

Exam Instructions

Master Exams Term 2

2024–25

"A school in which examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present following." (A Liberal Education for All, p. 24)

Exam Dates	Child's Name	Age	Months
12/02/2024	Alexander Alveary	__ years	__ months

Notes for Teachers

(adapted for today from the PNEU regulations found in [A Liberal Education for All](#)):

Duration

1. Exams begin on Monday and occupy a whole school week.
2. Subjects may be examined during their regular times in your weekly schedule, or you may use the "By Day" exams. The main point is for them to only work on a certain subject for the time allotted for that subject during the week.
3. If students finish their exams before the end of the morning lesson time, encourage them to read their responses for that day and make revisions as they desire. Students should not work ahead or revisit exams from previous days.
4. Questions that cannot be finished in the time allotted for morning lessons may be omitted. Some students may need time to process and think before responding to their exam questions. Give them this time even if it means that they do not finish all the questions set for a certain subject.

Preliminary Considerations

1. There is no review prior to exams. This enables you to see what made it into each student's long-term memory. However, the point of the exam is to see how the child has engaged over the term with the material and not a specific test of their recall abilities. If a look at a map or a picture, a brief discussion about a point considered during the term, a memory, etc is helpful to bring this engagement to mind, then this should be allowed.
2. Students should not see exam questions beforehand. However, you as the teacher should look over the questions and think through your particular students' needs. While it is ok for students to be challenged by a question, it is inappropriate to ask a student a question that we *know* they are not yet capable of answering. Consider if you might need to make a general question more specific, more open, or otherwise adjust the questions for your student(s). If a student has captured what they've learned in a project or presentation, this could be accepted in lieu of a particular subject's exam or some portion of that exam.
3. Explain to your students that exams provide an opportunity for them to think back over what they read and did over the term and to narrate what they remember. If they have trouble with some questions, that's OK. The whole process allows them to reflect further on their learning and the teacher to see which books the students have engaged with well and which ones have been more difficult. This then allows the teacher and the older students to think through what to tweak or adjust for the next term. It is

not unusual for students new to these types of exams to also take a few times going through the process to understand what is expected, change some habits during lessons, and to begin to accurately demonstrate on exams what has been learned during the term. This is not a “one-and-done” process; you are looking for growth over time.

4. If you have more than one child who needs to dictate responses, it would be a good idea to enlist a friend or relative with another computer to come help during exam week. Another idea might be to allow older children to type for younger children and do their own exams the following week, or to just split your kids up and let some take exams one week and others do them the next week.
5. Go over the rubrics with students in Grades 5+ before starting so they know the expectations. Give them a copy to reference during exams, and have them score their own work.
6. Make your own editable copy of the exam document. You can type dictated responses and/or paste images, video links, etc., under each question.
7. If you are not using the “By Day” format, look over the exams in light of your schedule and make a plan for the week so that questions requiring written responses are not given all on the same day.

Exam Administration

1. Students should be given one day’s questions at a time. Questions may be dictated (to younger students), written on the board, or given to older students to work on independently.
2. Write (or have your student write) the date before each set of daily answers.
3. If students have a difficult time getting started or become “stuck” while answering a question, teachers may decide to modify the question or may provide external support (e.g. a map, illustration, diagram, etc) to help bring the knowledge back to mind.
4. If the wording of a question is problematic for a student, teachers should adjust the wording or support the student so that they understand the intent. For example, if the instruction to ‘tell all that you recall about...’ is overwhelming for a student, the question could be reworded to say ‘tell about at least 3...’ or the student could be coached to begin with 2–3 before deciding if they want to tell more.
5. If a question pertains to content you did not cover due to time constraints or book substitution, make up a similar question to replace the one we asked.
6. Should you choose to skip a question, please give a short explanation as to why you did not use it.

Written Examination

1. Students who cannot yet write well should dictate responses to an adult or older sibling who writes or types their words. Do not correct or reword if the child uses incorrect grammar. If the scribe must say something while the child is narrating, record those words and indicate with [brackets].
2. Typical expectations for writing responses:
 - a. 1st grade: Dictate all responses
 - b. 2nd grade: Write one response to serve as a writing sample for this term.
 - c. 3rd grade: Write two responses (different days) to serve as a writing sample for the term.
 - d. 4th grade: Write at least two responses per day. May write a part and tell the rest.
 - e. 5th grade+: Write or type all responses independently.
 - f. Note: Students with learning differences like dyslexia, dysgraphia, and ADHD may be accommodated appropriately. If a response looks scant, ask the student to tell you the rest. If s/he can orally answer well, but cannot write it, that is an indication that s/he is not ready to write exams independently. Typing responses can also benefit some students, both because it is not as tiring for the hands as writing is and because it can help students catch spelling and grammatical errors.
3. The question should be included above the corresponding response.

Scoring

Excellence includes both accurate and detailed content *and* evidence of age-appropriate personal engagement with ideas. Both should be taken into account when scoring. Also, it is important to make success attainable. *If a student answers a question in a clear, organized, and accurate way showing engagement with the material and growth over the term, they should get full marks.* An “Excellent” score of “4” is not reserved for only the work that is “above and beyond” but child and age-appropriate work and engagement from a student. You can commend them and encourage them if they engage in an exceptional way, but that is not expected in every subject or required to complete exams well.

1. Rubric for dictated and written responses:

Score	Description
4	This response is clear, organized, accurate, detailed (such as names, concepts, processes, etc.), insightful and includes evidence of engagement with the ideas.
3	This response includes mostly accurate information, some detail and some engagement with the ideas.
2	This response includes the main ideas or events, though they may be a bit disorganized and lack detail and shows a developing level of engagement with the ideas.
1	This response contains little information and shows no engagement with the ideas.

Grade 5+: Overall, how do you rate this student’s spelling and grammar in their written responses in relation to what they have studied in Composition and Grammar? Use one word for the entire exam—Excellent, Good, or Developing. (One score for the entire exam)

2. Rubric for performance responses (songs, recitation, dance, solfege, etc.)

Score	Description
4	Consistent personal knowledge executed with ease, accuracy, and care with additional interest or enthusiasm as demonstrated by this student.
3	Consistent personal knowledge executed with ease, accuracy, and care.
2	Some personal knowledge executed with ease and some accuracy and care demonstrated.
1	Little personal knowledge executed without fluency or ease in expression.

3. The student's work in nature notebook, handicrafts, copywork, etc. should also be inspected each term.
Rubric for notebooks and handicrafts:

Score	Description
4	This work sample demonstrates knowledge and care (as through accuracy, clarity, neatness, completeness, etc) and shows a high level of personal connection.
3	This work sample demonstrates knowledge and care (as through accuracy, clarity, neatness, completeness, etc)
2	This work sample demonstrates some knowledge and care (as through accuracy, clarity, neatness, completeness, etc), but may be inconsistent.
1	This work sample is largely incomplete and demonstrates little knowledge and care.

Post-Exam Considerations

1. Teachers are strongly advised to take at least one week off school upon completion of exams for rest, scoring, and reflection.
2. You may find it helpful to score responses each afternoon instead of waiting to do them all at once. You can put the scores and any comments you have right in the document.
3. Discuss exams, especially with older students, at the end of the process. Ask how they think they did. If there was a question they did particularly poorly on, ask them why they think that happened. Is the book too difficult or not interesting? If so, what makes something difficult? What makes something interesting? Do they think they need to pay better attention during those lessons? Noting their responses will be helpful to you, your child, and us.
4. Feedback will not be provided by the Alveary. This is the perfect time for you as a teacher to engage in "reflective practice." As you give and score exams, take some time to think: What did we do really well this term? What did we spend less time on that we may need to beef up next term? Are there issues with any of the books? (If so, please let us know through [Contact Us](#).) Is there a habit I need to work on or help my child work on to promote growth? Is a practice not understood? Are there practical considerations such as the proper materials, a quiet space, or more accountability needed? On the flip side, if an objectively "poor" response is actually the students' best work and represents growth, celebrate that! Set a few goals for yourself.

