

Exam Instructions

Grade 8 Term 3

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
06/02/2025	Alexander Alveary	13 years	9 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.

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](#)

Grade 8 TERM 3 EXAM (By Subject)

ARCHITECTURE: Grades 7–8

- Choose one of the cathedrals you learned about and tell all you know about it.

ART: Level 8

- What is pointillism? Tell all that you remember about George Seurat and Sunday Afternoon on the Isle of La Grande Jatte.
- Show one of your favorite illustrated mottoes or proverbs to your teacher and explain why it is your favorite. OR Tell all you know of split complements and analogous colors.

ART: Fast Track

- Explain what monochromatic means.
- Discuss the changes in a circle at, above, and below eye level.

PICTURE STUDY: Grades 7–8

- Describe your favorite art piece from Hans Holbein the Younger. Give as much detail as you can. OR draw your favorite piece of Holbein art from memory.
- Recall as many details as possible from: The Ambassadors. OR tell all that you can remember from your favorite Holbein art and why it is your favorite.

BIBLE: Old Testament Grades 7–9

- From OT Today, tell about the relevance and application of the Pentateuch to one of the following areas: God as creator, the Fall, Faith of Abraham, Old Covenant/New Covenant, Sacred Space or a Sense of the Holy.
- Tell about the blessing of Balaam OR Tell about the events and speeches leading up to the death of Moses and the succession of Joshua.

BIBLE: New Testament Grades 7–8

- What do you remember about Paul's third missionary journey?
- What are some hardships Paul faced on his journeys? How did Paul respond to these trials?

BIBLE: Church History Grades 7–9

- Based on the biography you read this term, tell why that person is an important figure in church history and what ideas influenced their life.

BIBLE: Spiritual Formation Grades 7–8

- Give a summary of the points the author makes from one of your readings this term.
- Give a summary of the areas Thomas a Kempis suggests one should focus on in order to follow Christ?

CITIZENSHIP: American Government/Economics Grade 8

- Tell what you know about the formation of the national banking system OR Tell what you know about the services banks offer.

CITIZENSHIP: Canadian Government/Economics Grade 8

- Tell what you know about the formation of the national banking system OR Tell what you know about the services banks offer.

CITIZENSHIP: Plutarch Grades 5–9

- What do you know of Themistocles as a boy? OR Why did Themistocles desire to speak with the king of Persia? Describe the interview.

CITIZENSHIP: Plutarch Beginner Track

- No term 3 for this course.

CITIZENSHIP: Current Events Grades 5–8

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

CITIZENSHIP: Ethics Grades 7–9

- Tell of justice to yourself, self-ordering OR Tell how you can prepare yourself for your calling, even if you do not know what your calling is.

LANGUAGE STUDY: Grammar/Composition Grade 8

- Is the bracketed phrase prepositional, appositive, gerund, participial, or infinitive?
 1. [To navigate accurately] is an important skill.
 2. Robert Trotman, [the former captain,] was invited on board.
 3. The seagull sailed [over the top] of the ship.
 4. [Giving good advice] is a captain's prerogative.
 5. [Fallen down completely,] the rusty freighter brought back memories.

Answers

1. infinitive
2. appositive
3. prepositional
4. gerund
5. participle

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

6. Rochelle brought the maps, and [we brought the compass.]

7. [Sailing away] was an easy thing for Maria.

8. [As the terms flew over the ship,] we watched intently.

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

9. Which ship has the cargo you told me about?

10. The tugboat almost hit the pier at the corner of the dock!

11. Go to the marina and buy some fresh vegetables and bread.

12. The cold currents flow past the island to the north.

Answers

6. independent clause

7. phrase

8. dependent clause

9. interrogative

10. exclamatory

11. imperative

12. declarative

LANGUAGE STUDY: LANGUAGE STUDY: Dictation Grade 8

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

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: Composition Grade 8

- There are no exams for this course.

RECITATION: Grades 7–8

- Recite Ah, Holy Jesus.
- Recite Deuteronomy 5:1–21 OR Acts 19: 1–20.
- Recite Psalm 135:1–21.

