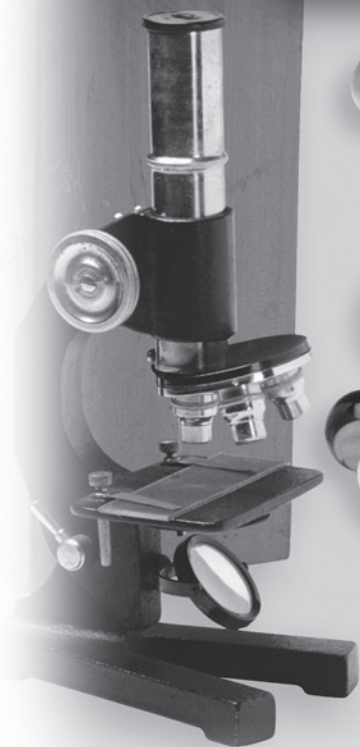


# CLASS Lesson Planner

Fourth Edition



CHRISTIAN LIBERTY PRESS

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# Introduction

One of the most important callings you have as parents or guardians is to train up your children in the way they should go (Proverbs 22:6, Ephesians 6:4). Since educating them demands considerable time and effort, few homeschool parents 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. Subsequently, the *CLASS Lesson Planner* has been designed and updated by the staff of Christian Liberty Press to 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 created 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 also intended for *one grade level*. While you may adapt this lesson planner to work with multiple students, any instructions and comments will presume *one student per one grade level* for each planner. As an added benefit, you have permission to reproduce any of these forms for personal use only.

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.shopchristianliberty.com](http://www.shopchristianliberty.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 "Organizing Your Home School" section (pages 1–11), which talks about organizational and scheduling strategies. After reading this material, you will be better prepared to fill out the monthly calendars (pages 16–28), weekly schedules (pages 30–113), and yearly records that are included at the back of 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. Also, the "Year End Review" section on pages 115–124 will help you prepare next year's curriculum and improve your student's learning experience in the future. As an added benefit, we have included a section called "Summer Break" (pages 125–130) to help you make realistic plans for the vacation months.

The three main sections at the end of the *CLASS Lesson Planner* (pages 131–171) 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 157, should be filled out on a daily or weekly basis. However, many of the forms—such as grad-

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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 12 and 13.

ing 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. *Before you begin, it is also imperative to check your state's requirements to determine what records you are required to keep on file.* Once the school year has been completed, we recommend that you remove these forms from your planner and store them in a permanent records folder.

Keeping basic documentation of your child's academic progress allows you to prove that your student is being properly educated should any question arise, especially because certain states require parents to keep permanent records. This is also helpful when you create your student's high school diploma and develop his or her portfolio (see page 7) when filling out college applications. In addition, this documentation will help you decide where to place your child if he or she is to be enrolled in another school. The materials contained in each child's academic record may include book reports, study sheets, samples of his or her writings, creative projects, scope and sequence of subjects covered, the curriculum or program used, and your child's annual evaluation. For these reasons, we recommend that you remove or photocopy certain forms from your planner and keep them in a permanent folder. Some of the permanent forms are designed for a specific academic year, while other forms (e.g., transcripts) can be used for multiple grade levels. To make it easier when preparing for post-high school, simply update the multi-year forms in your student's permanent records folder.

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*

# *Organizing Your Home School*



# 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 <b>YOUR</b> 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.

- Step 1:** Determine how many days you will need to review and take any quizzes and tests. Typically, this takes two days—one day for review and one day to take the quiz or test. Using this approach, simply multiply the number of tests and quizzes (in the fourth column) by 2, and enter the number in the fifth column.
- Step 2:** Subtract this number from the total number of days in your school year, and enter the number in the sixth column. This balance is the number of days available for instruction.
- Step 3:** Divide the number of pages in the book by the number of days available for instruction. This will give you an approximate number of pages you will need to complete on a daily basis for this course.