Submission Instructions

1. While not strictly required, we do find it invaluable to receive a copy of completed and scored exams for the purposes of research and book evaluation. If you are willing to share your student's exam with us, please compile any separate files you have (from scanned pages, etc.) into a **single PDF**. Name the file "[Student's Name] [Grade] Term _ Exam." Upload the exam PDF via the Dropbox link appropriate to the student's Form:

[Form 1 \(Grades 1-3\) Exams](#)

[Form 3 \(Grades 7-8\) Exams](#)

[Form 2 \(Grades 4-6\) Exams](#)

[Form 4-6 \(Grades 9-12\) Exams](#)

NOTE: You do not need a Dropbox account. Follow the instructions when you click on the link.

2. The Scanner Pro App (or a similar app) is very helpful for submitting your work. You can also create PDFs of images using the Notes app on iPhones.
3. Note: Your submission of exams implies permission for your student's exams to be used for research purposes only. Rest assured that no names will be released to outside researchers without your express permission.

[EXAM BY SUBJECT](#)

[EXAM BY DAY](#)

TERM 2 EXAMS (By Subject)

ARCHITECTURE: Grades 7–8

- Tell why cathedrals were built in the Middle Ages and describe 3 important features. Draw a sketch showing the features you describe.

ARCHITECTURE: Grades 9–12

- Tell about life in medieval Florence including the life and work of Filippo Brunelleschi.

ART: Level 1

- Demonstrate vertical and horizontal brush forms as perfectly as you are able.
- Demonstrate oblique brush forms as perfectly as you are able.

ART: Level 2

- Paint a flower from observation, matching the colors you see.
- Create a bouquet of Dahlias.

ART: Level 3

- Explain what monochromatic means.
- Create a value scale with water colors. Use any one color of your choice.

ART: Level 4

- Create a graduated wash and discuss how you could apply it in art.
- Tell what an underpainting is or tell what a watercolor wash is.

ART: Level 5

- Draw 6 stick figures doing different actions.
- Sketch out proper proportions of the human head.
- Draw children playing a game that you know well. Include all of the positions that you can remember. Tell your teacher about your drawing and the game.

ART: Level 6

- Explain these terms from color theory: monochromatic, color swatch.
- Complete a circular value scale using your favorite color.
- Explain what neutral does when added to other pigments.

ART: Level 7

- Create your monogram using all your initials.
- Demonstrate and explain three watercolor techniques you have learned.
- Explain why it is important to do repetitive assignments in art.

ART: Level 8

- Explain cross-hatching. How do you change the value by cross-hatching?
- Explain how to hold your pencil properly when drawing and shading and why it's important to do so.

ART: Fast Track

- Make a drawing or brush-drawing for a tale you read. Include ellipses in your drawing. Show and tell where they are.
- Using pastels, draw a teacup and saucer below eye level from memory.

PICTURE STUDY: Grades 1-3

- Describe your favorite art piece from our study of Botticelli. Give as much detail as you can. OR draw your favorite piece of art from memory.

PICTURE STUDY: Grades 4-6

- Describe your favorite art piece from our study of Botticelli. Give as much detail as you can. OR draw your favorite piece of art from memory.

PICTURE STUDY: Grades 7-8

- Describe your favorite art piece from our study of Botticelli. Give as much detail as you can. OR draw your favorite piece of art from memory.
- Tell about Calumny of Apelles and what Charlotte Mason said about it in *Ourselves*. OR tell about the Botticelli piece that you most connected with and why.

PICTURE STUDY: Grades 9-12

- Describe your favorite art piece from our study of Botticelli. Give as much detail as you can. OR draw your favorite piece of art from memory. What do you know about his life that gives some context for or insight into his painting?
- Tell about Calumny of Apelles and what Charlotte Mason said about it in *Ourselves*. OR tell about the Botticelli piece that you most connected with and why.
- What stood out to you from your reading of Rembrandt in *The Wind*?

BIBLE: Bible Stories

- Tell about Jericho OR Tell about Rahab.
- Tell about one time Jesus healed someone OR Tell one of Jesus' parables.

BIBLE: Old Testament Grade 2

- Tell about Moses going against Pharaoh OR Tell about one of the Judges (Ehud, Deborah, Gideon, Samson)
- Tell about Moses and the 10 commandments OR Tell about the making of the tabernacle.

BIBLE: Old Testament Grades 3–6

- Tell all you know about the way Isaac found his wife Rebekah. OR Tell all you know about Jacob taking Esau's birthright.
- Tell how Jacob was tricked by Laban. OR Tell how Jacob tricked Isaac to receive the blessing.

BIBLE: Old Testament Grades 7–9

- Based on the OT Today and the Bible Project, tell what you know about the background and purpose of Leviticus.
- Tell about the events around the Israelites' exodus from Egypt. What does the Exodus tell us about God?

BIBLE: Old Testament Grades 10–12

- Tell about the events around the Israelites' exodus from Egypt. What do these events tell us about God? AND Tell what you know of Moses and the glory of the Lord.
- Give an account of "The Golden Calf" from Exodus 32. Tell how this relates to the law against images (20:4) and explain the cultural relevance as discussed in your NIV Cultural Bible or from any other resources.
- Explain the OT Today quote, "The purpose of Leviticus is to detail the management of sacred space (the tabernacle), sacred status (as God's people), and sacred time (in the festivals). Include the circle diagram showing where the Most Holy Place, the Antechamber, The Courtyard, The Camp, and Outside the Camp all go and what happens in each.

BIBLE: New Testament Grade 2

- Tell about Jesus feeding the five thousand OR Tell about someone he healed.

BIBLE: New Testament Grades 3–6

- Tell about two of the miracles Jesus performed OR Tell about the Transfiguration.
- Tell what you know about the Pharisees and why they didn't like Jesus. OR Tell about one place that Jesus and his disciples visited and what happened there.

BIBLE: New Testament Grades 7–8

- Tell about Paul's first missionary journey.
- Name three people who helped support Paul in his ministry in your reading this term.

BIBLE: New Testament Grade 9

- Choose one:
 - a) Tell the story of one of the parables.
 - b) Tell about Jesus' healing of the blind man.
 - c) Explain Jesus, the Light of the World.
 - d) Tell of the raising of Lazarus.
 - e) What does Jesus have to say about hypocrisy?
- What insights have you gained by reading the First Nations version? What have you noticed or wondered about?
- What counsel does Paul give to the Philippians connected to these verses?
 - "In your relationships with one another, have the same mindset as Christ Jesus." (NIV, Phil 2:5)
 - "And the peace of God, which surpasses all comprehension, will guard your hearts and your minds in Christ Jesus ." (NASB, Phil. 4:7)

BIBLE: New Testament Grades 10–11

- Give the substance and discuss the importance of the book of James OR I Peter.
- Give the substance and discuss the importance of Paul's letter to Philemon.

BIBLE: New Testament Grade 12

- What is the overall structure and message of Romans?
- Tell the connection between unity and diversity of gifts OR Tell the evidence of spiritual growth Paul mentions in Ephesians OR Write a short essay on "the full armor of God". Include an example (from your own life or someone you know/read about) of a time when this armor was important and how it was (or was not) used well.

BIBLE: Church History Grades 1–6

- Tell all you know about someone you read about in church history this term.

BIBLE: Church History Grades 7–9

- Tell all you know about someone you read about in church history this term.

BIBLE: Church History Grades 10–12

- Recount the story of a bully or saint that stood out to you.

BIBLE: Bible History Grade 9

- Answer this question: how is "God's promise of the kingdom partially fulfilled in the history of Israel"?
OR
Discuss Figure 28 (p.110), "The End of the Old Testament" telling what you know of God's people, God's place, and God's rule and blessing as it relates to the time periods depicted.

BIBLE: Spiritual Formation Grades 7–8

- What are the three steps of inductive Bible study? Explain what each step would involve.
- How would you go about studying a chapter of the Bible?

BIBLE: Spiritual Formation Grades 10–11

- Pick 4 things from the book and tell of their significance. Can you add one item that is not in the book from the world around you? What lessons does it teach?