GEOGRAPHY: U.S. Geography Grades 7–8

- Tell about the challenges the colonists faced in Jamestown and how Joan dealt with those challenges.
- Label the states and capitals of as many of the Eastern states as you can remember. (There is a blank map in the links for Week 12)

GEOGRAPHY: Canadian Grades 7–8

- Tell all you know about Henry Hudson and all the challenges he faced throughout his life as he searched for a northern passage to Asia.
- Draw an outline of your province and label the capital, your city, bodies of water and any other places of interest.

HISTORY: US History Grades 7–8

- From William Bradford: Tell the story of the Mayflower/Pilgrims, starting with who they were and why they came to America, and ending with what their lives were like once they got here.
- From Colonization and the Wampanoag: 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: Canadian History Grades 7–8

- Describe the Fur Trade.
- Describe the Huron people.
- From Colonization and the Wampanoag: 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: World History Grades 7–9

- Tell, in detail, what you know about the "triangle trade" of the Atlantic that was driven by the trading of sugar. OR Tell, in detail, what you know about Columbus (his motivation to sail, his voyages and how he inspired more voyages).

HISTORY: Ancient History Grades 7–9

- 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.

LATIN: Level 2

- Complete each sentence with the correct form in the parentheses.
 - a. Mercātor filiā laudāvit. (bonus, bona, bonum, bonam)
 - b. Pater uxōrī pecūniā dedit. (bonus, bona, bonō, bonae)
 - c. Rēx mīlitēs salūtāvit. (fortis, fortēs, fortibus)
 - d. Aristō iuvenēs versum audīvit. (recitāns, recitantem, recitantēs)
 - e. Barbillus, dē vītā , Quīntum arcessīvit. (dēspērāns, dēspērantēs)
 - f. Hippopotamum nōn cōspexī. (adveniēns, advenitentem)
 - g. Barbillus: “Quīntē! mēcum ad vēnātiōnem!” (venī, venīte)
 - h. Quītus: “Servī hippopotamum vexāre!” (nōlī, nōlīte)
- Translate “astrologus victor II” lines 4-7 (“in somniō” “nārrāvit”) on p.141.
- Identify the case (NOM/GEN/DAT/ACC/ABL) of the following nouns or adjectives in the passage:
 - a. urbis (4)
 - b. stantem (5)
 - c. tuus (5)
 - d. Aegyptī (6)
 - e. mihi (6)

HANDICRAFTS: Grades 4-12

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

SLOYD: Level 7

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

LETTERING: Level 2

- Show your project #3 to an adult.
- Demonstrate one lettering style from this term and explain it to an adult.

KEYBOARDING

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

LITERATURE: Literature/Mythology Grades 7-8

- Assume the role of a storyteller and tell the story of Seven Daughters and Seven Sons to someone who has never heard it (or video yourself telling the story).

LITERATURE: Historical Fiction Grades 7–8

- Explain this quote by Esteban "Although I am a prisoner in a fortress surrounded by the sea, whose walls are ten varas thick, in a cell with only one small window, still at last, at last I am free. Nor can I say to him that it is he himself who is really the prisoner, he and Don Felipe and all the rest who now dream of finding the hidden gold" (The King's Fifth p.163).

POETRY: Poetry Reading Grade 8

- Tell about some poems that interested you this term.

POETRY: Poetry Study Grade 8

- Share a poem you wrote this term and explain the pattern and figures of speech you used in it.

SHAKESPEARE: Grades 4–8

- Choose one:
 - Describe Buckingham's role in the play. How does his relationship change with Richard?
 - In your opinion, what was the most wicked thing Richard did to stay in power? Consider Richard's relationship with his family members.
 - What happened to Richard at the end? Were there any hints or omens that suggested he was going to die? What were they if so?
- What does Richard III have to say about ambition and people who seek power at all costs?

SHAKESPEARE: Beginner Track

- No term 3 for this course.

MATHEMATICS: Geometry Grade 8

- Materials: RightStart Math Level G – Work on Assessment 3 (Lesson 127) if not finished. If finished, work on questions from another subject or play a math game.

