instruction violates your Fourth Amendment rights.

And it’s just as unconstitutional for the portfolio reviewer to force you to bring your child to the school office so she can watch you instruct your child.\*

If you need legal help in this matter or any other issues that may arise, we strongly recommend that you join Home School Legal Defense Association (<<https://www.hsllda.org/>>). This trusted advocacy organization benefits homeschoolers in the United States and around the world.

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\* Cited from the article “Protect Your Right to Keep Kids Home during Portfolio Review” by Scott Woodruff on the Home School Legal Defense Association website (<<https://www.hsllda.org/hs/state/md/201602090.asp>>).

# Planning for High School

High school is different from elementary school. It is a transition from the lower grades that lay the groundwork for more specialized studies later on. For those approaching the ninth grade,\* working on a plan is helpful for life beyond high school—whether that be college, military, the workplace, or something else. Choosing the courses that will fulfill your student’s graduation requirements allows you to tailor studies toward his or her interests. This process will lead toward a more meaningful education with greater potential benefit in the years ahead.

In order to graduate and receive a high school diploma, a college-bound Christian student normally completes twenty (20) credits\*\* or more in the following areas of study:

Subject	Credits
<b>Theological Studies</b>	4.0 credits (including Bible and/or theology)
<b>English/Language Arts</b>	4.0 credits (including literature, grammar, and composition)
<b>Mathematics</b>	3.0 credits (including Algebra 1 or a higher level algebra course)
<b>Science</b>	3.0 credits (including biology)
<b>Heritage Studies</b>	5.0 credits (including history, government, and economics)
<b>Foreign Language</b>	2.0 credits (Spanish, French, German, or some other language)
<b>Elective Courses</b>	Student may select from any available courses.
<b>Fine Arts</b>	This includes art and music. Check your state requirements.
<b>Physical Education</b>	Check your state requirements.

Students should carry at least 4.0 credits in each grade level to be considered a student in good standing, but not more than 7.5 credits per grade level because of the workload. Choose courses that are used to fulfill each area of study. The sample curriculum below is considered an average workload for the college-bound Christian student. Strong students may add an additional credit per year to their grade levels. If you are independently homeschooling, you may decide to award credit for other courses such as physical education, art, music, keyboarding, health, state history, and so forth.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Theological Studies (1 credit)			
English (1 credit)	English (1 credit)	English (1 credit)	English (1 credit)
Math (1 credit of Algebra 1)	Math (1 credit)	Math (1 credit)	Elective (1 credit)
Science (1 credit)	Science (1 credit of biology)	Science (1 credit)	Elective (1 credit)
Heritage Studies (1 credit)			
	Heritage Studies (1 credit)	Foreign Language (1 credit)	Foreign Language (1 credit)
Physical Education/ Fine Arts			
5.0 credits total	6.0 credits total	6.0 credits total	6.0 credits total

If your student is interested in attending a specific college or university, he or she should contact the school prior to course selection to determine if they have any entrance requirements that must be met.

If your student wants to take Advanced Placement (AP) courses, he or she may take them at a local high school, online, or through a local homeschool network (but tests must be taken at an official testing site). *PA Homeschoolers AP Online Courses* (<<http://www.aphomeschoolers.com/>>) also offers AP courses online. Your student may also do self-study before taking AP exams. For more information, visit <<https://apstudent.collegeboard.org/home>>).

\* Students already in high school can still benefit from completing this plan since the first two years of high school have limited variation.

\*\* CLASS requires a minimum of twenty credits to graduate, which *excludes* any credit for fine arts and physical education courses. The state of Illinois, however, requires public school students to earn twenty-four credits to graduate, which *includes* credit for art, music, and physical education courses. Therefore, you must check with your state website to determine what subjects your student must take and the number of credits required for him or her to graduate.



# College-Career Planning

High school students need to make personal preparations before they are ready to enter the workforce. This may include taking technical courses during high school or—after graduating—attending a college, university, or technical institute to earn a certificate or a degree. Students need to begin to think about what type of career they want to pursue. Of course, they may change their minds several times during this process, so they should explore various types of careers that might help them to become successful.

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## Take Action

### **Step One**

Each student should think about what he or she enjoys doing or is good at, such as playing a musical instrument, participating in a sport, debating critical issues, investigating problems of the day, teaching others in an engaging way, researching a scientific matter, working complex mathematical equations, and so forth.

