

# Exam Instructions

## Grade 12 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	17 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 12 TERM 1 EXAM (By Subject)

## ARCHITECTURE

### AR1. Architecture Studies

- What have you learned about Day and his time and place in history so far?

## ART

### A1. Art Instruction: Level 8

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

### A2. 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.

### A3. Picture Study

- Describe The Duke of Morny's Apartment.
- Tell about Columbus and His Son at La Rabida.

## BIBLE

### B1. Church History

- Discuss the idea of Evangelicals in the World, include the Clapham Sect and the Oxford Movement **AND** give more details on what you know about Wilberforce and Newman.
- Explain what is meant by 'early church fathers' **AND** Write a character sketch for one of the early church fathers you studied **OR** compare the character traits of the early believers and give examples from their lives of one that you think is important. Be sure to say why you chose that particular virtue.

### B2. New Testament

- From extra resources (CB Study Bible and/or the Chronological Guide to the Bible), choose one and give a brief account
  - Ancient Letters
  - Adam in Jewish Tradition
  - Flesh and Spirit
  - "Pure" and "Unclean" foods
- Paul writes, "For I am not ashamed of the Gospel of Christ: for it is the power of God unto salvation to everyone that believes." What is the Gospel?

### B3. New Testament

- What does Paul mean by "a living sacrifice"?
- Wiersbe's study in Romans states, "Be right with God, with yourself, and with others! The righteousness of God received by faith makes it possible for us to live right lives." Explain **OR** Discuss the theme of God's righteousness as shown in Romans.

### B4. Old Testament

- "Ancient Near Eastern royal apologies, like the books of Samuel, offer a defense of the right of a certain individual to occupy the throne." (Cultural Backgrounds Study Bible, p. 460) Discuss the literary subgenre (royal apology) of 1 Samuel through examples from the text and show how it argues for David's right to the throne.
- Give the substance of...

- Hannah's song (quote any phrases that may have struck you)
- Tell the story of the capture and return of the Ark of the Covenant showing what we may learn from it
- Write an essay on Saul as king.

#### B5. Old Testament

- Write a scene for a play or a story about David from the time of his anointing through Saul's death.
- 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. List some of David's characteristics with examples from the text.

### CITIZENSHIP

#### CZ1. Economics

- "The art of economics 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." Briefly discuss two of the "Lessons Applied" in light of that proposition.
  - The Broken Window
  - The Blessings of Destruction
  - Public Works Mean Taxes
  - Taxes Discourage Production
  - Credit Diverts Production
  - The Curse of Machinery
  - Spread-the-Work Schemes
  - Disbanding Troops and Bureaucrats
  - The Fetish of Full Employment
  - Who's "Protected" by Tariffs?
  - The Drive for Exports
  - "Parity" Prices

#### CZ2. Civics

- From *If You Can Keep It*, explain the Golden Triangle of Freedom.

#### CZ3. Current Events

- Write a journal entry reflecting on any major political event from your news reading this term **OR** write a first person letter of response to the Editor of a newspaper/media on a topic of the day giving your opinion. Scan and submit a portion of your Calendar of Events.

### ENGLISH

#### CG1. Grammar & Composition

- Pick a stanza from Keats' "[To Autumn](#)" to paraphrase.

#### CG2. Grammar & Composition

- Describe briefly the cast of characters and outline a scene for a play from the Dickens' *Hard Times*.

#### CG3. Grammar & Composition

- What does "becoming a researcher" mean? Why is it important to "imagine" the role of your reader?

#### RD1. Reading

- Parent/teacher to choose a psalm and a current event article for the student to read aloud.

#### RE1. Recitation

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

#### RE2. Recitation

- Recite OT/NT selections to a parent/teacher.

#### RE3. Recitation

- Recite Poetry selections to a parent/teacher.

### GEOGRAPHY

#### G1. World Geography

- From *Across this Land*, write about one of the regions you studied this term.

#### G2. Historical Geography

- Write about the aspects of the trip down the Missouri River so far that have stood out to you. What have you seen? What thoughts have come to mind about what it must have been like for Lewis and Clark and crew to travel this same path?

### HISTORY

#### HI1. American History

- Explain: "Americans of the early nineteenth century were intent on building a materialistic society, one dedicated to business, trade, and the acquisition of wealth" (Remini, p.77). Do you agree? Support your answer from your readings this term.
- Tell what you know of Speaker of the House, Henry Clay, as the "Great Compromiser" **OR** Tell what you know of the presidential election of 1824.