BIBLE: Spiritual Formation Grade 12

- What does it mean to be God's Image and why does creation still matter? What effect does this have on your identity and purpose?

CITIZENSHIP: First Citizen Stories

- "...Romans love justice more than victory." What did this mean in relation to winning the city of Falerii (Ch.9)?

CITIZENSHIP: Plutarch Beginner Track

- Pick one of the events to show how Publicola was a wise leader:
 1. The situation with Porsena, Tarquin and the Roman girls sent as hostages.
 2. The situation with the Sabine man, Clausus, who was disliked by his fellow citizens for opposing war.

CITIZENSHIP: Plutarch Grades 5–9

- Tell a story to show how Pompey "fell into such a pride and glorious conceit of himself."

CITIZENSHIP: American Government Grade 7

- Tell all you know about one of the branches of the government and the qualifications, roles, and limits for that position.

CITIZENSHIP: American Government/Economics Grade 8

- Pick one question to answer:
 - Describe Iroquois democracy.
 - Discuss the similarities and differences between the Constitution of the Iroquois Confederacy and the First Virginia Charter.
 - Pick one topic we read about this term and tell everything you can remember about it.

CITIZENSHIP: Canadian Government Grade 7

- Describe two of the four big changes created by Constitution Act, 1982.

CITIZENSHIP: Canadian Government/Economics Grade 8

- Describe two of the four big changes created by Constitution Act, 1982.

CITIZENSHIP: Economics/Civics/Ethics Grade 10

- Pick 4 prompts to write about from this list:
 - How did the Norman Invasion change the English government?
 - Describe how common law is different from civil law.
 - Talk about how the Scientific Revolution influenced the political revolutions of the 18th century.
 - Describe Iroquois democracy.
 - Discuss the similarities and differences between the Constitution of the Iroquois Confederacy and the First Virginia Charter.
 - Pick one topic we read about this term and tell everything you can remember about it.

CITIZENSHIP: Economics/Civics Grade 11

- Write about one of the essays you read that stood out to you. What reflections have you had about it? Any favorite quotes you remember?

CITIZENSHIP: Economics/Civics Grade 12

- "The art of Economics in One Lesson consists in looking not merely at the immediate but at the longer effects of any act or policy; it consists in tracing the consequences of that policy not merely for one group but for all groups." Discuss two of the "Lessons Applied" in light of that proposition.
 - The Drive for Exports
 - "Parity" Prices
 - Saving the X Industry
 - How the Price System Works
 - "Stabilizing" Commodities
 - Government Price-Fixing
 - What Rent Control Does
 - Minimum Wage Laws
 - Do Unions Really Raise Wages?
 - "Enough to Buy Back the Product"
 - The Function of Profits

CITIZENSHIP: Ethics Grades 7-9

- Tell of some causes of lying OR Tell of the necessity of integrity in the use of time.

CITIZENSHIP: Ethics Grade 10

- Discuss the ruling of conscience as regards to Fortitude or Prudence; illustrate this from your readings this term OR write a short essay on "Casual Opinions" and the "Uninstructed Conscience" as the sin of ignorance.

CITIZENSHIP: Ethics Grade 11

- What do you have to say about "the way of the will"? Distinguish between the obedience of habit and that of choice, giving examples.

CITIZENSHIP: Ethics Grade 12

- What are your thoughts on technology? What are your plans for using it wisely?

CITIZENSHIP: Current Events Grades 5-8

- Tell the story of one of the news events of this term.

CITIZENSHIP: Current Events Grades 9–12

- Write a journal entry reflecting on any world event from your news reading this term.

LANGUAGE STUDY: Reading Level 1

- Have the student read aloud for one minute using the next (previously unread) section in Treadwell. Count the number of words read correctly during that minute. For the Winter of 1st grade, typical fluency rate is somewhere between 10–50 words per minute (Rasinski & Padak, 2009).

LANGUAGE STUDY: Reading Level 2

- Have the student read aloud from the next (previously unread) section in Treadwell for one minute. Count the number of words read correctly during that minute. For the Winter of 2nd grade, typical fluency rate is somewhere between 50–100 words per minute (Rasinski & Padak, 2009).
- Have the student narrate what was read. Make notes on comprehension and reading expression.

LANGUAGE STUDY: Reading Level 3

- Have the student read aloud for one minute using either the next (previously unread) section in Treadwell or a previously unread section from another book the student has been using for reading practice. Count the number of words read correctly during that minute. For Winter of 3rd grade, the typical fluency rate is between 70–120 words per minute (Rasinski & Padak, 2009).
- Have the student narrate what was read. Make notes on comprehension and reading expression.

LANGUAGE STUDY: Dictation Grade 4

- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

LANGUAGE STUDY: Dictation Grade 5

- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

LANGUAGE STUDY: Dictation Grade 6

- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

LANGUAGE STUDY: Dictation Grade 7

- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

LANGUAGE STUDY: Dictation Grade 8

- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

LANGUAGE STUDY: Penmanship & Copywork Grade 1

- Copy the following using your best penmanship:

Red hen found a wheat seed.

- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Penmanship & Copywork Grade 2

- Using your best penmanship, write a line of poetry from memory.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Penmanship & Copywork Grade 3

- Using your best penmanship, write a line of poetry from memory.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Penmanship & Copywork Grade 4

- Write two lines of poetry from memory.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Penmanship & Copywork Grade 5

- Write 4 lines of poetry or passage from memory in your best penmanship.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Penmanship & Copywork Grade 6

- Write 4 lines of poetry or passage from memory in your best penmanship.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Copywork Grade 7

- Write 4 lines of poetry or passage from memory in your best penmanship.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Copywork Grade 8

- Write 4 lines of poetry or passage from memory in your best penmanship.
- Share your Copywork Journal with an adult.

LANGUAGE STUDY: Written Narration Grade 3

- There are no exams for this course

LANGUAGE STUDY: Written Narration Grade 4

- There are no exams for this course

LANGUAGE STUDY: Written Narration Grade 5

- There are no exams for this course

LANGUAGE STUDY: Written Narration Grade 6

- There are no exams for this course.

LANGUAGE STUDY: Grammar Grade 4

- Sentences for Analysis: Parts of Speech, Parts of Sentence, Phrases, Clauses

1. Maria ate the shrimp, and Marley ate the fish.

2. Across the water we saw schools of fish in the waves.

3. Carlito built a rowboat with his own hands.

4. In the palm trees, the owl hooted softly.

5. The night was calm, but Kim heard the sound.

LANGUAGE STUDY: Grammar Grade 5

- Label parts of speech, parts of the sentence, phrases, and clauses. Write a comment.
 - Practice Island: Sentence 83
- Fix the sentences:
 - A family of rabbits scurry about.
 - Would you like to go to the store with him and I?
 - The soulful sounds of the music makes me happy.
 - She and him are best friends.

LANGUAGE STUDY: Grammar Grade 6

- Is the word in brackets a subj., AVP, LVP, D.O., I.O., or S.C.?

- _____ 1. The row of buildings [was] shady and lined with trees.
- _____ 2. [We] could see the cinema from Front Street.
- _____ 3. The teacher welcomed the new [students] to the class.
- _____ 4. It is [good] to know different kinds of people.
- _____ 5. The grocer gave [Susan] a sample of the cheese.

Is the phrase in brackets prepositional, appositive, gerund, participial, or infinitive?

- _____ 6. We loved [to run the motor].
- _____ 7. Mrs. Robertson, [the new principal], arrived at the school.
- _____ 8. She ran [down the sidewalk], and we followed.
- _____ 9. We enjoyed [catching fireflies].
- _____ 10. [Catching fireflies], Susie laughed and ran across the lawn.

- Is the part in brackets a phrase, an independent clause, or a dependent clause?

- _____ 11. Roberto chased the pigeons, and [Susie ran the other way].
- _____ 12. [Chasing the pigeons] was fun for the little kids.
- _____ 13. Susie ran away [when Roberto chased the pigeons.]

Is the sentence declarative, imperative, interrogative, or exclamatory?

