

Exam Instructions

Grade 8 Term 1

2022-23

"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
09/02/2022	Alexander Alveary	13 years	3 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.
3. Allow about the same amount of time for exams as you do for morning lessons each day.
4. 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.
5. Questions that cannot be finished in the time allotted for morning lessons may be omitted.

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.
2. Students should not see exam questions beforehand.
3. Prepare your student(s) (especially any with anxiety) by explaining that the purpose of exams is to see how the books are working. If they have trouble with some questions, that's ok, because it helps us know that we (the adults) need to do something different.
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 by clicking File-->Make a Copy. 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. No lessons should take place once exams begin, as answering the questions should take all week.
3. Write (or have your student write) the date before each set of daily answers.
4. 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.
5. 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.

1. Rubric for dictated and written responses:

Score	Description
4	This response is clear, organized, accurate, detailed (including specific names of people and places), and insightful.
3	This response includes mostly accurate information and some detail.
2	This response includes the main ideas or events, though they may be a bit disorganized and lack detail.
1	This response contains significant inaccuracies.

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? (One score for the entire exam)

4 (Excellent)

3 (Good)

2 (Fair)

1 (Poor)

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

Score	Description
4	This performance demonstrated excellent technique and/or accuracy, as well as personal interpretation and/or expression.
3	This performance showed mastery of technique and/or accuracy, though personal interpretation and/or expression were largely absent.
2	This performance showed lack of technique and/or accuracy, though personal interpretation and/or expression were evident.
1	This performance showed neither mastery of technique and/or accuracy nor personal interpretation or 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 is accurate, clear, neat, and complete.
3	This work sample is complete and accurate, though it lacks neatness.
2	This work sample has some missing components or it contains some minor inaccuracies. It may or may not be neat.
1	This work sample is largely incomplete and largely inaccurate. It may or may not be neat.

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. Go over the exam with your 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? 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? 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] T1 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](#)

Grade 8 TERM 1 EXAM (By Subject)

ART: ART APPRECIATION – Picture Study

- Describe The Duke of Morny's Apartment.

ART: ART INSTRUCTION – Art Instruction: Level 8

- Illustrate a scene from Shakespeare or Ancient History. Give it a title.
- Create a design of wild fruits for a calendar, bookmark, picture frame, or other useful item. Include the stems and leaves.

BIBLE: BIBLE LESSONS – Bible: Grades 7–9

- Tell of the boy Samuel and his call to serve the Lord from 1 Samuel 1–3. Include the story of his birth OR give an account of the capture and return of the Ark of the Covenant from 1 Samuel 4–6.
- Choose two: Give a description of Pentecost and tell of the different reactions to the events. Describe what happened between Peter and John and the man who was crippled from birth. Tell the story of Philip and the Ethiopian. Tell what you know of Saul and his conversion. What does the book of Acts have to say about prayer?
- Give an account of Saul's appointment as King AND tell some of the ways Saul did not keep the Lord's commands and was rejected by God OR Tell a story you remember about David from the time of his anointing through Saul's death.

CITIZENSHIP: CITIZEN STORIES – Plutarch

- Julius Caesar– "To cross the Rubicon" is an expression we use to mean "the point of no return." What did it mean for Julius Caesar? (Taken from p.42 of book.)

CITIZENSHIP: CIVICS & ECONOMICS – American Government

- Tell about the position and powers of the President OR Explain the role of the Cabinet and name at least 3 departments and their specific oversight.

CITIZENSHIP: CIVICS & ECONOMICS – Canadian Government

- Describe two of our civil liberties OR Describe the layout of Parliament Hill.

CITIZENSHIP: MORALS & ETHICS – Self-Knowledge

- Describe the work of two "Esquires of the body" (appetites), and show that these Esquires must be servants, not masters, in Mansoul OR Tell about some of the perils of Mansoul.

CITIZENSHIP: NEWS & EVENTS – Becoming an Informed Citizen

- Write about two events from news articles you read this term.

ENGLISH: WRITING – Penmanship & Copywork

- Write 4 lines of poetry or passage from memory in your best penmanship.