#### HI2. Cultural History

- "The glories of the art of architecture, of the arts on all sides, in and out of doors, the conviction of the French that the arts were indispensable to the enjoyment and meaning of life, affected the Americans more than anything else about Paris..." states McCullough in *The Greater Journey: Americans in Paris*. What can you tell to support this? Use illustrations if you can.

#### HI3. Ancient History

- In what ways does the Roman Republic remind you of your own country? In what ways is it different?

#### HI4. World History

- Write a character sketch of Napoleon.
- Choose one
  - Tell about French Nationalism
  - Discuss the issues Napoleon faced as the "Emperor, 1804–1812". Include the "two key setbacks"
  - What can you tell about Austria's Third, Fourth, and/or Fifth Coalition?
  - Tell what you know about Napoleon's "Hundred Days".

#### HI5. Ancient History

- Describe the character of Aeneas. What do you think are his defining traits? Give a few concrete examples of where you see them in the Aeneid.
- Draw two pieces of art that you remember seeing this term. Briefly say what they are and describe them. What do you think they say about the cultures that they were a part of?
- What does the IEMP model use for an approach to studying Ancient History?

#### HI6. American History

- Discuss the expansion of the central government **OR** Explain: "Politics, as would happen again and again over the years, canceled the makings of something that might have advanced the welfare of all the parties involved" (Remeni, p.94).
- What can you say of the Jacksonian era so far?

#### HI7. Source Documents & American

- Explain primary and secondary source documents.
- Describe an incident or activity from the account of the Whitman & Parker journey west **OR** write a dialogue between people on the trip as if you were there.

### LANGUAGES

#### **FRENCH**

##### FR1. Intermediate French Literature

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

##### FR2. French Grammar: Level 4

- In French, describe aloud the plans Louis has for his vacation with Charles.

##### FR3. Intermediate French Literature

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

##### FR4. French Grammar: Level 4

- Write the answer to ex.II.b, p.176.

##### FR5. Intermediate French Literature

- Recite the poem, "Le Cancre."

#### **SPANISH**

##### SP1. Spanish Grammar: Level 3

- Conjugate the verbs *ver* and *oir* in the present tense.

##### SP2. Intermediate Spanish Literature

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

##### SP3. Spanish Grammar: Level 3

- Conjugate the irregular verbs *hacer* and *salir* in the present tense.

##### SP4. Intermediate Spanish Literature

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

##### SP5. Spanish Grammar: Level 3

- Give the past participles of the verbs *estar*, *ser*, *tener* and *hacer*. Explain how the past participle is used to form the perfect tense.

### LIFE SKILLS:

#### HC1. Handicrafts

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

## LITERATURE

### LI1. History of Lit

- Choose two
  - Write a character sketch of Charles Dickens.
  - Discuss Irving's natural style of writing and "local color" narratives giving examples. Long states, "Irving wrote to please, not to reform." Explain and show this from his writing.
  - What can you say about the life and poetry of John Keats? Why is he called the "Poet of Beauty"? Quote some lines that you know
  - Name a couple of notable achievements of William Cullen Bryant. What can you say about his poetry? Quote some lines that you know.

### LI2. General Lit

- What are some ways Brontë builds suspense in her novel, *Jane Eyre*? OR Consider how Bronte develops the lives of Jane's cruel cousins, John, Eliza, and Georgiana. What kind of people have they become? What particular excesses and tendencies of Victorian culture is Brontë critiquing through these three characters?
- Write a summary of the last chapter you read in *Hard Times*.

### LI3. Shakespeare

- Describe a favorite scene from King Lear.

## MATH

### MT1. Precalculus

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

## MUSIC

### MU1. Composer Study

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

### MU2. Hymns, Spirituals, & Folk Songs

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

### MU3. Sol-fa: Level 5

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

## PHYSICAL EDUCATION

### PE1. Sports

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

### PE2. Historical Dance

- Dance the Cake Walk

## SCIENCE

### ASTRONOMY

#### SCA1. Astronomy

- Write about your observations of the sky this term.

#### SCA2. Astronomy

- Write about an interesting aspect of astronomy that you have read about in the first 8 chapters. Use diagrams or sketches if helpful.

#### SCA3. Astronomy

- What worldview discussion have you been thinking about? Write about it and present several sides to the discussion as well as your thoughts and opinions about it. Bring in any relevant scripture passages.

#### SCA4. Astronomy

- Write about what you are learning in your free read from the HS Science Library.

#### SCA5. Astronomy

- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

### BOTANY

#### SCB1. Botany

- What are the different parts of a flower and what are they used for? Use sketches or diagrams.