- _____ 14. When will the bus arrive at the new depot?
- _____ 15. They are building an airport near Gramville Acres!
- _____ 16. Take the cab over to the train station and wait for us.
- _____ 17. The canal flows east beyond Grammar Town

LANGUAGE STUDY: Grammar/Composition Grade 7

- Label parts of speech, parts of the sentence, phrases, and clauses. Write a comment.

Practice Town: Sentence 83

- Write two paragraphs on the subject of "Chalk & Pastels." The first paragraph should tell how they are similar and the second should tell how they are different. (If you have no experience with either of these, choose two other art media.) Connect the two paragraphs using appropriate words in the topic sentence of the second paragraph.

LANGUAGE STUDY: Grammar/Composition Grade 8

- In each of the following sentences, tell the part of speech for the word in brackets (noun, pronoun, adjective, verb, adverb, preposition, conjunction, or interjection).

1. The [ships] formed a row in front of the marina.
2. The captain [nailed] the doubloon on the mast.
3. [The] freighter pulled slowly to a stop.
4. A smokestack rose [high] above the top of the bridge.
5. The sailors ran quickly [up] the gangplank.
6. [Wow], the storm lasted all night.
7. They did not arrive, but we kept waiting [at] the dock.
8. [She] made the new captain a better chart.

Answers

1. noun
2. verb
3. adjective
4. adverb
5. preposition
6. interjection
7. preposition
8. pronoun

• In the following sentences, is the bracketed word a subject, predicate, direct object, indirect object, or subject complement?

9. The people in this harbor are very [friendly].
10. John could see the new [marina] from his cabin porthole.
11. The captain gave [Susan] a pair of binoculars.
12. It was [he] who rang the ship's bell yesterday.
13. The cook gave [Roberto] a sack of hot rolls from the galley.

Answers:

9. subject complement
10. direct object
11. indirect object
12. subject complement
13. indirect object

LANGUAGE STUDY: Grammar/Composition Grade 9

• Write several paragraphs talking about some of the important lessons of writing an essay you have learned this term.

LANGUAGE STUDY: Grammar Grade 10

• Write a sesquipedalian story using 10 of the following words: verdure, tumult, equivocal, germane, nonplussed, infusion, ignominy, impending, gratuitous, migratory, tacit, sanguine, mortify, elucidate, importune, pensive, magnanimous. (You may change their part of speech if needed. For example: revitalize to revitalization.)

LANGUAGE STUDY: Composition Grade 7

• There are no exams for this course.

LANGUAGE STUDY: Composition Grade 8

• There are no exams for this course.

LANGUAGE STUDY: Composition Grade 9

• What is the difference between "showing" and "telling?" Give 5 examples.

LANGUAGE STUDY: Composition Grade 10

• What is cohesion and coherence in writing? What can you do to build it in your writing?
• Write a poem about something you've observed in nature and use descriptive and detailed language that immerses your readers in the scene. Try to include details for all five senses!

LANGUAGE STUDY: Composition Grade 11

Steering the Craft

- Tell why “the person and the tense of the verb matter.”
- Explain the differences and use of point of view and voice in writing; give examples from this term's readings.
- Why do citation systems exist? Explain plagiarism and how to avoid it.

LANGUAGE STUDY: Composition Grade 12

- In Caring for Words, McEntyre discusses the idea of asking ourselves questions when we read. Tell of some types of questions & ways they may be helpful. What do stories require of us?
- How do you identify good secondary sources? Share anything else that's stuck out to you in Craft of Research.

RECITATION: Grades 1–2

- Recite All Creatures of Our God and King OR Psalm 93:1–5.
- Recite Numbers 6:22–26 OR Mark 10:13–16.

RECITATION: Grade 3

- Recite All Creatures of Our God and King OR Psalm 24:1–10.
- Recite Genesis 28:10–22 OR Mark 10:17–27.

RECITATION: Grades 4–6

- Recite All Creatures of Our God and King OR Psalm 24:1–10.
- Recite Genesis 28:10–22 OR Mark 10:17–27.
- Have the student read aloud for one minute from the next (previously unread) section in Stories From the History of Rome (or another book the student has been using for reading practice). Count the number of words read correctly during that minute. For the Winter of 4th grade, the typical fluency rate is somewhere between 80–130 words per minute (Rasinski & Padak, 2009).
- Have the student read aloud for one minute from the next (previously unread) section in a book the student has been using for reading practice. Count the number of words read correctly during that minute. For the Winter of 5th grade, the typical fluency rate is somewhere between 90–140 words per minute (Rasinski & Padak, 2009).
- Have the student read aloud for one minute from the next (previously unread) section in a book the student has been using for reading practice. Count the number of words read correctly during that minute. For the Winter of 6th grade, the typical fluency rate is somewhere between 100–150 words per minute (Rasinski & Padak, 2009).
- Have the student narrate what was read. Make notes on comprehension and reading expression.

RECITATION: Grades 7–8

- Recite All Creatures of Our God and King.
- Recite Exodus 14:10–31 OR Acts 14:1–20.
- Recite Psalm 104:1–23.

RECITATION: Grade 9

- Recite Hymn and Psalm selections to a parent/teacher.
- Recite OT/NT selections to a parent/teacher.
- Recite Poetry selections to a parent/teacher.

RECITATION: Grade 10

- Recite Hymn and Psalm selections to a parent/teacher.
- Recite OT/NT selections to a parent/teacher.
- Recite Poetry selections to a parent/teacher.

RECITATION: Grade 11

- Recite Hymn and Psalm selections to a parent/teacher.
- Recite OT/NT selections to a parent/teacher.
- Recite Poetry selections to a parent/teacher.

RECITATION: Grade 12

- Recite Hymn and Psalm selections to a parent/teacher.
- Recite OT/NT selections to a parent/teacher.
- Recite Poetry selections to a parent/teacher.

GEOGRAPHY: Grade 1

- Explain how to find directions outside and how to add a compass rose to a map.
- Explain or act out what makes the seasons.

GEOGRAPHY: Grade 2

- Tell what you have learned about the effects of water (when it rains) OR Tell what you know about the desert.
- Locate on a U.S. map: Los Angeles, CA; Mojave desert; Lake Mead

GEOGRAPHY: Grade 3

- Tell me what you know about the way water moves in regard to a river. Use what you observed in your model this term to help explain the process.
- Describe some of the things you would like to see if you traveled the Appalachian Trail.

GEOGRAPHY: Grades 4–6

- Tell about the things Marco Polo saw in Cathay (China) that were interesting and unfamiliar to him. OR Tell about the relationship Marco Polo had with the Kublai Khan.
- Fill in all countries you can remember from Europe.

[Term 2 Map Link](#)

[Term 2 List of European Countries](#)

GEOGRAPHY: U.S. Geography Grades 7–8

- Tell about the unsuccessful attempts by the Europeans to find a Northeast Passage to the Orient. OR Tell about Will Adams, who was hired by the Dutch East India Company, and his experience in Japan.
- Draw a map of one of the countries you learned about this term and label anything you can remember. Suggestions include the following: Scandinavia, the Philippines, the Low Countries of Europe, Japan, and Australia.

GEOGRAPHY: Canadian Grades 7–8

- Tell about the unsuccessful attempts by the Europeans to find a Northeast Passage to the Orient. OR Tell about Will Adams, who was hired by the Dutch East India Company, and his experience in Japan.
- Draw a map of one of the countries you learned about this term and label anything you can remember. Suggestions include the following: Scandinavia, the Philippines, the Low Countries of Europe, Japan, and Australia.

GEOGRAPHY: Grade 9

Students should use the sketching/tracing method used most during the term for their maps.

- Sketch a map with as many details as you can of Africa, the Middle East, or India and Pakistan. Explain how the geography of the area shown on your map helps us understand some of the historical, political, economic, or other issues of the area.
- Scan a map and an illustration from your narrations during the term for Brendan Voyage or Hawaiki Rising OR Describe some aspect of the trip from this term that was most interesting to you. Add as many details as you can.