Once your student has thought about what he or she enjoys doing or is good at, your student should look into careers that will engage these interests. If he loves sports, for example, he might consider a career as a gym teacher, recreational therapist, or coach. If she enjoys math, a career as a cost estimator, accountant, or budget analyst might be a good fit.

Parents and other knowledgeable individuals can help guide your student in the right direction. There are also free online resources at *My Next Move*, which is sponsored by the U.S. Department of Labor (visit <<https://www.mynextmove.org/>>). Your student can explore various occupations by entering specific careers, by searching hundreds of career opportunities, or by answering questions about the type of work he or she may enjoy. Your student may also identify his or her interests by considering the types of jobs local employers have.

### **Step Two**

If your student knows he or she would like to attend college, there are some programs, such as Advanced Placement (AP) and dual enrollment, that may help your student get a head start on earning credits for college. Taking AP classes may give your student the opportunity to earn college credits, either by obtaining a passing score on College-Level Examination Program (CLEP) exams or by completing a course for both high school and college credit. For more information on CLEP exams, visit <<https://clep.collegeboard.org/earn-college-credit/get-started>>; and for more information on AP courses, visit <<https://apstudent.collegeboard.org/apcourse>>.

### **Step Three**

Next, your student will seek to enroll in a community college or a university to earn an associate's or bachelor's degree. An associate's degree is an undergraduate degree conferred by colleges and universities on a student who has completed a course of study that usually lasts two years. A bachelor's degree is an undergraduate degree granted by colleges and universities on a student who has completed a course of study lasting three to seven years.

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## Other Options

Of course, your student may receive on-the-job training for jobs directly out of high school in the private (run by private individuals or groups) or public (military, police, infrastructure, etc.) sectors. Some employers may even pay for obtaining related credentials, such as professional certification (accounting, investments, dental technician, etc.).

Apprenticeships are another type of job training in which an employer pays a trainee to learn and work in a particular occupation, such as electrical, food, pharmaceuticals, and medical devices companies to name a few. Some jobs in the military include apprenticeship training, but others involve different types of hands-on learning. For example, the American Culinary Federation offers a culinary apprenticeship for students, which includes on-the-job training and related classroom instruction.

Vocational, trade, or technical schools give the high school graduate programs designed to give hands-on training, which lead to a certificate or diploma. These types of schools provide training for such occupations as automotive mechanic, emergency medical technician (EMT), nursing assistant, truck driving, culinary arts, or cosmetology. Other such schools provide programs for medical assisting and precision production. Earning a certificate allows the high school graduate to prepare for a career in a relatively short amount of time since most of these programs can be completed in less than two years.

**Potential Income**

If your student wants to know the possible salaries of various occupations, he or she can research what is being offered currently. Below are average starting salaries for college graduates in 2014\*:

Major Category	2014 Average Starting Salary
Overall	<b>\$48,707</b>
Engineering	<b>62,891</b>
Computer science	<b>62,103</b>
Business	<b>57,229</b>
Communications	<b>48,253</b>
Math and sciences	<b>44,299</b>
Education	<b>40,267</b>
Humanities and social sciences	<b>38,049</b>

\*National Association of Colleges and Employers, September 2014 Salary Survey

# Yearly School Calendar

Home educators, as well as traditional private school teachers, can benefit from a school calendar that draws attention to important events, activities, and vacation days that are planned for their students. Without such a listing, educators are often prone to become so focused on the day-to-day activities of teaching that they lose the “big picture” of their yearly goals. In addition, a school calendar can function as a type of “bulletin board,” which reminds busy teachers or parents of their long and short range plans.

We suggest that you note the basic plans and activities of the school year at the beginning of the school term, with the understanding that you will need to modify or expand upon your basic plans as the school year progresses. Please note the sample monthly schedule for October below. The following twelve pages are monthly calendars you can fill out for the whole year. The months have been left blank since home schools begin at various times of the year. This yearly school calendar can also serve as a record of attendance, or you may use the Attendance Record form at the back of this *Lesson Planner*.