MATHEMATICS: Algebra 1 Part 1

- Materials: Jacobs Algebra – Work on Midterm Review Set 3 (p.327–328; odd questions only)

STORY OF GEOMETRY: Part 2

- Tell about some of the geometrical feats that the Greeks discovered.

FRENCH: Literature Level 2

- Using as many French words as possible, describe the King.
- Using as many French words as possible, explain what happened between the King and the poor man.
- Recite one stanza of the poem, "Mon lit est un bateau."

FRENCH: Grammar Level 2

- In French, describe aloud what happened to the boy when he encountered the bull.
- In French, compose a letter to a friend inquiring about a summer vacation.

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.

MUSIC: Folk Songs

- Sing Deep River OR both of the lullabies you learned.

MUSIC: Hymns & Spirituals

- Recite All People That On Earth Do Dwell

MUSIC: Sol-fa Level 5

- Sing and record the last exercise completed.
- What should you do if you see a natural sign while singing?

MUSIC: Composer Study Grades 5-12

- Give a short account of Bach's life. Then look back over the term's pieces and describe what type of movie scene you would pair with each of the pieces you heard. (i.e Brandenburg Concerto No.3 could pair well with a person riding across a field in spring perhaps.)

PE: Free Play/Circuits Grades 7-12

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

PE: Historic Dancing Grades 7-12

- Dance the Ma Navu.

SCIENCE: Natural History Grade 8

- Describe how drug resistance occurs. OR Tell what scientists learned from the TB epidemic.

SCIENCE: General Science Grade 8

- Explain what is meant by $E = mc^2$ and give examples as to how this is relevant in the world. OR Describe the process of science, using examples from the text, as needed.

SCIENCE: Labs Grade 8

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

PARENT/TEACHER COMMENT SECTION:

STUDENT COMMENT SECTION:

Grade 8 TERM 3 EXAM (By Day)

DAY 1

ARCHITECTURE: Grades 7–8

- Choose one of the cathedrals you learned about and tell all you know about it.

BIBLE: Old Testament Grades 7–9

- From OT Today, tell about the relevance and application of the Pentateuch to one of the following areas: God as creator, the Fall, Faith of Abraham, Old Covenant/New Covenant, Sacred Space or a Sense of the Holy.

BIBLE: Spiritual Formation Grades 7–8

- Give a summary of the points the author makes from one of your readings this term.

CITIZENSHIP: Ethics Grades 7–9

- Tell of justice to yourself, self-ordering OR Tell how you can prepare yourself for your calling, even if you do not know what your calling is.

LANGUAGE STUDY: Grammar/Composition Grade 8

- Is the bracketed phrase prepositional, appositive, gerund, participial, or infinitive?
 1. [To navigate accurately] is an important skill.
 2. Robert Trotman, [the former captain,] was invited on board.
 3. The seagull sailed [over the top] of the ship.
 4. [Giving good advice] is a captain's prerogative.
 5. [Fallen down completely,] the rusty freighter brought back memories.

Answers

1. infinitive
2. appositive
3. prepositional
4. gerund
5. participle

GEOGRAPHY: U.S. Geography Grades 7–8

- Tell about the challenges the colonists faced in Jamestown and how Joan dealt with those challenges.

GEOGRAPHY: Canadian Grades 7–8

- Tell all you know about Henry Hudson and all the challenges he faced throughout his life as he searched for a northern passage to Asia.

KEYBOARDING

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

POETRY: Poetry Study Grade 8

- Share a poem you wrote this term and explain the pattern and figures of speech you used in it.

LATIN: Level 2

- Complete each sentence with the correct form in the parentheses.
 - a. Mercātor filiā laudāvit. (bonus, bona, bonum, bonam)
 - b. Pater uxōrī pecūniam dedit. (bonus, bona, bonō, bonae)
 - c. Rēx mīlitēs salūtāvit. (fortis, fortēs, fortibus)
 - d. Aristō iuvenēs versum audīvit. (recitāns, recitantem, recitantēs)
 - e. Barbillus, dē vītā , Quīntum arcessīvit. (dēspērāns, dēspērantēs)
 - f. Hippopotamum nōn cōspexī. (adveniēns, advenitentem)
 - g. Barbillus: “Quīnte! mēcum ad vēnātiōnem!” (venī, venīte)
 - h. Quītus: “Servī hippopotamum vexāre!” (nōlī, nōlīte)

FRENCH: Literature Level 2

- Using as many French words as possible, describe the King.