With this information, you can now decide how to best divide up the course. A phonics workbook might easily lend itself to completing two pages each day. On the other hand, for an eighteen-page chapter in a history text you might decide to take six days to complete the entire chapter. The first day might be reading the entire chapter, with the following days devoted to the chapter questions, reviewing of terms, and so forth. A third course might best be studied only one or two days per week, alternating it during the week with other subjects that are less intensive.

## CURRICULUM LISTING CHART

Student's Name				Grade Level		
Subject	Title of Book(s) or Educational Materials	# of Pages	Tests/ Quizzes	Tests & Review Days	School Days minus Test Days	Divide Pages/Days
<i>Sample Subject</i> History	<i>Streams of Civilization Volume Two</i>	<i>618</i>	<i>17</i>	<i>34</i>	<i>180 - 34 = 146 days</i>	<i>618/146 = 4.2 pages/day</i>
Bible/Theology						

If you plan to use supplemental materials, the chart on page 9 is provided to enter those extra items.

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### Establishing Your Daily Schedule

Most parents are familiar with the “Traditional Day-School Schedule” and its fixed time slots punctuated by the ringing of the school bell. Thus, most attempt to follow a pattern similar to this schedule at home. While a structured schedule may look good on paper, it may not work for most home schools.

One great advantage of homeschooling is that you are not bound by fixed schedules and forty-five minute periods. You are able to adapt your program to fit the specific needs of *your* student(s). So after considering your student’s age, attention span, abilities, and possible educational deficiencies, you may find that an alternate method of scheduling—such as a Modified Schedule or Flexible Time Blocks—will prove to be a more realistic structure 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” determined by the educational needs of the day’s lesson, which dictates the length of a class, rather than the clock. For instance, a difficult diagramming lesson may require an hour and a half one day, but an easier grammar lesson may only necessitate half an hour 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 days 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 and grammar (which continually build their 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 Bible Study
Bible (45 min.)	<b>[Flex Time]</b> Bible (30 min.)	<b>Block B:</b> Mathematics
Mathematics (45 min.)	Mathematics (40 min.)	<b>Block C:</b> Reading, Phonics
Science (45 min.)	<b>[Flex Time]</b> Recess (15 min.)	<b>Block D:</b> History (1 <sup>st</sup> semester), Literature (2 <sup>nd</sup> semester)
History (45 min.)	Science, History, Geography, Economics (60 min.)	<b>Block E:</b> Lunch Break
Lunch (45 min.)	<b>[Flex Time]</b> Lunch (45 min.)	<b>Block F:</b> Spelling, Penmanship
Reading (45 min.)	<b>[Flex Time]**</b> Reading, Phonics, Spelling (50 min.)	<b>Block G:</b> Grammar
Grammar (45 min.)	<b>[Flex Time]</b> Grammar (30 min.)	<b>Block H:</b> Grammar
Music (M-W-F) Art or Vocational (T–Th) (45 min.)	Additional time for any of the above (60 min.)	<b>Block I:</b> Physical Education twice a week; Science three times
Physical Education (45 min.)	<b>[Flex Time]</b> Physical Education (M-W-F) Art, Music (T–Th) (30 min.)	<b>Block J:</b> Art and Music (can be integrated with period of history being studied, such as Early American Art with the Revolutionary Period)

## 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 “Grading and Report Card” section on pages 147 to 153 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 139 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 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 not studying. 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 your student is 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.

# 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, the 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, computer, health, state history, and so forth.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Theological Studies (1 credit)	Theological Studies (1 credit)	Theological Studies (1 credit)	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)	Heritage Studies (1 credit)	Heritage Studies (1 credit)
	Heritage Studies (1 credit)	Foreign Language (1 credit)	Foreign Language (1 credit)
Physical Education/ Fine Arts	Physical Education/ Fine Arts	Physical Education/ Fine Arts	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* (<<https://www.aphomeschoolers.com/>>) also offers AP courses online. Your student may also do self-study before taking AP exams. For more information, visit <<https://apstudents.collegeboard.org/>>).

\* 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.

## 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.



# Year End Review

Ending a school year is usually a much-anticipated break for both the teacher and the student, with both of them looking forward to time off for a change of pace. However, before putting away the lesson plans and storing away the school materials, instructors should take time to look back over the school year while everything is still fresh in their minds. This evaluation process can prove invaluable—not only for preparing next year’s curriculum, but also for improving the student’s learning experience (and making things easier for the teacher, as well).