- Share your Copywork Journal with an adult.

ENGLISH: NARRATION – Written Narration: Grades 7–8

- Describe a scene from this term's Shakespeare OR World History.
- Write a short story about a creature from this term's Mythology OR about one of the poems you read this term.

ENGLISH: ENGLISH – Analyzing & Writing Poetry: Level 4

- Poetry can suggest things, give an impression, or even express a belief or culture. What are some examples of this from your reading this term? OR Explain the difference between metaphor and simile.

ENGLISH: LANGUAGE STUDY – Language Study: Grade 8

- What are the eight parts of speech? [noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection]
- Label parts of speech (Level One Analysis) on the top line under the sentence. Write a comment about something in the sentence that you find interesting. Practice Voyage ""Sentences 1–4"" p. 12–15. [Practice Voyage Answer Key]
- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

ENGLISH: RECITATION – Recitation: Grades 7–8

- Recite The Solid Rock.
- Recite 1 Samuel 15:10–31 OR Acts 4:8–31.
- Recite Psalm 89:1–18.

GEOGRAPHY: NATIONAL & WORLD GEO. – U.S. Geography: Level 2

- Make a rough sketch map of your favorite state studied this term, putting in boundaries, physical features, and major cities.
- Tell what you know about either the Great Plains or the Central Lowland. (You can include things like which states are located in/next to them, what the climate is like, what types of jobs people have, how the elevation differs, etc.)

GEOGRAPHY: NATIONAL & WORLD GEO. – Canadian Geography: Level 2

- Make a rough sketch of Manitoba (boundaries, cities/towns, rivers, lakes, etc.). Tell what you know about the Lake Agassiz Basin and the Red River Valley.

OR

- Make a rough sketch of Saskatchewan (boundaries, cities, towns, rivers, lakes, etc.). What would you expect to see in southern Saskatchewan? In northern Saskatchewan?
- Describe how the different geographical features of these provinces shape their identity and industry.

GEOGRAPHY: MAP DRILLS & GAMES – Map Work: Grades 4–8

- There are no exams for this course.

HISTORY: NATIONAL HISTORY – U.S. History: Grades 7–8

- Chapter 6 is entitled ""Thunder Clouds,"" referring to indications of the coming Civil War. What were some of the indications that a civil war was on the horizon? OR Tell what you remember about the Mexican War and how it prepared the U.S. for the Civil War.

HISTORY: NATIONAL HISTORY – Canadian History: Grades 5–8

- Tell about the War of 1812 OR the Rebellions of 1837.

HISTORY: WORLD HISTORY – World History: Grades 7–8

- Tell about the eventual fall of Napoleon and how he spent the last days of his life.

HISTORY: ANCIENT HISTORY – Ancient History: Grades 5–8

- Tell about some of the obstacles Aeneas and the Trojans have faced since leaving Troy and making their way to Italy.

LATIN: LATIN – High School Latin: Level 1

- Tell whether each of the following words is in the nominative or accusative case: pecūniam, ancilla, amīcus, canem.
- Translate the first paragraph of ""Cerberus"" (4e p.7; 5 p.6) into English (cover the vocabulary words at the top and bottom of the page). Then close your book and translate your English story back into Latin.

LIFE SKILLS: SLOYD – Sloyd: Level 7

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

LIFE SKILLS: HANDICRAFT – Handicrafts

- Show your completed work to an adult and describe the process of how you made it.

LIFE SKILLS: TECHNOLOGY – Keyboarding

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

LIFE SKILLS: SPECIALIZED SKILL – Lettering: Level 2

- Show your project #1 to an adult.
- Demonstrate one style of lettering from this term and explain it to an adult.

LITERATURE: LITERATURE – Literature: Grades 7–8

- From *The Story of the Amistad*: Choose a portion of the story to retell. Either the voyage over, the barracoon, journey on the Amistad, or waiting on the court's decision.
- From *At the Back of the North Wind*: The theme of bravery/courage comes up often in the book. How does Diamond change in this area through the book? OR By the end of the book, you find out what North Wind is. Does this change anything in the way you view what has happened throughout the book? Why or why not?
- Choose a poem by Tennyson from the term. Illustrate a scene and tell what emotions/feelings it brings to mind.