SPANISH: Level 2

- Copy your narrations from this term onto one page in your best handwriting.

MUSIC: Folk Songs

- Sing Deep River OR both of the lullabies you learned.

PE: Historic Dancing Grades 7–12

- Dance the Ma Navu.

DAY 2

ART: Level 8

- What is pointillism? Tell all that you remember about George Seurat and Sunday Afternoon on the Isle of La Grande Jatte.

ART: Fast Track

- Explain what monochromatic means.

BIBLE: Old Testament Grades 7–9

- Tell about the blessing of Balaam OR Tell about the events and speeches leading up to the death of Moses and succession of Joshua.

BIBLE: Spiritual Formation Grades 7–8

- Give a summary of the areas Thomas a Kempis suggests one should focus on in order to follow Christ?

LANGUAGE STUDY: Grammar/Composition Grade 8

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

6. Rochelle brought the maps, and [we brought the compass.]

7. [Sailing away] was an easy thing for Maria.

8. [As the terns flew over the ship,] we watched intently.

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

9. Which ship has the cargo you told me about?

10. The tugboat almost hit the pier at the corner of the dock!

11. Go to the marina and buy some fresh vegetables and bread.

12. The cold currents flow past the island to the north.

Answers

6. independent clause

7. phrase

8. dependent clause

9. interrogative

10. exclamatory

11. imperative

12. declarative

RECITATION: Grades 7–8

- Recite Ah, Holy Jesus.

HISTORY: US History Grades 7–8

- From William Bradford: Tell the story of the Mayflower/Pilgrims, starting with who they were and why they came to America, and ending with what their lives were like once they got here.

HISTORY: Canadian History Grades 7–8

- Describe the Fur Trade.
- Describe the Huron people.

SHAKESPEARE: Grades 4–8

- Choose one:
 - Describe Buckingham’s role in the play. How does his relationship change with Richard?
 - In your opinion, what was the most wicked thing Richard did to stay in power? Consider Richard’s relationship with his family members.
 - What happened to Richard at the end? Were there any hints or omens that suggested he was going to die? What were they if so?
- What does Richard III have to say about ambition and people who seek power at all costs?

SHAKESPEARE: Beginner Track

- No term 3 for this course.

LATIN: Level 2

- Translate “astrologus victor II” lines 4–7 (“in somniō”....”nārrāvit”) on p.141.
- Identify the case (NOM/GEN/DAT/ACC/ABL) of the following nouns or adjectives in the passage:
 - a. urbis (4)
 - b. stantem (5)
 - c. tuus (5)
 - d. Aegyptiī (6)
 - e. mihi (6)

LITERATURE: Literature/Mythology Grades 7–8

- Assume the role of a storyteller and tell the story of Seven Daughters and Seven Sons to someone who has never heard it (or video yourself telling the story).

FRENCH: Literature Level 2

- Using as many French words as possible, explain what happened between the King and the poor man.

SPANISH: Level 2

- Read your narrations aloud and explain in English what you have read.

MUSIC: Hymns & Spirituals

- Recite All People That On Earth Do Dwell

SCIENCE: Natural History Grade 8

- Describe how drug resistance occurs. OR Tell what scientists learned from the TB epidemic.

DAY 3

ART: Level 8

- Show one of your favorite illustrated mottoes or proverbs to your teacher and explain why it is your favorite. OR Tell all you know of split-complements and analogous colors.

ART: Fast Track

- Discuss the changes in a circle at, above, and below eye level.

BIBLE: New Testament Grades 7–8

- What do you remember about Paul's third missionary journey?

CITIZENSHIP: American Government/Economics Grade 8

- Tell what you know about the formation of the national banking system OR Tell what you know about the services banks offer.

CITIZENSHIP: Canadian Government/Economics Grade 8

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RECITATION: Grades 7–8

- Recite Deuteronomy 5:1–21 OR Acts 19: 1–20.