#### SCB2. Botany

- What have you learned about forests? Use Sketches or Diagrams as needed.

#### SCB3. Botany

- Write a summary of the life of one of the Plant Hunters.

#### SCB4. Botany

- Outline with words and sketches the 8 common plant families we studied and how to recognize them.

#### SCB5. Botany

- Describe with words and sketches your observations of 2 local trees.
- Pick one aspect of things that a "Plant Knows" and write about it.

#### SCB6. Botany

- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

### GEOLOGY

SCG1. Geology (This book was removed from the program because it went out of print. Skip this question if you are not reading the book).

- Explain or describe one of the microscope images from *Beneath Our Feet* and what it reveals about geology.

#### SCG2. Geology

- Describe 5 interesting geologic sites from your state or region. If you were able to visit any of them, tell about some of your observations.

#### SCG3. Geology

- Tell the story of William Smith's life and why he is considered the Father of Geology.

SCG4. Geology

- Explain ways that rivers shape the land and explain how the sea affects the land.

SCG5. Geology

- Describe your local area geologically. What have you been able to discover?

SCG6. Geology

- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

**MICROBIOLOGY**

SCM1. Microbiology

- Describe some of the 20th century discoveries in the field of microbes.

SCM2. Microbiology

- Scan your summary creation of all of the bacteria you have read about so far. Write a few paragraphs about one type.

SCM3. Microbiology

- (*A Planet of Viruses*) Write about the history of the study of viruses. Include some comments on COVID-19 as part of the ongoing story after the book was written. **OR** (*Microbe Hunters*) Write about the discoveries of Leeuwenhoek or Spallanzani.

SCM4. Microbiology

- Tell the story of Henrietta Lacks so far in the book.

SCM5. Microbiology

- 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?

SCM6. Microbiology

- Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

**PARENT/TEACHER COMMENT SECTION**

**STUDENT COMMENT SECTION:**

# Grade 12 TERM 1 EXAM (By Day)

## DAY 1

### BIBLE

#### B1. Church History

- Discuss the idea of Evangelicals in the World, include the Clapham Sect and the Oxford Movement **AND** give more details on what you know about Wilberforce and Newman.
- Explain what is meant by 'early church fathers' **AND** Write a character sketch for one of the early church fathers you studied **OR** compare the character traits of the early believers and give examples from their lives of one that you think is important. Be sure to say why you chose that particular virtue.

### MATH

#### MT1. Precalculus

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

### HISTORY

#### HI1. American History

- Explain: "Americans of the early nineteenth century were intent on building a materialistic society, one dedicated to business, trade, and the acquisition of wealth" (Remini, p.77). Do you agree? Support your answer from your readings this term.
- Tell what you know of Speaker of the House, Henry Clay, as the "Great Compromiser" **OR** Tell what you know of the presidential election of 1824.

### MUSIC

#### MU1. Composer Study

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

### PHYSICAL EDUCATION

#### PE1. Sports

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

### GEOGRAPHY

#### G1. World Geography

- From *Across this Land*, write about one of the regions you studied this term.

### MODERN LANGUAGE – Spanish/French

#### FR1. Intermediate French Literature

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

#### SP1. Spanish Grammar: Level 3

- Conjugate the verbs *ver* and *oir* in the present tense.

## LITERATURE

### LI1. History of Lit

- Choose two
  - Write a character sketch of Charles Dickens.
  - Discuss Irving's natural style of writing and "local color" narratives giving examples. Long states, "Irving wrote to please, not to reform." Explain and show this from his writing.
  - What can you say about the life and poetry of John Keats? Why is he called the "Poet of Beauty"? Quote some lines that you know
  - Name a couple of notable achievements of William Cullen Bryant. What can you say about his poetry? Quote some lines that you know.

## SCIENCE

SCA1. (Astronomy) Write about your observations of the sky this term.

SCB1. (Botany) What are the different parts of a flower and what are they used for? Use sketches or diagrams.

SCG1. (Geology) (This book was removed from the program because it went out of print. Skip this question if you are not reading the book).

Explain or describe one of the microscope images from *Beneath Our Feet* and what it reveals about geology.

SCM1. (Microbiology) Describe some of the 20th century discoveries in the field of microbes.

## DAY 2

### BIBLE

#### B3. New Testament

- What does Paul mean by "a living sacrifice"?
- Wiersbe's study in Romans states, "Be right with God, with yourself, and with others! The righteousness of God received by faith makes it possible for us to live right lives." Explain OR Discuss the theme of God's righteousness as shown in Romans.