**Month:** October **Year:** 20--

S	M	T	W	1	T	2	F	3	S	4
			Choir Practice 6 pm				Field Trip to the Zoo			
5	6	7	8	9	10	11			Basketball Practice 2 pm	
Choir Youth Group			Choir Practice 6 pm							
12	13	14	15	16	17	18				
Choir Youth Group	Columbus Day		Choir Practice 6 pm		Riley's Birthday Party					
19	20	21	22	23	24	25				
Choir Youth Group			Choir Practice 6 pm			Basketball Practice 2 pm				
26	27	28	29	30	31					
Choir Youth Group			Choir Practice 6 pm		Reformation Day					

# Lesson Plan Instructions

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## Daily Lesson Plans

After you have determined a practical schedule and completed your yearly calendar, you are ready to focus on writing your daily lesson plans. Note that we have provided forty “Weekly Lesson Plans” for more flexibility. Begin by filling in the dates, number of pages covered, any tests and/or quizzes, and the main concepts covered for each course your student is taking.

On the line provided under the Weekly Lesson Plan for each subject (*see pages 30 and 31*), add concepts or facts that your student should review or skills that need to be developed. You may also list formulas, theories, and technical matters that your student needs to study.

When your student has completed each lesson under a particular subject for the day, check off the “Done” box at the end of the line on the Weekly Lesson Plan chart (*see the sample Weekly Lesson Plan on the following pages*). You may also mark the line with a highlighter; this way your student can see the progress that he or she is making during the week.

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## Writing a Detailed Lesson Plan

By writing a detailed lesson plan, you are helping your student’s classwork run more smoothly. You have already divided up the material and know how much time each class will take; however, you may need to adjust your schedule as you progress. It is best to be flexible since some classwork will take more or less time than was scheduled. If your student is struggling, you will need to take more time to help him or her before moving on to new material.

When writing a lesson plan, you should include specific pages from the textbook that you are covering in the lesson, any unfamiliar vocabulary, directions for any activities, and the time frame for each part of your lesson. Writing out your lesson plan will help you determine what material you must prepare for a lesson.

Note that all lessons will not be administered the same. In some cases, the introduction of new material may take the entire lesson. Of course, it is always smart to have additional activities or support materials to fall back on if things do not work out the way you planned. Becoming familiar with all the course material will lead to positive instruction. You may also refer to and implement ideas you find online. It is much easier to cut things out of a plan or continue the lesson the next day than to try to create something hastily without preparation to fill in the time set aside for a particular class.

Detailed lessons plans should consist of the following components:

- First:** *Review old material.* Do not introduce new material until your student has demonstrated a good understanding of the material that has already been presented. This is an important factor because most courses build on the information that is presented earlier.
- Second:** *Present new material.* When you are assured that the student has sufficiently understood the directions to work independently, assign new material for the day.
- Third:** *Verify the student’s understanding.* Check the completed schoolwork before the student finishes the day’s lesson. If the student still does not understand, this is the time to explain the material once again. Also, the teacher has the option, depending on what serves your needs best, to either check the “homework” assignment later that day or during the review period of the next lesson.

See the sample outline of a detailed lesson plan on the next page.

## SAMPLE OUTLINE OF A DETAILED LESSON PLAN

### **I. Review**

- A. Discuss the important points from the previous day's lesson.
- B. Use flashcards or drill problems where appropriate.
- C. Correct homework together, and rework any material not understood before introducing new material.

### **II. Introduce New Material**

- A. Read the directions carefully to the student, or have the student read these aloud. Thoroughly explain all directions or processes before beginning. Be sure to clearly establish goals for the student to reach.
- B. Seek outside resources to help your student understand difficult topics or technical issues. For example, online videos may help to explain algebraic equations or chemical formulas.
- C. Assign classwork. Work not completed during class time may be assigned as "homework."

### **III. Verify Understanding of New Material**

- A. Quickly scan the student's work to determine if the student understands the day's lesson. Provide an oral quiz whenever possible.
- B. Point out errors. Repeat the explanation, if necessary, to assure the student understands the material and has achieved the specific academic goals that were set forth at the beginning of the lesson.
- C. List concepts that need to be worked on later in the day or week.

Student: Bryan Novak Grade: 4 Week Beginning: September 5

## Sample Weekly Lesson Plan

Day	Date	Bible/Theology	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Complete pages 1–3		The Days of Creation	✓
T	9/6	Complete pages 4–6 and give quiz	Quiz	The Meaning of Genesis	✓
W	9/7	Complete pages 7–10		The Purpose for Creation	✓
Th	9/8	Complete pages 11–14		The Fall of Adam and Eve	
F	9/9	Review Chapter 1	Test	Give an overview of Genesis	

Concepts to be reviewed: Review the days of creation and the plan of salvation through a promised Redeemer.