GEOGRAPHY: Grade 10–11

- Scan your map and an illustration from your narrations during the term for Brendan Voyage or Hawaiki Rising OR Describe some aspect of the trip this term with as much detail as you can.
- (When Asia Was the World) Choose one chapter and summarize:
 - Monasteries and Monarchs: Xuanzang
 - Caliph and Caravan: Ibn Fadlan
 - Philosopher and Physician: Ibn Sina
 - Ingots and Artifacts: The Intan Shipwreck
 - Pepper and Partnerships: Abraham bin Yiju

GEOGRAPHY: Grade 12

- Scan your map and an illustration from your narrations during the term for Brendan Voyage or Hawaiki Rising OR Describe some aspect of the trip this term with as much detail as you can.
- (When Asia Was the World) Choose one chapter and summarize:
 - Monasteries and Monarchs: Xuanzang
 - Caliph and Caravan: Ibn Fadlan
 - Philosopher and Physician: Ibn Sina
 - Ingots and Artifacts: The Intan Shipwreck
 - Pepper and Partnerships: Abraham bin Yiju

HISTORY: Grade 1

- Tell about the people of the Mesas OR Tell about the people of the Plains.
- Tell about or draw how Native Americans kept track of time OR Tell about or draw how Native Americans used what was available to them for food, water, shelter, and clothing.

HISTORY: Canadian History Grades 2–4

- Tell about John Cabot. OR Tell about Henry Hudson.

HISTORY: Canadian History Grades 5–6

- Describe one of the early explorers in Canada.
- Tell about Donnacona.

HISTORY: Canadian History Grades 7–8

- From A History of US: Tell about the Spanish exploration and conquest in the Americas (what motivated them, areas they explored, etc) OR Tell about Bartolomé de Las Casas and how he differed from the other Spanish conquistadors in his treatment of the Natives.
- From Colonization and the Wampanoag: Explain the Doctrine of Discovery and how that affected the relationship between the Europeans and the Natives.

HISTORY: U.S. History Grades 2–3

- What do you know about the Wampanoag and what their daily life was like for the different members of the family?

HISTORY: U.S. History Grades 4–6

- Tell all you know of Christopher Columbus OR The Jamestown Colony.

HISTORY: US History Grades 7–8

- From A History of US: Tell about the Spanish exploration and conquest in the Americas (what motivated them, areas they explored, etc) OR Tell about Bartolomé de Las Casas and how he differed from the other Spanish conquistadors in his treatment of the Natives.
- From Colonization and the Wampanoag: Explain the Doctrine of Discovery and how that affected the relationship between the Europeans and the Natives.

HISTORY: US History Grade 9

- From Colonization and the Wampanoag: Explain the Doctrine of Discovery and how that affected the relationship between the Europeans and the Natives. AND How were the Wampanoag's way of life and beliefs different from the Europeans and what was the result of that clash of cultures?

HISTORY: US History Grade 10–12

- According to Dr. Linwood "Little Bear" Custalow, what is the true story of Pocahontas?
- Give an account of the people and events in the Virginia and Chesapeake colonies OR in New England.

HISTORY: Ancient History Grades 5–6

- Tell what you know about the building of the pyramids.

HISTORY: Ancient History Grades 7–9

- Tell all you know about the city of Babylon and King Nebuchadnezzar. OR Tell all you know about the Rosetta Stone.

HISTORY: Ancient History Grade 10

- Describe two aspects of the World David Knew that you found interesting or surprising.
- Tell in detail about the discovery of Tutankhamun's tomb. OR Tell all you know about daily in Ancient Egypt—what they wore, what they believed and how they treated their children.

HISTORY: Ancient History Grades 11–12

- Describe two aspects of the World David Knew that you found interesting or surprising.
- Barbara Mertz talked about three major eras in Egyptian history. Compare and contrast the Egyptian world in the New Kingdom, Middle Kingdom, and Old Kingdom. What were some major features of each era?

HISTORY: World History Grades 4–6

- What do you know about Johannes Gutenberg and why was the printing press such an important invention?

HISTORY: World History Grades 7–9

- In the Age of Voyages, the author says that out of all the inventions of that era, the printing press with movable metal type was probably the most important technical breakthrough. Discuss the importance of this invention.

OR

Tell, in detail, what you know about Queen Elizabeth's path to the throne and her major achievements as queen.

HISTORY: World History Grades 9–10

- Describe in some way the history of the Empire of Mali and especially the role of Mansa Musa.

HISTORY: World History Grade 10

- Pick three to answer:
 1. Tell, in detail, what you know about the Bubonic Plague and its effects on Europe.
 2. Tell, in detail, what you know about Ghenghis Khan and the Mongols.
 3. The author says that out of all the inventions of that era, the printing press with movable metal type was probably the most important technical breakthrough. Discuss the importance of this invention.
 4. Tell about anything that stood out to you.

HISTORY: World History Grades 11–12

- Why do some call the story of Sunjata the Beowulf of West Africa? Give a brief summary of the story.
- Pick two manuscripts to describe. Why are they interesting to you? What do they tell you about the people, places, and culture connected to them?

LATIN: Level 1

- Translate into Latin:
 - a. I am angry.
 - b. You walk.
 - c. The slave sits.

Answers:

- a. Ego sum iratus.
- b. Tū ambulās.
- c. Servus sedet.

- Translate the first paragraph of Hermogenēs (4e p.57; 5e p.43) into English (cover the vocabulary words at the bottom of the page). Then close your book and translate your English story back into Latin.

LATIN: Level 2

- Complete each sentence with the correct form in the parentheses.
 - A. In vīs.....erant multī mercātōres. (urbis, urbium)
 - B. Faber per fenestram.....spectābat. (casārum, casae)
 - C. Barbille! Nōne dē monumentīs audīre.....? (vīs, vult)
 - D. Multī virī fēminaeque ad templum contendunt, quod sacrificium vidēre.....(vult, volunt) E. Paucī sumus. Aegyptiōs superāre nōn (possum, possumus)
 - F.tabernārīi Eutycho pecūniam dedērunt. (multī, multae)
 - G. Quīntus templum vīsītāvit. (magnificam, magnificum)
 - H. In templō, prope tabernam Clēmētis erat, habitābat fēlēs sacra. (qui, quae, quod)
- Translate lines 1–6 of “taberna” on p.95 into English

- Identify the case (NOM/GEN/DAT/ACC/ABL) of the following words in the passage:

- a. Barbillus (2)
- b. multa aedificia (2) c. deae (4)
- d. urbis (4)
- e. vitrum (5)

LATIN: Level 3

- No exams provided for this course.

LATIN: Level 4

- No exams provided for this course.

SHAKESPEARE: Grades 4–8

- Describe your favorite scene in the story. Who is your favorite character?

SHAKESPEARE: Beginner Track

- Describe a scene with your favorite character from A Midsummer Night's Dream.

POETRY: Grades 1–3

- There are no exams for this course

POETRY: Grades 4–5

- There are no exams for this course

POETRY: Grade 6

- There are no exams for this course.

POETRY: Poetry Reading Grade 7

- Retell two of Rumi's fables you found most memorable.

POETRY: Poetry Reading Grade 8

- Retell two of Rumi's fables you found most memorable.

POETRY: Poetry Study Grade 7

- Tell about some of the ways the author has introduced starting poems, and share which ones you enjoyed most.

POETRY: Poetry Study Grade 8

- Look at the poem Tyger, Tyger by William Blake. Label the rhyme scheme and any of the following patterns you notice: end rhyme, internal rhyme, end-stopped, enjambed, alliteration, assonance, consonance, reversal.

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat.
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp.
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

LITERATURE: Fairy Tales

- Tell about or illustrate one of the tales you enjoyed this term.

LITERATURE: Tall Tales/Fables

- Tell about or illustrate your favorite American Tall Tale character from this term.

LITERATURE: Mythology Grade 2

- Tell or illustrate how King Midas has changed so far in the story.

LITERATURE: Literature/Mythology Grade 3

- Tell about or illustrate the pilgrims' time spent in the Porter's Lodge and its events, OR tell about or illustrate Mr. Skill and Matthew's illness.
- Tell about or illustrate Baucis and Philemon's serving a meal to the travelers OR Tell all you can about or illustrate Quicksilver and his staff.