### MATH

MT2. Submit a copy of your most recent test in Geometry if applicable.

### LITERATURE

#### LI2. General Lit

- What are some ways Brontë builds suspense in her novel, *Jane Eyre*? OR Consider how Bronte develops the lives of Jane's cruel cousins, John, Eliza, and Georgiana. What kind of people have they become? What particular excesses and tendencies of Victorian culture is Brontë critiquing through these three characters?
- Write a summary of the last chapter you read in *Hard Times*.

### MUSIC

#### MU2. Hymns, Spirituals, & Folk Songs

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

### CITIZENSHIP

#### CZ1. Economics

- "The art of economics 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." Briefly discuss two of the "Lessons Applied" in light of that proposition.
  - The Broken Window
  - The Blessings of Destruction
  - Public Works Mean Taxes
  - Taxes Discourage Production
  - Credit Diverts Production
  - The Curse of Machinery
  - Spread-the-Work Schemes
  - Disbanding Troops and Bureaucrats
  - The Fetish of Full Employment
  - Who's "Protected" by Tariffs?
  - The Drive for Exports
  - "Parity" Prices

### HISTORY

#### HI2. Cultural History

- “The glories of the art of architecture, of the arts on all sides, in and out of doors, the conviction of the French that the arts were indispensable to the enjoyment and meaning of life, affected the Americans more than anything else about Paris...” states McCullough in *The Greater Journey: Americans in Paris*. What can you tell to support this? Use illustrations if you can.

## ENG–Composition & Grammar

Writing will be considered and spelling will be taken into account throughout the exam. Show your commonplace book to your parent/teacher and scan a page with a favorite quote from the term.

### CG1. Grammar & Composition

- Pick a stanza from Keats' "[To Autumn](#)" to paraphrase.

## SCIENCE

SCA2. (*Astronomy*) Write about an interesting aspect of astronomy that you have read about in the first 8 chapters. Use diagrams or sketches if helpful.

SCB2. (*Botany*) What have you learned about forests? Use Sketches or Diagrams as needed.

SCG2. (*Geology*) Describe 5 interesting geologic sites from your state or region. If you were able to visit any of them, tell about some of your observations.

SCM2. (*Microbiology*) Scan your summary creation of all of the bacteria you have read about so far. Write a few paragraphs about one type.

## DAY 3

### BIBLE

#### B2. New Testament

- From extra resources (CB Study Bible and/or the Chronological Guide to the Bible), choose one and give a brief account
  - Ancient Letters
  - Adam in Jewish Tradition
  - Flesh and Spirit
  - "Pure" and "Unclean" foods
- Paul writes, "For I am not ashamed of the Gospel of Christ: for it is the power of God unto salvation to everyone that believes." What is the Gospel?

### ENG-Recitation

#### RE1. Recitation

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

### CITIZENSHIP

#### CZ2. Civics

- From *If You Can Keep It*, explain the Golden Triangle of Freedom.

### MUSIC

#### MU3. Sol-fa: Level 5

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

### PHYSICAL EDUCATION

#### PE2. Historical Dance

- Dance the Cake Walk

### ENG-Composition & Grammar

#### CG2. Grammar & Composition

- Describe briefly the cast of characters and outline a scene for a play from the Dickens' *Hard Times*.

### ART

#### A1. Art Instruction: Level 8

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

### MODERN LANGUAGE-French/Spanish

#### FR2. French Grammar: Level 4

- In French, describe aloud the plans Louis has for his vacation with Charles.

#### SP2. Intermediate Spanish Literature

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

## SCIENCE

SCA3. (Astronomy) What worldview discussion have you been thinking about? Write about it and present several sides to the discussion as well as your thoughts and opinions about it. Bring in any relevant scripture passages.

SCB3. (Botany) Write a summary of the life of one of the Plant Hunters.

SCG3. (Geology) Tell the story of William Smith's life and why he is considered the Father of Geology.

SCM3. (Microbiology) From *A Planet of Viruses*, write about the history of the study of viruses. Include some comments on COVID-19 as part of the ongoing story after the book was written. OR (Microbe Hunters) Write about the discoveries of Leeuwenhoek or Spallanzani.

## DAY 4

### BIBLE

#### B4. Old Testament

- "Ancient Near Eastern royal apologies, like the books of Samuel, offer a defense of the right of a certain individual to occupy the throne." (Cultural Backgrounds Study Bible, p. 460) Discuss the literary subgenre (royal apology) of 1 Samuel through examples from the text and show how it argues for David's right to the throne.
- Give the substance of...
  - Hannah's song (quote any phrases that may have struck you)
  - Tell the story of the capture and return of the Ark of the Covenant showing what we may learn from it
  - Write an essay on Saul as king.