Day	Date	Reading/Literature	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Read: The Story of the Robin pp. 1–3		Vocabulary and pronunciation skills	✓
T	9/6	Read: The Story of the Robin pp. 4–6	Oral Quiz	Reading speed and comprehension	✓
W	9/7	Read: The Call of Mrs. White pp. 7–10		Vocabulary and leading characters	✓
Th	9/8	Read: The Call of Mrs. White pp. 11–14	Oral Quiz	Style of author and mood or tone	
F	9/9	Review the two reading selections		Discuss the moral of the stories	

Concepts to be reviewed: Review phonics fundamentals to improve pronunciation skills. Talk about the story plots.

Day	Date	Grammar/Phonics	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Complete pages 1–3 in grammar		Study antonyms	✓
T	9/6	Complete pages 4–6		Study synonyms	✓
W	9/7	Complete pages 7–9 and give quiz	Oral Quiz	Study contractions	✓
Th	9/8	Complete pages 10–14		Study root words	
F	9/9	Complete pages 15–20 & Review for test		Study chapter concepts	

Concepts to be reviewed: Student needs more practice with contractions.

Day	Date	Mathematics	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Complete pages 1–3		Double digit addition and subtraction	✓
T	9/6	Complete pages 4–6 and give quiz	Oral Quiz	Multiply by 1, 2, or 3	✓
W	9/7	Complete pages 7–10		Simple fractions	
Th	9/8	Complete pages 11–14		Triple-digit addition/subtraction	
F	9/9	Complete the review exercises on page 15	Test	Simple division facts	

Concepts to be reviewed: More review is needed with triple-digit addition and subtraction.

Day	Date	Science	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Read pages 1–3		Principles of Observation	✓
T	9/6	Read pages 4–6		Forming a hypothesis	✓
W	9/7	Read pages 7–8 and give quiz	Oral Quiz	Testing a hypothesis	
Th	9/8	Read pp. 9–14 and perform experiment		Explanation of Spontaneous generation	
F	9/9	Review chapter and finish exercises		The Law of Biogenesis	

Concepts to be reviewed: Explain why scientific theories are often based on faith, not observation.

## Weekly Lesson Plan

Day	Date	History	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Read pages 1–3		Life of Leif Ericson / Vikings	✓
T	9/6	Read pages 4–6		Age of Exploration in overview	✓
W	9/7	Read pages 7–9 and give quiz	Oral Quiz	Life and times of Columbus	
Th	9/8	Read pages 10–12		Native American Settlements	
F	9/9	Review chapter and complete exercises	Chpt. Test	Early Trade Routes and Geography	

Concepts to be reviewed: Review a time line of early American history to better understand this time period.

Day	Date	Spelling/Handwriting	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Spelling workbook–Unit 1, Lesson 1		Handling prefixes and suffixes	✓
T	9/6	Handwriting book pages 1–2		Letter formation and spacing	✓
W	9/7	Spelling workbook–Unit 1, Lessons 2 – 3	Quiz	Practice weekly spelling list	
Th	9/8	Handwriting book pages 3–4		Practice with capital letters	
F	9/9	Spelling workbook–Unit 1, Lessons 4 – 5	Unit Test	Word endings and final test	

Concepts to be reviewed: Learn how to put the correct space between each letter. Review spelling test.

Day	Date	Geography	Quiz/Test	Main Concepts to Cover	Done
M	9/5	Read pages 1–3		Study land formations and oceans	✓
T	9/6	Complete exercises on pages 4–5		Review of continents	✓
W	9/7	Read pages 6–7		Introduction to charts and graphs	
Th	9/8	Complete exercises on pp. 8–9; give quiz	Oral Quiz	Geography of the Americas	
F	9/9	Complete lesson review on page 10		Finding locations on the globe	

Concepts to be reviewed: Review the use of globe skills, especially longitude and latitude.