LITERATURE: SHAKESPEARE – Shakespeare

- Write a character sketch on one of the three sisters (Cordelia, Regan, Goneril).

MATH: MATHEMATICS – Geometry: Grade 8

- Work on Review and Games 10 (Lesson 103)

MATH: MATHEMATICS – Algebra 1: Part 1

- Work on Ch.3 Summary and Review Set 2 (p.121–122; every other question).

MATH: MATH HISTORY – Story of Geometry: Part 2

- Tell what you know of the Pythagorean Theorem.

MODERN LANGUAGE: FRENCH – Intermediate French Literature

- Using as many French words as possible, describe the Fox.
- Using as many French words as possible, describe what happens to the Frog.
- Recite the poem, "Le Cancre."

MODERN LANGUAGE: FRENCH – French Grammar: Level 2

- In French, describe aloud the habits of the careless boy.
- In French, compose a paragraph of 3–5 sentences to describe the wood the children visit.

MODERN LANGUAGE: SPANISH – Intermediate Spanish Literature

- Copy your narrations from pages 2–10 onto one page in your best handwriting.
- Read your narrations aloud and explain in English what you have read.

MODERN LANGUAGE: SPANISH – Spanish Grammar: Level 2

- Write today's date and express the current time in Spanish.
- Describe the current season in Spanish in 1–3 sentences using as many vocabulary words as you can.

- Compose three question sentences in Spanish that incorporate demonstrative adjectives or pronouns.
Example: ¿De quién es ese libro?

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 7–12

- Explain the rules to one of the soccer games from this term
- Dance the Cake Walk.

MUSIC: MUSIC APPRECIATION – Composer Study

- Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.

MUSIC: SONGS – Hymns, Spirituals, & Folk Songs

- Exams for Hymns are in Recitation
- Sing Go Down, Moses

MUSIC: SINGING – Sol-fa: Level 5

- Sing and record the last exercise completed.
- Write the scale of F with the correct key signature on the staff.

SCIENCE: SCIENCE – Science: Grade 8

- Explain how the study of motion helped scientists, like Brahe, Galileo, and Kepler learn new things about planetary movement OR Discuss at least three reasons why Galileo is an important figure in the history of science. (*Newton at the Center*)
- Explain how you did one physical science investigation this term and what you learned from it. (*Newton at the Center*)
- Explain what you know about bacterial cells like TB OR Tell what scientists learned from the TB epidemic. (*Invincible Microbe*)
- Explain how you did one cell biology investigation this term and what you learned from it. (*Invincible Microbe*)
- Tell all you know about the behavior of crows. (*Wild Animals I Have Known*)

PARENT/TEACHER COMMENT SECTION:

STUDENT COMMENT SECTION:

Grade 8 TERM 1 EXAM (By Day)

DAY 1

BIBLE: BIBLE LESSONS – Bible: Grades 7–9.

- Tell of the boy Samuel and his call to serve the Lord from 1 Samuel 1–3. Include the story of his birth OR give an account of the capture and return of the Ark of the Covenant from 1 Samuel 4–6.

CITIZENSHIP: CURRENT EVENTS

- Write about two events from news articles you read this term.

ENGLISH: WRITING – Penmanship & Copywork

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

HISTORY: WORLD HISTORY – World History: Grades 7–8

- Tell about the eventual fall of Napoleon and how he spent the last days of his life.

LATIN: LATIN – High School Latin: Level 1

- Tell whether each of the following words is in the nominative or accusative case: pecūniam, ancilla, amīcus, canem.
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LITERATURE: LITERATURE – Literature: Grades 7–8

- From *The Story of the Amistad*: Choose a portion of the story to retell. Either the voyage over, the barracoon, journey on the Amistad, or waiting on the court's decision.
- From *At the Back of the North Wind*: The theme of bravery/courage comes up often in the book. How does Diamond change in this area through the book? OR By the end of the book, you find out what North Wind is. Does this change anything in the way you view what has happened throughout the book? Why or why not?