### HISTORY

#### HI3. Ancient History

- In what ways does the Roman Republic remind you of your own country? In what ways is it different?

#### HI4. World History

- Write a character sketch of Napoleon.
- Choose one
  - Tell about French Nationalism
  - Discuss the issues Napoleon faced as the "Emperor, 1804-1812". Include the "two key setbacks"
  - What can you tell about Austria's Third, Fourth, and/or Fifth Coalition?
  - Tell what you know about Napoleon's "Hundred Days".

### ENG-Recitation

#### RE2. Recitation

- Recite OT/NT selections to a parent/teacher.

### ART

#### A2. 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.

### CITIZENSHIP

#### CZ3. Current Events

- Write a journal entry reflecting on any major political event from your news reading this term OR write a first person letter of response to the Editor of a newspaper/media on a topic of the day giving your opinion. Scan and submit a portion of your Calendar of Events.

### LIFE SKILLS

#### HC1. Handicrafts

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

## **MODERN LANGUAGE – French/Spanish**

### FR3. Intermediate French Literature

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

### SP3. Spanish Grammar: Level 3

- Conjugate the irregular verbs *hacer* and *salir* in the present tense.

## **ENG–Composition & Grammar**

### CG3. Grammar & Composition

- What does "becoming a researcher" mean? Why is it important to "imagine" the role of your reader?

## **GEOGRAPHY**

### G2. Historical Geography

- Write about the aspects of the trip down the Missouri River so far that have stood out to you. What have you seen? What thoughts have come to mind about what it must have been like for Lewis and Clark and crew to travel this same path?

## **SCIENCE**

SCA4. (Astronomy) Write about what you are learning in your free read from the HS Science Library.

SCB4. (Botany) Outline with words and sketches the 8 common plant families we studied and how to recognize them.

SCG4. (Geology) Explain ways that rivers shape the land and explain how the sea affects the land.

SCM4. (Microbiology) Tell the story of Henrietta Lacks so far in the book.

## DAY 5

### BIBLE

#### B5. Old Testament

- Write a scene for a play or a story about David from the time of his anointing through Saul's death.
- 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. List some of David's characteristics with examples from the text.

### ARCHITECTURE

#### AR1. Architecture Studies

- What have you learned about Day and his time and place in history so far?

### ENG-Recitation

#### RE3. Recitation

- Recite Poetry selections to a parent/teacher.

### ART

#### A3. Picture Study

- Describe The Duke of Morny's Apartment.
- Tell about Columbus and His Son at La Rabida.

### HISTORY

#### HI5. Ancient History

- Describe the character of Aeneas. What do you think are his defining traits? Give a few concrete examples of where you see them in the Aeneid.
- Draw two pieces of art that you remember seeing this term. Briefly say what they are and describe them. What do you think they say about the cultures that they were a part of?
- What does the IEMP model use for an approach to studying Ancient History?

### ENG-Reading

#### RD1. Reading

- Parent/teacher to choose a psalm and a current event article for the student to read aloud.

### HISTORY

#### HI6. American History

- Discuss the expansion of the central government **OR** Explain: "Politics, as would happen again and again over the years, canceled the makings of something that might have advanced the welfare of all the parties involved" (Remeni, p.94).
- What can you say of the Jacksonian era so far?

## MODERN LANGUAGE

FR4. French Grammar: Level 4

- Write the answer to ex.II.b, p.176.

FR5. Intermediate French Literature

- Recite the poem, "Le Cancre."

SP4. Intermediate Spanish Literature

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

SP5. Spanish Grammar: Level 3

- Give the past participles of the verbs estar, ser, tener and hacer. Explain how the past participle is used to form the perfect tense.

## LITERATURE

LI3. Shakespeare

- Describe a favorite scene from King Lear.

## HISTORY

HI7. Source Documents & American

- Explain primary and secondary source documents.
- Describe an incident or activity from the account of the Whitman & Parker journey west OR write a dialogue between people on the trip as if you were there.

## SCIENCE

SCA5./SCB6/SCG6/SCM6. Show your teacher/parent your nature and science notebooks. Scan a favorite page from each.

SCB5. (Botany)

- Describe with words and sketches your observations of 2 local trees.
- Pick one aspect of things that a "Plant Knows" and write about it.

SCG5. (Geology) Describe your local area geologically. What have you been able to discover?

SCM5. (Microbiology) 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?

## STUDENT COMMENT SECTION