Day	Date		Quiz/Test	Main Concepts to Cover	Done
M					
T					
W					
Th					
F					

Concepts to be reviewed: \_\_\_\_\_

Day	Date		Quiz/Test	Main Concepts to Cover	Done
M					
T					
W					
Th					
F					

Concepts to be reviewed: \_\_\_\_\_

# *Instructions for General Forms and Reports*

This section provides various forms to keep a record of your student's reading habits, academic projects, field trips taken, prayer requests, disciplinary issues, and an evaluation of his or her study habits, spiritual growth, and personal development. Most of these forms may be used for the educational portfolio that you may desire to create or that you may be required by your state to keep.

## ***Reading Log***

The Reading Log is a way to record all the books that your student reads over the school year. A number of categories are also provided from which to choose, but this list is not exhaustive. If the book that your student has read is being used for a book report, there is a place to indicate that on the chart, as well. If he or she reads more books than the log provides, you may copy it to add more.

## ***Project Log***

The Project Log provides a way to record the various projects that your student may complete over the school year. Projects may include a science fair exhibit, an assigned research paper, a model of a volcano, and so forth. If your student completes more than the number of entries provided, you may copy this log.

## ***Field Trip Log***

The Field Trip Log provides a way to record the educational trips that your student takes during the year, which also includes group trips with other students. You should decide what you want to accomplish on each trip. The learning process is an important aspect of these activities.

## ***Prayer Journal***

A prayer journal can be a wonderful tool for developing your student's spiritual life. Have him or her enter various praises and requests over the year. This form can be copied so you can add more as the need arises.

## ***Disciplinary Action Log***

The Disciplinary Action Log is a way to record any disciplinary issues that need to be resolved. These issues refer to serious offenses such as lying, plagiarism, cheating, shoplifting, bullying or fighting, and so forth—not minor indiscretions—that your student may have committed.

## ***Student Evaluation Log***

The Student Evaluation Log is a way to record your student's study habits, spiritual growth, and personal development. A scale is provided to give you a means of assessing your student's progress for the year on a quarterly basis.

# Grading and Report Card Instructions

This section provides quarterly grading logs to keep track of your student’s scores for tests, daily work (DW), and other miscellaneous assignments such as quizzes, projects, and so forth. Once the quarterly grades have been calculated, these can be transferred to the cumulative Report Card on page 133.

A student enrolled in our CLASS Administration Plan will be issued official report cards for the quarters in which you submit his or her work. However, you still will want to keep track of your student’s scores as you progress through the school year, especially for courses that require you to report the final daily work scores.

As your student completes tests, enter the scores in the boxes provided in the row marked “Tests.” For daily work, average the weekly scores and enter these scores in the first four or five boxes of the row marked “DW.” In regard to miscellaneous assignments, determine the score of each assignment and enter the scores in the row marked “Misc.”

At the end of the quarter, add up the test scores and divide by the number of tests taken to determine the “Score Average,” and enter it in the appropriate column. Next, determine the Daily Work score by adding up the weekly daily work scores and dividing by the number of scores to determine the “Score Average,” and enter it in the appropriate column. Likewise, miscellaneous assignments would be graded in the same way.

Next, if you are independently homeschooling, you need to determine the value of the Score Averages for the tests, daily work, and miscellaneous assignments. If your student is enrolled in the CLASS Administration Plan, consult the course instructions for each course to find the values. In general, for most courses, we suggest that tests should equal 80 percent of the student’s overall grade, and daily work should equal 20 percent of the grade. However, if you include scores for quizzes, projects, and other assignments, you will need to determine the value for these; then your percentages will change. For example, tests may be worth 70 percent, daily work may be worth 15 percent, and the miscellaneous assignments may be worth 15 percent. See the chart below for a sample quarterly Grading Log for *Streams of Civilization Volume One* for a ninth grade student:

Course Description		1	2	3	4	5	6	7	8	9	Score Average	Multiply by %	Qtr. Score	Qtr. Total	Qtr. Grade
<i>Streams of Civilization</i>	Tests	97	98	91	90						94	0.8	75.2	94.4	A
<i>Streams of Civilization</i>	DW	95	94	97	99	89	97	96	99	99	96	0.2	19.2		
<i>Streams of Civilization</i>	Misc.														

After completing two quarters of work, you can now enter this information on the transcript forms on pages 145 to 147. Combine the first two quarter grades to determine the first semester score on the elementary transcript (page 145), middle school transcript (page 146), or high school transcript (page 147), whichever is appropriate for your student. Likewise, combine the scores for the last two quarters to come up with the second semester scores. If you are transferring to another school, these scores may also be entered in the Academic Course Record on page 149.