MODERN LANGUAGE: FRENCH – Intermediate French Literature

- Recite the poem, "Le Cancre."

MODERN LANGUAGE: SPANISH – Intermediate Spanish Literature

- Copy your narrations from pages 2–10 onto one page in your best handwriting.

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 7–12

- Explain the rules to one of the soccer games from this term
- Dance the Cake Walk.

SCIENCE: SCIENCE – Science: Grade 8

- Tell all you know about the behavior of crows. (*Wild Animals I Have Known*)

DAY 2

ART: ART APPRECIATION – Picture Study

- Describe The Duke of Morny's Apartment.

CITIZENSHIP: CITIZEN STORIES – Plutarch

- Julius Caesar– ""To cross the Rubicon"" is an expression we use to mean ""the point of no return."" What did it mean for Julius Caesar? (Taken from p.42 of book.)

HISTORY: ANCIENT HISTORY – Ancient History: Grades 5–8

- Tell about some obstacles Aeneas and the Trojans have faced since leaving Troy and making their way to Italy.

LIFE SKILLS: SLOYD – Sloyd: Level 7

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

LITERATURE: SHAKESPEARE – Shakespeare

- Write a character sketch on one of the three sisters (Cordelia, Regan, Goneril).

MATH: MATHEMATICS – Geometry: Grade 8

- Work on Review and Games 10 (Lesson 103)

MODERN LANGUAGE: FRENCH – Intermediate French Literature

- Using as many French words as possible, describe the Fox.
- Using as many French words as possible, describe what happens to the Frog.

MODERN LANGUAGE: SPANISH – Spanish Grammar: Level 2

- Write today's date and express the current time in Spanish.
- Describe the current season in Spanish in 1–3 sentences using as many vocabulary words as you can.
- Compose three question sentences in Spanish that incorporate demonstrative adjectives or pronouns.
Example: ¿De quién es ese libro?

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 7–12

- Explain the rules to one of the soccer games from this term

ENGLISH: NARRATION – Written Narration: Grades 7–8

- Describe a scene from this term's Shakespeare OR World History.
- Write a short story about a creature from this term's Mythology OR about one of the poems you read this term.

DAY 3

ART: ART INSTRUCTION – Art Instruction: Level 8

- Illustrate a scene from Shakespeare or Ancient History. Give it a title.

BIBLE: BIBLE LESSONS – Bible: Grades 7–9

- Choose two: Give a description of Pentecost and tell of the different reactions to the events. Describe what happened between Peter and John and the man who was crippled from birth. Tell the story of Philip and the Ethiopian. Tell what you know of Saul and his conversion. What does the book of Acts have to say about prayer?

CITIZENSHIP: CIVICS & ECONOMICS – American Government

- Tell about the position and powers of the President OR Explain the role of the Cabinet and name at least 3 departments and their specific oversight.

CITIZENSHIP: CIVICS & ECONOMICS – Canadian Government

- Describe two of our civil liberties OR Describe the layout of Parliament Hill.

ENGLISH: ENGLISH – Analyzing & Writing Poetry: Level 4

- Poetry can suggest things, give an impression, or even express a belief or culture. What are some examples of this from your reading this term? OR Explain the difference between metaphor and simile.

LIFE SKILLS: SPECIALIZED SKILL – Lettering: Level 2

- Show your project #1 to an adult.
- Demonstrate one style of lettering from this term and explain it to an adult.

MODERN LANGUAGE: FRENCH – French Grammar: Level 2

- In French, describe aloud the habits of the careless boy.
- In French, compose a paragraph of 3–5 sentences to describe the wood the children visit.

MODERN LANGUAGE: SPANISH – Intermediate Spanish Literature

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

MUSIC: SONGS – Hymns, Spirituals, & Folk Songs

- Exams for Hymns are in Recitation
- Sing Go Down, Moses

SCIENCE: SCIENCE – Science: Grade 8

- Explain how the study of motion helped scientists, like Brahe, Galileo, and Kepler learn new things about planetary movement OR Discuss at least three reasons why Galileo is an important figure in the history of science. (*Newton at the Center*)
- Explain how you did one physical science investigation this term and what you learned from it. (*Newton at the Center*)

DAY 4

ART: ART INSTRUCTION – Art Instruction: Level 8

- Create a design of wild fruits for a calendar, bookmark, picture frame, or other useful item. Include the stems and leaves.