LITERATURE: Mythology/Historical Fiction Grade 4

- Compare the characters of Brother Isidro and Don Carmelo OR Describe Diego Velazquez's views on art.

LITERATURE: Literature/Mythology Grades 5-6

- Compare the characters of Brother Isidro and Don Carmelo OR Describe Diego Velazquez's views on art.

LITERATURE: Literature/Mythology Grades 7-8

- Choose one:
 - Assume the role of a storyteller and tell the story of Sunjata or one of Chaucer's tales to someone who has never heard it (or video yourself telling the tale.)
 - Write a journal entry by one of the travelers in Tales From Chaucer describing your observations of the people around you
 - Write a new tale from the perspective of a new traveler that joins the journey to Canterbury.

LITERATURE: Classic Literature Grade 2

- Tell about or illustrate Talkative OR Tell about or illustrate what happened at Vanity Fair.

LITERATURE: General Literature Grade 3

- Tell about or illustrate one of your favorite parts of Charlotte's Web.

LITERATURE: General Literature Grade 4

- What did you think of the end of The Lion, the Witch, and the Wardrobe? OR What do you think of the Last Mapmaker so far? What do you think will happen next?

LITERATURE: General Literature Grades 5–6

- Describe your favorite character in *The Last Mapmaker*.

LITERATURE: Historical Fiction Grades 7–8

- Who is Esteban? Give a brief character sketch.

LITERATURE: History of Literature Grades 9–11

- Describe two historical events and how they influenced literature in the 11th–15th centuries.

LITERATURE: History of Literature Grade 12

- Describe two historical events and how they influenced literature in the 11th–15th centuries.

LITERATURE: General Literature Grades 9–10

- Tell what you know about the Popul Vuh and give a brief summary of the story of the Hero Twins.
- After Anna was sent into exile, she never saw any members of her family again. Write a letter between Anna and her sister Maria reflecting on the past OR record yourself as either Anna or Maria leaving a voice message for the other.

LITERATURE: General Literature Grades 11–12

- Tell what you know about the Popol Vuh and write a poetic retelling of a scene from the Hero Twins.
- Describe your experience of journeying with Dante through hell. What did Dante teach you about the Christian life?

LITERATURE: Plays Grades 9–12

- Choose one:
 - Explain the meaning of the title *The Taming of the Shrew*. Please provide specific characters in your explanation.
 - What does it mean to be a woman according to *Taming of the Shrew*. Provide examples from the story and tell whether you agree with the play.
 - What was Petruchio's plan as it related to Katherine? Did this plan work? Provide examples from the story.

LITERATURE: Poetry Study Grades 9–12

- Scan or turn in one of your "at-a-glance" pages in your reference guide.
- Briefly explain the history of one of the poetic forms you studied this term (Sonnet, Ballad, etc.)

LITERATURE: Poetry Reading Grades 9–12

- Retell two of Rumi's fables OR Write your own set of quatrains in ballad meter summarizing each of the five cantos you've read so far (you may look back at the book).

KEYBOARDING

- Re-type the last lesson you did. Record your WPM and accuracy.

SLOYD: Introduction

- There are no exams for this course.

SLOYD: Level 1

- Share one of your projects from this term with an adult and tell them how you made it.

SLOYD: Level 2

- Share one of your projects from this term with an adult and tell about how you made it.

SLOYD: Level 3

- Share one of your projects from this term with an adult and tell them how you made it.

SLOYD: Level 4

- Share one of your projects from this term with an adult and tell them how you made it.

SLOYD: Level 5

- Share one of your projects from this term with an adult and tell them how you made it.

SLOYD: Level 6

- Share one of the pieces you made this term with an adult and explain how you made it.

SLOYD: Level 7

- Share one of the pieces you made this term with an adult and explain how you made it.

HANDICRAFTS: Grades 2-3

- Show your work to your parent and explain how you created it.

HANDICRAFTS: Grades 4-12

- Show your work to your parent and explain how you created it.

SEWING: Level 1

- Choose a project from this term to share with an adult. Tell how you made it.

SEWING: Level 2

- Choose a project from this term to share with an adult. Tell how you made it.

LETTERING: Level 1

- Show your completed Chalkboard Project 2 to an adult.
- Explain your understanding of the five main principles of design.

LETTERING: Level 2

- Show your project #2 to an adult.
- Demonstrate one lettering style from this term and explain it to an adult.

LETTERING: Level 3

- Show your work to an adult.
- Demonstrate one style of lettering in ink & brush or brush pen and explain it to an adult.

STORY OF ARITHMETIC: Part 1

- Tell what you know about Greek and Roman numerals OR Tell what you know about the development of number writing.

STORY OF ARITHMETIC: Part 2

- Tell what you know about how fractions have changed over time OR Tell about one of the number puzzles you found interesting.

STORY OF GEOMETRY: Part 1

- Tell how geometry is useful in architecture OR Tell how humans learned to measure the seasons.

STORY OF GEOMETRY: Part 2

- Tell what you know of the Golden Mean.

MATHEMATICS: Grade 1

- Luke wants to give out 100 popsicles to children at the fair. He has 70 popsicles already. How many more popsicles does he need?
- Make \$1.00 using dimes. Count the money aloud.
- Show 16 using pennies, the abacus, and a drawing.

MATHEMATICS: Grade 2

- Use $>$, $<$, or $=$ to make each true:

$$40 \text{ ___ } 20 + 20$$

$$7 + 8 \text{ ____ } 8 + 8$$

- Solve using mental math strategies. Tell what strategy you used.

$$58 + 4 =$$

$$29 + 6 =$$

- Add:

$$3261 + 1654 =$$

$$2256 + 3754 =$$

MATHEMATICS: Grade 3

- Solve. Show your work first using a Part-Part-Whole Circle Set. Then write the equation. While traveling on vacation, the Smith family drove 2,546 km. The Jones family drove 1,942 km. How much farther did the Smith family drive?

- Solve:

$$3694 \text{ ____ } 3964$$

$$399 + 2 \text{ ____ } 401$$

$$7832 + 495 \text{ ____ } 7832 - 495$$

$$6427 - 3675 =$$

- Show the following on your clock:

6:09

10:45

12:36

MATHEMATICS: Grade 4

- Solve:

$$2487 \times 4 =$$

$$63 \div 9 =$$

$$8374 - 2555 =$$

- Continue the patterns with one more term:

15, 20, 25, ____

15, 13, 11, ____

15, 25, 35, ____

- Solve:

Nancy bought four paint tubes for \$16 each. Sales tax was \$3. What was the total cost?

MATHEMATICS: Grade 5

- Solve:

$$8326 - 5812 =$$

$$4905 + 42 + 347 =$$

$$34 + 34 + 34 + 34 =$$

$$4375 \div 7 =$$

- Debbie bought 10 gallons of gas for \$1.87 per gallon and paid with a \$100 bill. How much change should she receive?

- Compare:

$$1 \text{ yd.} \quad ____ \quad 4 \text{ ft.}$$

$$1 \frac{1}{2} \text{ ft.} \quad ____ \quad 20 \text{ in.}$$

$$100 \text{ cm} \quad ____ \quad 1000 \text{ mm}$$

MATHEMATICS: Grade 6

- Work on Assessment 2. (Lesson 80)

MATHEMATICS: Geometry Grade 7

- Work on ☐ Materials: RightStart Math Level G Review and Games 5 (Lesson 53)

MATHEMATICS: Pre-Algebra

- ☐ Materials: Hands-On Equations Verbal Problems Book p.176-177 (#1-10)

MATHEMATICS: Geometry Grade 8

- ☐ Materials: RightStart Math Level G - Work on Review and Games 12 (Lesson 116)

MATHEMATICS: Algebra 1 Part 1

- ☐ Materials: Jacobs Algebra - Work on Ch.6 Summary and Review Set 2 (p.234-235; questions not answered during term).

MATHEMATICS: Geometry Grade 9

- Submit a copy of your most recent test in Geometry.

MATHEMATICS: Algebra 1 Part 2

- Submit a copy of your most recent test in Algebra.