# Cumulative Records Instructions

The following records, forms, and transcripts are designed to help you as a home educator keep attendance records, information concerning the textbooks and workbooks your student used, test results, and any other documents showing that your student is receiving an appropriate education in compliance with the laws of the state in which you live. If you are not familiar with these issues, contact your local homeschool network or state homeschool organization.

This information should be kept in a permanent cumulative records folder for your student. Transcript forms, which accommodate multiple grade levels, should be updated each year. *Most other forms, with the exception of the high school documents, do not need to be kept beyond five years.*

## Medical Forms

This section also includes a two-page medical form on pages 139 and 140 that your doctor should fill out. Your state may require you to use a different form that is available from their department of public health. If you choose not to vaccinate your child, we have included a certificate of religious exemption form on page 141 for you to fill out (you should check your state's requirements in regard to this matter, as well).

When going to the doctor, remember to also bring any other medical forms that may be necessary for the upcoming year. Sports programs, scouts, and other programs have specific health forms that will need to be filled out. Completing them all at once will save time and often money.

## Academic Records

Record keeping and documentation are very important. You should keep proof of compliance with the home education laws of your state (including a home school notice that may be required to be filed with state or local officials). These forms are designed to help you maintain academic records for your student. The elementary and middle school academic records should be kept for a minimum of five years. These forms are designed to be as flexible as possible so you can adjust the grades covered in both schools.

The forms documenting the high school years should be kept on file permanently for future reference. If your child would like to attend an institution of higher learning, check with the college or university that he or she wants to attend; the admission requirements—as well as the minimum high school requirements—are normally listed on their website or in their online catalog. This will guide your student in the courses he or she will take in high school.

The Academic Course Record should be used each year to keep a record of the specific courses that your student has taken. This includes the textbooks and publishers, semester grades, final scores, and comments on what your student covered. This report should become part of your student's permanent record at the high school level. If you are independently homeschooling, this form may also be used when transferring your child to another school, whether public or private. Students enrolled in our CLASS Administration Plan may obtain an official transcript for courses completed in the CLASS program. For more information visit: <http://homeschools.org/support/transcripts.html>.

If you have any legal questions or are looking for more specific information on record keeping, advice from attorneys and educational consultants, or protection of your rights, we recommend joining the Home School Legal Defense Association (HSLDA). Visit their website for more information (<https://hsllda.org/>).

# Preschool and Kindergarten Student Evaluation Form

Use this 2-page chart to track your student's progress. There are three columns in the center of this chart, indicating when each evaluation may take place. We recommend that you do this evaluation at the beginning, middle, and end of the year; but you can choose to do it only at the beginning and end of the year.

Student's Name: \_\_\_\_\_

### Academic/Language Skills:

#### Colors:

Child can name:

	Start	Middle	End
Red			
Blue			
Green			
Yellow			
Brown			
Black			
Orange			
Purple			
White			
Pink			
Gray			

Comments:

#### Shapes:

Child can name:

Square			
Circle			
Rectangle			
Triangle			
Oval			
Star			
Diamond			
Heart			

Comments:

#### Alphabet:

Child can name:

Letters of the alphabet			
Recognize uppercase letters			
Recognize lowercase letters			

Comments: (letters missed)

#### Numbers:

Child can name:

1-5			
1-10			
1-20			
1-(?)			

Comments: (numbers missed)

Child can count:

1-5			
1-10			
1-(?)			

**Academic/Language Skills:****Name:**

	Start	Middle	End	Comments:
Holds pencil correctly				
Recognizes name				
Writes name				

**Identify:**

	Start	Middle	End	Comments:
Gender—male				
Gender—female				
Days of week				
Months of year				

**Language:**

	Start	Middle	End	Comments:
Speaks in 3–4 word sentences				
Responds verbally to direction				
Understands spoken English				

**Social Skills:**

	Start	Middle	End	Comments:
Takes turn / waits				
Shares with other children				
Interacts with other children				
Participates in group activities				
Responds/answers teacher & peers				

**Physical Skills:****Cutting:**

	Start	Middle	End	Comments:
Child can: Hold scissors properly				
Cut on straight lines				
Cut on curved lines				

**Balancing:**

	Start	Middle	End	Comments:
Child can: Balance on one foot				
Hop				
Jump				
Run				
Skip				
Walk backward				
Walk sideways				