Also, while the end of the school year does indeed bring some relief from classwork, the learning process should never end. Gaining knowledge from books and being involved in life outside the home will allow your child’s mind to remain sharp and engaged, and allow for application of what has been learned, preparing your child for more formalized studies when a new school year begins.

The forms in this section are designed to facilitate these objectives by focusing on two fundamental areas: academics, and disposition of the student and instructor.

**Academics:** What worked and did not work? Did we cover all the material we intended? If not, what did we miss? How much did my child learn?

**Disposition:** What are my child’s strengths and weaknesses? What are my strengths and weaknesses? How are these the same, and how are they different? In what ways can we address the differences to improve the quality of our homeschool experience?

These evaluation forms are intended to be filled out by you, the instructor. If you are schooling through a homeschool network/co-op, or even co-teaching subjects with your spouse, friend, or network teacher, then we recommend that each one fills out a set of these forms.

Below is a listing of the specific forms included in this section. Most have more detailed comments on the page preceding the form itself. The purpose for each of the four forms is described below:

## **Academic Evaluation**

This form will help you evaluate the course work that was completed during the year and provide guidance when it comes time to select your student’s curriculum for next year.

## **Student Evaluation**

This form provides a way to evaluate your student’s strengths and weaknesses.

## **Teacher Evaluation**

This form provides a way to evaluate your strengths and weaknesses as a teacher.

## **Preschool/Kindergarten Evaluation**

This form will help you to evaluate the academic, social, and motor skills your preschool or kindergarten student has developed over the year.



# Summer Break

This section concentrates on tracking any goals or expectations—for both you and your student—you choose to establish during the vacation weeks or months between school years. Included here are two items:

## **Summer Goals**

This is a list of goals and/or expectations you and your student plan to achieve during the upcoming vacation period.

## **Activity Log**

This is a list of the activities done over the vacation period. This could include tangible ways any summer goals are being met.

In addition (or as a replacement) to the “Activity Log,” several other forms in this planner can be used over summer vacation. Should you find these other forms to be more beneficial, either make a copy of them or append to what you already have listed.

## **Reading Log (pages 133-134)**

Many families use a reading log to keep their students’ minds “engaged” during vacation. If many books are read, you may find this form to be easier to use than including them on the “Activity Log.” To encourage summer reading, you might also consider offering a reward each time a certain quantity of books has been sufficiently completed.

## **Project Log (pages 135-136)**

Hands-on activities put thoughts and ideas that have been learned into practice. Sometimes, they can have practical application; other times, they are simply creative. Regardless, learning by doing is a great way to gain new skills and have a tangible sense of accomplishment.

## **Prayer Journal (page 141-142)**

Including a prayer journal over the summer reminds us that conversation with God is not an academic course, but should be an ever-present part of our lives.

# *Instructions for General Forms and Reports*

This section provides various forms for recording your student's reading habits, academic projects, field trips, prayer requests, and disciplinary issues; this section also provides an evaluation of your student's 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 from which to choose are provided, 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 your student reads more books than the number of entries in the log, you may make copies of the log 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 make copies of it to add more.

## ***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.

## ***Extracurricular Activity Log***

This "Extracurricular Activity Log" provides a means of recording extracurricular activities that your student may do throughout the year, such as participating in community sports or taking special craft courses (e.g., pottery) with your local homeschool network or at a community college.

## ***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 153.

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.” Then 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 165 to 167. Combine the first two quarter grades to determine the first semester score on the elementary transcript (page 165), middle school transcript (page 166), or high school transcript (page 167), 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 169.

# 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/co-op 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 159 and 160 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 161 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 homeschool 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. Note that the preprinted list of courses on the high school transcript is only giving possible courses that the student may have completed. The student is not expected to complete every one of them; likewise, he also may take other courses that you will need to fill in. 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” (page 169) 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: <<https://www.support.homeschools.org/transcripts>>.

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/>>).