MATHEMATICS: Geometry Grade 10

- Submit a copy of your most recent test in Geometry.

MATHEMATICS: Algebra 2/Trigonometry

- Submit a copy of your most recent test in Algebra 2/Trigonometry.

MATHEMATICS: Precalculus

- Submit a copy of your most recent test in Precalculus.

FRENCH: French Picture Study Grades 1–3

- Choose one of the pictures from this term and say all you can about the picture. (Students should be able to provide at least 3 distinct phrases or words in French describing the picture).

FRENCH: French Literature Grades 1–3

- Choose one of the following sentences to sketch, perform gestures for, or compose with your vocabulary cards.
 - « Bonjour monsieur le loup. Comment ça va ? » dit-elle. (“Hello Mr. Wolf. How are you?” she said.)
 - Tu peux cueillir un bouquet pour elle ! » suggère le loup. (“You can pick a bouquet for her!” suggests the wolf.)

FRENCH: French Picture Study Grades 4–6

- Choose one of the pictures from this term and say all you can about it. (Student should be able to provide at least 3 distinct phrases in French describing the picture).

FRENCH: French Literature Grades 4–6

- Choose one of the following sentences to sketch, perform gestures for, or compose with your vocabulary cards.
 - « Bonjour monsieur le loup. Comment ça va ? » dit-elle. (“Hello Mr. Wolf. How are you?” she said.)
 - Tu peux cueillir un bouquet pour elle ! » suggère le loup. (“You can pick a bouquet for her!” suggests the wolf.)

FRENCH: French Songs & Rhymes

- Choose a song to sing for your teacher
 - Il pleut bergère
 - Meunier, tu dors

FRENCH: Literature & Poetry Level 1

- Using as many French words as possible, describe the Ant.
- Using as many French words as possible, describe why the Ant visits the Cicada.
- Recite one stanza of the poem, "Demain, dès l'aube."

FRENCH: Grammar Level 1

- Give aloud the French for ten of the words and phrases in list 4 on p.250.
- In French, describe aloud what is happening in the picture on p.19.

FRENCH: Literature Level 2

- Describe what happens in "La diligence" using as many French words as possible.
- Describe what happens in "L'oiseau, le prunier, & l'amandier" using as many French words as possible.
- Recite one stanza of the poem, "Les hirondelles sont parties."

FRENCH: Grammar Level 2

- In French, describe aloud a pleasant drive in the country.
- In French, compose 3–5 questions one would ask to inquire about the health of another.

FRENCH: Literature Level 3

- Describe what happens in "La diligence" using as many French words as possible.
- Describe what happens in "L'oiseau, le prunier, & l'amandier" using as many French words as possible.
- Recite one stanza of the poem, "Les hirondelles sont parties."

FRENCH: Grammar Level 3

- In French, describe aloud the dog and his actions in "Un Bon chien."
- In French, compose 3–5 sentences describing the events in "Une Escapade" from the point of view of the Director of the school.

FRENCH: Literature Level 4

- Describe what happens in "La diligence" using as many French words as possible.
- Describe what happens in "L'oiseau, le prunier, & l'amandier" using as many French words as possible.
- Recite one stanza of the poem, "Les hirondelles sont parties."

FRENCH: Grammar Level 4

- Give aloud the response to ex.7, p.182.
- Write the answer to ex.II.b, p.183.

SPANISH: Spanish Picture Study Grades 1–3

- Choose one of the pictures from this term and tell back all you can about the picture. (Student should be able to provide at least 3 distinct phrases in Spanish describing the picture).
 - Los Camaleones (The Horned Toads)
 - Limpiando Nopalitos (Cleaning Nopalitos)

SPANISH: Spanish Literature Grades 1–3

- Choose one of the following sentences to sketch, perform gestures for, or compose with your vocabulary cards.
 - Tú puedes cacarear, el gato puede maullar, el perro puede ladrar y yo puedo rebuznar, y juntos cantaremos en la banda del pueblo. (You can crow, the cat can meow, the dog can bark and I can bray, and together we can sing in the town band.)
 - –Amigos, creo qué hay una casa cerca.– dijo el gallo (“Friends, I think there's a house nearby,” said the rooster.)

SPANISH: Spanish Picture Study Grades 4–6

- Choose one of the pictures from this term and tell back all you can about the picture. (Student should be able to provide at least 3 distinct phrases in Spanish describing the picture).

SPANISH: Spanish Literature Grades 4–6

- Choose one of the following sentences to sketch, perform gestures for, or compose with your vocabulary cards.
 - Tú puedes cacarear, el gato puede maullar, el perro puede ladrar y yo puedo rebuznar, y juntos cantaremos en la banda del pueblo. (You can crow, the cat can meow, the dog can bark and I can bray, and together we can sing in the town band.)
 - –Amigos, creo qué hay una casa cerca.– dijo el gallo (“Friends, I think there's a house nearby,” said the rooster.)

SPANISH: Spanish Songs & Rhymes

- Choose a song to sing for your teacher
 - Diez Deditos
 - El Barquito Chiquitito

SPANISH: Level 1

- Write three sentences describing someone you know using the verb "ser," and two sentences wherein the context requires "estar."
- Write the cardinal numbers from 1 to 21.

- Write (in complete sentences) the answers to the following questions:

1. ¿Cuántos días hay en una semana?
2. ¿Cuántas semanas en un mes?
3. ¿Cuántos meses en un año?

- Copy your narrations from this term onto one page in your best handwriting.
- Read your narrations aloud and explain in English what you have read.

SPANISH: Level 2

- Copy your narrations from this term onto one page in your best handwriting.
- Read your narrations aloud and explain in English what you have read.
- Count in Spanish the numbers from 1 to 20; from 20 to 100 by tens; from 100 to 1000 by 100's. (Question to be answered orally.)
- Write three sentences in Spanish using different conjugations of the verb hablar.
- Write two sentences in Spanish using different conjugations of the verb vender; and two using different conjugations of the verb vivir.

SPANISH: Level 3

- List the direct object pronouns in Spanish.
- Copy your narrations from this term onto one page in your best handwriting.
- Read your narrations aloud and explain in English what you have read.
- Conjugate the verbs venir and ir in the present tense.

SPANISH: Level 4

- Copy your narrations from this term onto one page in your best handwriting.
- Read your narrations aloud and explain in English what you have read.
- Recite as much of El Llanto as you can remember.
- Give the present, preterit, present participle, and command forms of each: preferir, dormir, pedir
- List some of the cognates you noticed in Spanish literature this term.

MUSIC: Folk Songs

- Sing Sur le pont d'Avignon and one of the rounds you learned!

MUSIC: Hymns & Spirituals

- Recite All Creatures of our God and King OR Be Thou My Vision

MUSIC: Composer Study Grades 2-4

- Describe one of the pieces you heard this term and tell anything you know about the composer.

MUSIC: Composer Study Grades 5–12

- Tell what you know about polyphony and Spem in alium.

MUSIC: Sol-fa Musical Games

- Sing a favorite song, do a favorite activity/dance, or draw/paint a favorite piece.

MUSIC: Sol-fa Level 1

- Sing a few notes that are piano, then sing a few notes forte OR sing a few notes that are legato and a few notes that are staccato. [Note to teacher: Piano means “soft,” forte means “loud,” legato means “fluid/smooth/connected,” and staccato means “sharp/separated”]

MUSIC: Sol-fa Level 2

- First clap the rhythm and then sing the line of music provided. (You may label the notes using sol-fa and/or the note names. Use the sol-fa hand signs when you sing.)

MUSIC: Sol-fa Level 3

- Sing the last exercise you completed.
- Sing (do is low) do-fa, do-so, and do-la

MUSIC: Sol-fa Level 4

- Sing and record the last exercise completed.
- Write a G scale on the staff. Label each note with its letter name and sol-fa syllable in the key of G.

MUSIC: Sol-fa Level 5

- Sing and record the last exercise completed.
- Compose a short melody in the key of G in 2/4 time and then sing it.

PE: Sports Grades 4–6

- Explain the rules to one of the basketball games from this term OR demonstrate how to dribble a basketball and how to properly throw it into the basket.