ENGLISH: LANGUAGE STUDY – Language Study: Grade 8

- What are the eight parts of speech? [noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection]
- Label parts of speech (Level One Analysis) on the top line under the sentence. Write a comment about something in the sentence that you find interesting. Practice Voyage ""Sentences 1–4"" p. 12–15. [Practice Voyage Answer Key]
- Dictate an unstudied passage with words similar in difficulty to what was dictated during the term.

GEOGRAPHY: NATIONAL & WORLD GEO. – U.S. Geography: Level 2

- Make a rough sketch map of your favorite state studied this term, putting in boundaries, physical features, and major cities.
- Tell what you know about either the Great Plains or the Central Lowland. (You can include things like which states are located in/next to them, what the climate is like, what types of jobs people have, how the elevation differs, etc.)

GEOGRAPHY: NATIONAL & WORLD GEO. – Canadian Geography: Level 2

- Make a rough sketch of Manitoba (boundaries, cities/towns, rivers, lakes, etc.). Tell what you know about the Lake Agassiz Basin and the Red River Valley.

OR

- Make a rough sketch of Saskatchewan (boundaries, cities, towns, rivers, lakes, etc.). What would you expect to see in southern Saskatchewan? In northern Saskatchewan?
- Describe how the different geographical features of these provinces shape their identity and industry.

LIFE SKILLS: HANDICRAFT – Handicrafts

- Show your completed work to an adult and describe the process of how you made it.

MATH: MATHEMATICS – Algebra 1: Part 1

- Work on Ch.3 Summary and Review Set 2 (p.121–122; every other question).

MUSIC: MUSIC APPRECIATION – Composer Study

- Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their life and music.

SCIENCE

- Explain what you know about bacterial cells like TB OR Tell what scientists learned from the TB epidemic. (*Invincible Microbe*)
- Explain how you did one cell biology investigation this term and what you learned from it. (*Invincible Microbe*)

DAY 5

BIBLE: BIBLE LESSONS – Bible: Grades 7–9

- Give an account of Saul's appointment as King AND tell some of the ways Saul did not keep the Lord's commands and was rejected by God OR Tell a story you remember about David from the time of his anointing through Saul's death.

LITERATURE: LITERATURE – Literature: Grades 7–8

- Choose a poem by Tennyson from the term. Illustrate a scene and tell what emotions/feelings it brings to mind.

MUSIC: SINGING – Sol-fa: Level 5

- Sing and record the last exercise completed.
- Write the scale of F with the correct key signature on the staff.

CITIZENSHIP: MORALS & ETHICS – Self-Knowledge

- Describe the work of two "Esquires of the body" (appetites), and show that these Esquires must be servants, not masters, in Mansoul OR Tell about some of the perils of Mansoul.

ENGLISH: RECITATION – Recitation: Grades 7–8

- Recite The Solid Rock.
- Recite 1 Samuel 15:10–31 OR Acts 4:8–31.
- Recite Psalm 89:1–18.

HISTORY: NATIONAL HISTORY – U.S. History: Grades 7–8

- Chapter 6 is entitled "Thunder Clouds," referring to indications of the coming Civil War. What were some of the indications that a civil war was on the horizon? OR Tell what you remember about the Mexican War and how it prepared the U.S. for the Civil War.

HISTORY: NATIONAL HISTORY – Canadian History: Grades 5–8

- Tell about the War of 1812 OR the Rebellions of 1837.

LIFE SKILLS: TECHNOLOGY – Keyboarding

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

MATH: MATH HISTORY – Story of Geometry: Part 2

- Tell what you know of the Pythagorean Theorem.

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 7–12

- Dance the Cake Walk.

GEOGRAPHY: MAP DRILLS & GAMES – Map Work: Grades 4–8

- There are no exams for this course.

PARENT AND/OR STUDENT COMMENT SECTION