HISTORY: US History Grades 7–8

- From Colonization and the Wampanoag: 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: Canadian History Grades 7–8

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HANDICRAFTS: Grades 4–12

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

MATHEMATICS: Geometry Grade 8

- Materials: RightStart Math Level G – Work on Assessment 3 (Lesson 127) if not finished. If finished, work on questions from another subject or play a math game.

FRENCH: Literature Level 2

- Recite one stanza of the poem, "Mon lit est un bateau."

MUSIC: Composer Study Grades 5–12

- Give a short account of Bach's life. Then look back over the term's pieces and describe what type of movie scene you would pair with each of the pieces you heard. (i.e Brandenburg Concerto No.3 could pair well with a person riding across a field in spring perhaps.)

SCIENCE: General Science Grade 8

- Explain what is meant by $E = mc^2$ and give examples as to how this is relevant in the world. OR Describe the process of science, using examples from the text, as needed.

DAY 4

PICTURE STUDY: Grades 7–8

- Describe your favorite art piece from Hans Holbein the Younger. Give as much detail as you can. OR draw your favorite piece of Holbein art from memory.

BIBLE: New Testament Grades 7–8

- What are some hardships Paul faced on his journeys? How did Paul respond to these trials?

CITIZENSHIP: Plutarch Grades 5–9

- What do you know of Themistocles as a boy? OR Why did Themistocles desire to speak with the king of Persia? Describe the interview.

CITIZENSHIP: Plutarch Beginner Track

- No term 3 for this course.

LANGUAGE STUDY: LANGUAGE STUDY: Dictation Grade 8

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

RECITATION: Grades 7–8

- Recite Psalm 135:1–21.

HISTORY: World History Grades 7–9

- Tell, in detail, what you know about the "triangle trade" of the Atlantic that was driven by the trading of sugar. OR Tell, in detail, what you know about Columbus (his motivation to sail, his voyages and how he inspired more voyages).

SLOYD: Level 7

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

LITERATURE: Historical Fiction Grades 7–8

- Explain this quote by Esteban "Although I am a prisoner in a fortress surrounded by the sea, whose walls are ten varas thick, in a cell with only one small window, still at last, at last I am free. Nor can I say to him that it is he himself who is really the prisoner, he and Don Felipe and all the rest who now dream of finding the hidden gold" (The King's Fifth p.163).

MATHEMATICS: Algebra 1 Part 1

- Materials: Jacobs Algebra – Work on Midterm Review Set 3 (p.327–328; odd questions only)

FRENCH: Grammar Level 2

- In French, describe aloud what happened to the boy when he encountered the bull.

MUSIC: Sol-fa Level 5

- Sing and record the last exercise completed.
- What should you do if you see a natural sign while singing?

SCIENCE: Labs Grade 8

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

DAY 5

PICTURE STUDY: Grades 7–8

- Recall as many details as possible from *The Ambassadors*. OR tell all that you can remember from your favorite Holbein art and why it is your favorite.

BIBLE: Church History Grades 7–9

- Based on the biography you read this term, tell why that person is an important figure in church history and what ideas influenced their life.

CITIZENSHIP: Current Events Grades 5–8

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

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.

GEOGRAPHY: U.S. Geography Grades 7–8

- Label the states and capitals of as many of the Eastern states as you can remember. (There is a blank map in the links for Week 12)

GEOGRAPHY: Canadian Grades 7–8

- Draw an outline of your province and label the capital, your city, bodies of water and any other places of interest.

HISTORY: Ancient History Grades 7–9

- 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.

LANGUAGE STUDY: Composition Grade 8

- There are no exams for this course.

LETTERING: Level 2

- Show your project #3 to an adult.
- Demonstrate one lettering style from this term and explain it to an adult.

POETRY: Poetry Reading Grade 8

- Tell about some poems that interested you this term.

STORY OF GEOMETRY: Part 2

- Tell about some of the geometrical feats that the Greeks discovered.

FRENCH: Grammar Level 2

- In French, compose a letter to a friend inquiring about a summer vacation.

PE: Free Play/Circuits Grades 7–12

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

PARENT AND/OR STUDENT COMMENT SECTION