PE: Playground Songs & Rhymes

- Perform “Long Legged Sailor” OR “Nani Wale” for teacher to observe.

PE: Free Play/Circuits Grades 4–6

- Show someone 2 upper-body and 2 lower-body exercises you did this term.

PE: Free Play/Circuits Grades 7–12

- Show someone 2 upper-body and 2 lower-body exercises you did this term.

PE: Folk Dancing

- Perform the song and dance for Oh How Lovely OR Old Brass Wagon.

PE: Historic Dancing Grades 7–12

- Dance the Eightsome Reel, Intro and Center (dance your portion when you enter the middle of the circle).

SCIENCE: Natural History Grade 1

- Tell about or draw the spider or the beaver.

SCIENCE: General Science Grade 1

- Tell about or draw 3 seeds that you looked at this term.
- Tell about or draw one Thing that you noticed on a nature walk that you did not already share in question 1.

SCIENCE: Natural History Grade 2

- Tell about or draw the barnacle or the jellyfish.

SCIENCE: General Science Grade 2

- Tell about or draw a tree in your biome with at least 3 ways that others depend upon it.
- Tell about or draw one Thing that you noticed on a nature walk that you did not already share in question 1.

SCIENCE: Natural History Grade 3

- Draw or diagram one of the birds you saw or read about this term, showing how its body serves it in the ecosystem.

SCIENCE: General Science Grade 3

- Tell about or draw three changes in the environment that affect the living Things in the ecosystem.
- Tell about or draw one Thing that you noticed on a nature walk that you did not already share in question 1.

SCIENCE: Natural History Grade 4

- Tell about or draw 3 unique features of the octopus. OR Tell about why this kind of field work is challenging.

SCIENCE: General Science Grade 4

- Tell about or draw how the Wright Brothers made their plane fly when no one else could. OR Tell how the Wright Brothers helped each other when they got frustrated.

SCIENCE: Labs Grade 4

- Explain how you did one investigation in science lab this term and what you learned from it.

SCIENCE: Natural History Grade 5

- Explain in word or picture what bats need to thrive in an ecosystem. OR Tell about or draw 3 unique characteristics of the bat.

SCIENCE: General Science Grade 5

- Tell about or draw how meteorologists use robots to conduct field work, like studying hurricanes. OR Explain what impact scientists hope to have by studying severe weather events, like hurricanes.

SCIENCE: Labs Grade 5

- Explain how you did one investigation in science lab this term and what you learned from it.

SCIENCE: Natural History Grade 6

- Explain using words or pictures how wolves affect the ecosystem OR Describe 3 ways that scientists study animals in the field.

SCIENCE: General Science Grade 6

- Explain why animals are used as models in science. OR Describe how the scientists in our book used animal models to solve a problem.

SCIENCE: Labs Grade 6

- Explain how you did one investigation in science lab this term and what you learned from it.

SCIENCE: Natural History Grade 7

- Explain how close observation revealed new ideas to Maria that others did not see.

SCIENCE: General Science Grade 7

- We are told that "Plutarch said that Archimedes believed engineering was 'sordid and ignoble [as is] every sort of art that lends itself to mere use and profit.'" Why then did he design so many useful devices? Describe 2 of them. OR Explain why Alexandria was different from other cities of its time. How did it help to create a new age of technological and intellectual advancement?

SCIENCE: Labs Grade 7

- Explain how you did one laboratory investigation this term and what you learned from it.

SCIENCE: Natural History Grade 8

- Explain some of the challenges in combating TB in the early days of the epidemic.

SCIENCE: General Science Grade 8

- Newton, Boyle, Cavendish, Lavoisier, and many others made important discoveries about matter. Explain how their work helped transition alchemy into a true science, called chemistry. OR Explain 3 ways that moving particles can affect other matter.

SCIENCE: Labs Grade 8

- Explain how you did one laboratory investigation this term and what you learned from it.

SCIENCE: Physics

- #10.39
11.29
36.2
37.22
- 10.4
22.21
36.28
38.26
- 11.21
22.27
37.15
39.25
- Explain one of your laboratory exercises from this term and what you learned from it.
- Describe something that you observed in nature this term and suggest one question that you would like to learn more about it.
- Explain an example of physics in the world around you that you noticed this term.

SCIENCE: Biology

- #4 from Ch.6 Exercises
#40 from Ch.6 Exercises
#30 from Ch.7 Exercises
#29 from Ch.8 Exercises
- #27 from Ch.6 Exercises
#4 from Ch.7 Exercises
#34 from Ch.7 Exercises
#8 from Ch.9 Exercises
- #32 from Ch.6 Exercises
#12 from Ch.7 Exercises
#17 from Ch.8 Exercises
#57 from Ch.9 Exercises
- Explain one of your laboratory exercises from this term and what you learned from it.

- Describe something that you observed in nature this term and suggest one question that you would like to learn more about it.
- Explain an example of biology in the world around you that you noticed this term.

SCIENCE: Chemistry

Students may use the reference material inside the covers or bookmarked throughout the text as needed.

- #2 from Ch.10–12 Cumulative Rev
- #14 from Ch.10–12 Cumulative Rev
- #20 from Ch.10–12 Cumulative Rev
- #24 from Ch.10–12 Cumulative Rev
- #28 from Ch.10–12 Cum Rev
- #34 from Ch.10–12 Cumulative Rev
- #48 from Ch.10–12 Cumulative Rev
- #4 from Ch.13–15 Cumulative Rev
- #14 from Ch.13–15 Cumulative Rev
- #22 from Ch.13–15 Cumulative Rev
- #32 from Ch.13–15 Cumulative Rev
- #36 from Ch.13–15 Cumulative Rev
- Explain one of your laboratory exercises from this term and what you learned from it.
- Describe something that you observed in nature this term and suggest one question that you would like to learn more about it.
- Explain an example of chemistry in the world around you that you noticed this term.

SCIENCE: Advanced Nature Study

- Take pictures of 10 of your favorite journaling pages from the term.
- Describe some of the new skills or tools you have been experimenting with this term and what you think about them. What have you liked and not liked, and where do you want to grow?
- What was one of your most interesting findings or observations from the term? What are you wondering about?

SCIENCE: Botany

- Make a drawing showing some of the interesting things you have learned in Seeing Seeds.
- Describe the process of germination. How are a corn seed and a bean seed different?
- Pick one aspect of things that a 'Plant Knows' and write about it.
- Describe the process of keying out a flower.
- Make a list of some of your flower and tree finds including where you found them.
- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

SCIENCE: Geology

- From Story of the Earth, explain ways that we monitor the earth.
- Describe 5 interesting geologic sites. If you were able to visit any of them, tell about some of your observations.
- Tell the story of how one of the rocks represents a geological puzzle and how it was solved.
- Explain some aspect of US geology that McPhee has brought to life for you.
- Show your teacher/parent your nature/science notebooks. Scan a favorite page from each.
- Give an informal presentation or update of what you have discovered so far about your local Geology. Be as creative as you would like.

SCIENCE: Astronomy

- Write about your observations of the sky this term.
- Write about one of the planets you have studied OR another topic that interested you in Part Two.
- Write about one of the issues you have discussed in Astronomy Part One. Present different sides and how you are weighing the different perspectives.
- Write about an astronomy current event or citizen science experience, if applicable.
- Write about what you are learning in your free read from the HS Science Library.
- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

SCIENCE: Microbiology

- Explain how microbes play a role in illness and in health.
- Scan your summary creation of all of the bacteria you have read about so far. Write a few paragraphs about one type.
- (Micro Life) Write about a few of your favorite images. How does it help your understanding to see things up close? Include a few sketches to illustrate your points. OR (Microbe Hunters) What role did Koch play in the history of microbes?
- What questions about bioethics have you had after reading the story of Henrietta Lacks to this point?
- Describe 2 of your experiments. What implications did you draw from the results? What further questions did it raise? How would you go about finding the answers?
- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

PARENT/TEACHER COMMENT SECTION

STUDENT COMMENT SECTION: