

THEOLOGY IV – 2021

Toward The Eternal Commencement: Our Quest for Happiness, Book Four

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INTRODUCTION

This year, we finish the series entitled *Our Quest for Happiness*. Each of us desires happiness; God created the human heart that way. This strong desire is described in the text as a craving, and it is really a craving for God. Unfortunately, we frequently confuse material happiness and attachment to creatures with true happiness. In this last year of the *Our Quest for Happiness* religion series, the Four Last Things bring up the question of the future, of the sacraments of Extreme Unction, of Holy Orders, and of Matrimony, and of the Apocalypse. Moreover, the life of the Blessed Mother (Unit I) fits in here most admirably as the perfect example of those who wish to succeed in the quest for happiness, and the perfect model in the practice of all the virtues. Unit II helps our seniors look into the future, while Unit III deals beautifully with “The Great Choice,” as our teen-aged children prepare, with Our Lord’s illumination, to discover their state in life which God has pre-ordained for them. Unit IV gives our young Catholics the principles they need to build a better world, and Unit V is a survey of apologetics.

EXPLANATORY NOTES

The *Our Quest for Happiness* series is, overall, the finest, the most thorough, and the most doctrinally sound high school religion series that Our Lady of Victory was able to find. Roman Catholic priests who have perused the books have pronounced them essentially equivalent in content and presentation to the Theology courses which they have studied at traditional seminaries. It is truly an excellent four-year course in the theology of the Catholic Faith. The series was written and published originally in the 1940s, with the content being slightly rearranged and the books re-published with fresh *Nihil Obstat* and *Imprimatur* in the late 1950s. As a result of the intervening four decades, with their manifest changes in the world in general and in the Church in particular, there are some points about certain wording in the text that require clarification.

It is important, when discussing the virtue of Obedience, to point out some aspects of this great virtue which must be underscored in light of the situation of the crisis in the Church today. Obedience is always subordinate to the Theological Virtues of Faith, Hope, and Charity. Therefore, it is never permissible to hide behind the excuse of obedience when the Faith is endangered in yourself or those around you in accordance with the priorities of Charity. Since the 1960’s, **Blind Obedience**, which is not a virtue but a tool of Satan, has led us into places previously forbidden by Popes and the Magisterial Teaching of Holy Mother Church. *Lex Primas Salus Anima Est* means “The Prime Law is the Salvation of the Soul.” Accordingly, no Canon Law, no prudential pronouncement from the Vatican, and no threat of censure from your local ordinary can **ever** cause you to place obedience to these authorities above the salvation of

your soul (or the souls of your children), when the two conflict. "I was only obeying my bishop/pastor/priest" will **not** be an excuse on Judgement Day.

In Unit IV, "Building a Better World," the textbook cites two types of socialism as an "extreme" socialism (or atheistic communism), and a more "moderate" socialism, which our text says, rather cavalierly, has "ceased to be a serious problem." This was surely hopeful (or even wishful) thinking in 1958, when this book was published, but not very realistic and critical thinking. The book's authors correctly point out that this "more moderate brand of socialism" was condemned by Pope Pius XI as promoting a concept of society contrary to Christian truth, by ignoring man's eternal goal and sacrificing man's dignity to the demands of production. Then, they abruptly tell us it is no longer "a serious problem." In light of the events in the socialist countries of formerly Catholic Europe in the intervening forty years, we can say that the authors of the text were well off the mark on this point. Witness the current situations in Italy, France, Portugal, and Spain -- once so strongly Catholic, but now infested with every possible evil and error the twentieth century has revived.

Finally, the publishers or editors of the textbook were ill-advised in their choice of inclusion of the symbol of the One World Order, the United Nations, in the illustration on p. 337. No organization is more opposed to the Social Kingship of Christ, nor more opposed to true justice, than this nefarious supernatural "government." The editors could hardly have chosen a worse symbol, unless they had inserted the logo of Freemasonry, which itself is embodied in the U.N., and which is in a constant tug-of-war with the other "philosophy" espoused at U.N. headquarters in New York -- Marxism. In fairness to the editors, however, it must be remembered that the idea of a place where nations can come together to debate their differences rather than fight is, in itself, good, and most likely traces its origin to the Pax Romana, and later to the Round Table of King Arthur. It is therefore attractive to Catholics -- and to all men of good will. Furthermore, when these books were published, there was still hope, albeit very little and perhaps even naive, that the U.N. would be the apparatus for furthering peace among nations. But let us be very clear: **Until the world accepts the Reign of Christ the King, there can never be true peace.** If the text errs in presenting the case for social justice, it is because the authors do not drive this point home hard and frequently enough. Students should always bear this truism in mind, especially when reading about or discussing the ills of the world and how to solve them: Our Lord and Savior Jesus Christ is the true Giver of Peace, not peace "as the world gives," but genuine and abiding peace under His Kingship. Still, if the world, at this late date, has not converted, where does the fault lie? Is it the hardening of their hearts, or are we, who call ourselves Catholics, to blame, for not truly practicing our Faith, for not providing a demonstration to the world that is so necessary to precipitate conversions?

ASSIGNMENTS AND TESTS

As in the three previous years, assignments will consist of reading from the text, as well as both written and oral responses to selected review questions. Even though not all questions are assigned, students must ensure that they understand all the material. Some graded assigned questions will be sent to the school, as indicated in this lesson plan, so that the students' tutors can review their performance and provide helpful feedback. **Assignments which are to be sent to school are in bold print and clearly marked "Send to School".**

The *Answer Key*, which conforms only to the 1958 edition, contains more detailed responses than the student's need be. As long as the student's response agrees substantially with the *Answer Key*, it can be graded favorably. **Please remember to answer all questions in complete**

AM+DG
Our Lady of Victory School
Theology Lesson Plan

sentences. Also, be sure to calculate a percentage grade for all required assignments. You can use the EZ Grader to assist with the calculation.

The student will also be asked to write either paragraphs or short papers on various topics covered in the textbook. If asked to write a paragraph, the length should be a **minimum of 75 words**; a short paper should be a **minimum of 200 words**, but not more than 300, unless otherwise specified. If possible, these assignments should be typed and double spaced. If this is not an option, the student may hand-write the assignment, using their neatest handwriting and double spacing.

When instructed to write a paper covering several questions in the textbook, the student should not provide separate answers to each question, but should organize the information into a single essay, showing the logical progression of ideas.

Tests will be given at the end of each quarter. The first quarter, mid-term, and third quarter tests cover material from those respective quarters only, while the final test is *comprehensive*, that is, based on the material covered during the entire year. It is highly recommended that students save all written assignments and tests, so that these may be used for study aides in preparation for the tests. Familiarity with the major reviews at the end of each unit is an excellent preparation for the quarter exams. You will also find study guides included in the lesson plan.

All papers submitted to the school for review and/or grading will be returned at the end of each quarter.

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THEOLOGY IV – 2021

Student Name _____ Grade Level _____

TEC – *Toward the Eternal Commencement, Our Quest for Happiness: Book Four* by the Right Rev. Msgr. Clarence E. Elwell, PhD., Lepanto Press.

Week 1

Grade

TEC Read and study pp. 9-16, pp. 20-23 and pp. 27-35.

Write a 200+ word essay answering question #5 on p. 16. Use examples as necessary.

Send UNGRADED assignment to school. _____

Answer review questions #1-15 on p. 35 orally. _____

Time _____

Week 2

TEC Read and study pp. 35-56.

Answer review questions #3-4 on p. 44 in a well-formed paragraph. Combine all the answers in a logical manner to make a fluid paper. Use examples as necessary.

Answer review questions #12-13 on p. 44 in a well-formed paragraph. Combine all the answers in a logical manner to make a fluid paper. Use examples as necessary.

Send GRADED assignments to school. _____

Answer review questions #1-10 on p. 56 orally. _____

Time _____

Comments: _____

ADVANCED MATH II - 2021
An Incremental Development, Second Edition
John H. Saxon, Jr

Dear Families,

The parent/teacher and the student should read the Preface, pp. ix-xi, carefully. Students should study all examples and solutions in each lesson, work the practice problems, check them, and then work the problem sets. Parents can grade the problem sets using *Advanced Math: An Incremental Development, 2nd Edition, Homeschool Packet*, which is included in the complete *Advanced Math* set.

Enclosed is a sample lesson plan of how to indicate the grade for each lesson – *please provide a percentage grade*.

Tests are assigned every other week and **must be sent to school**; half are graded by the tutor, to check for student comprehension, and the remainder are graded by the parent/teacher, to make sure that difficulties with particular concepts are caught and corrected as they arise. Along with their answers, **students must show how they worked the problem**, so that the tutor/parent can see how the solution was reached and also determine if partial credit is applicable, in the case of a wrong answer.

We do allow students to complete half problem sets. Please choose either odd or even numbered problems. **However, students MUST maintain an 85% weekly average.** If the students' average drops below 85%, they will be obliged to complete full problem sets until they demonstrate comprehension of the concepts by bringing their average back to the 85% standard.

Please do not hesitate to call or email with any questions.

Assignments which are to be sent to school are in bold print and clearly marked "**Send to School**".

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ADVANCED MATH II - 2021

Sample

12th

Student Name _____

Grade Level _____

TEXT – *Advanced Math: An Incremental Development, 2nd Edition*, John H. Saxon, Jr.

TB – *Advanced Math: An Incremental Development, 2nd Edition, Test Forms*

Week 1

Grade

TEXT Lesson 61 *

96%

Lesson 62 *

89%

Lesson 63 *

100%

Time 4 hrs.

Week 2

TEXT Lesson 64 *

99%

Lesson 65

100%

Time 3 hrs.

* Refresh your ability to do the corresponding problems from these Lessons.

** Carefully review the TEST questions. If necessary, copy the problems and re-work those with which you are having difficulty.

Comments: _____

For use by OLVS tutor only – ADVANCED MATH II: Week 1 _____ Week 2 _____

THE RESEARCH PAPER – 2021

The Research Paper
Sharon Sorenson
The Christian's Guide to Character and Success
Edward F. Garesché

Introduction

Standardizing the format for research papers is always one of the most debated issues in academic circles. The two main organizations which set the criteria and requirements for standardizing the format of research papers at institutions of higher learning are the Modern Language Association (MLA), upon which the research paper text in use in our curriculum is generally based, and the American Psychology Association (APA). The two formats mandated by these organizations are parallel in many respects, but they do not agree in specifics.

One of the more important points of disagreement is the format of the entries of the Bibliography, or "Sources Used." Since the MLA and APA standards tend to change from time to time, it is important for the OLVS student to use the standardized format put forward in the text. When you are enrolled in college courses, the professor will make his preferences known at that time.

Finally, you should ensure that you do not use the Internet for more than one-fourth of your bibliography sources. This is not to say that you cannot access newspapers, magazines, or archives through the Internet. But they should be listed under the newspaper or magazine from which they were extracted. Web pages, as *such*, should only make up a small portion of the listed sources. An example of an acceptable mix would be 2 or 3 books dedicated to the subject, 3 or 4 professional magazine articles, 2 or 3 newspaper articles, transcript of an interview you conducted with an expert in the field and 2 or 3 web sites dedicated to the topic.

Assignments

This final year of Grammar and Composition will concentrate on two important talents that all of our students should develop. The first is the ability to thoroughly research a subject, then to logically present in writing, or orally, in an attractive way. To develop this ability, the student will study The Research Paper.

Starting in week 19, the student will read and study *The Christian's Guide to Character and Success*, by Fr. Edward F. Garesché, S.J. To thoroughly practice virtue each and every day brings the wonderful promise of Heaven, and in this life, the beautiful joy of a clear conscience. This book will help the student apply the practice of virtues in his/her daily life. This is an excellent book which will help the student form good Catholic reasoning, especially when choosing friends, amusements and a vocation. By practicing note-taking with each individual chapter, in addition to writing several short essays, it is our hope that this book will not only help the student with compositional skills, but will also aid in their spiritual development.

Keep in mind that the student will be asked to write a short essay about the subject matter discussed in three chapters of the student's choice at Week 27, and again at Week 35. It would be advantageous for parents to discuss each chapter with their children.

Assignments which are to be sent to school are in bold print and clearly marked "Send to School".

So that our tutor will know that the student truly understands the assignments, the parent/tutor must put a weekly grade and time on lesson plan. The assignments are listed under each week's heading. Term papers should be completed on a computer or on a typewriter instead of being hand written.

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THE RESEARCH PAPER - 2021

Sample

12th

Student Name

Grade Level

TRP – *The Research Paper*, Sharon Sorenson

CBCS – *The Christian's Guide to Character and Success*, Edward F. Garesché

Week 1

Grade

TRP Read and Study all of Chapter 1, paying close attention to pp.1 and 2 numbers 1, 2 and 3.

Begin formulating a term paper that you will write. This paper will be due at the end of the first semester and must be a ***minimum of 1200 words***. It may be on a topic of your choice; however, the subject must be selected by the end of the 2nd week and submitted to your tutor for approval. As you study this book, direct the study methods to your specific subject matter in **parenthetical format**. See pages starting at pg. 221.

Check box when complete.

Time 2 hrs.

Week 2

TRP Read and study Chapter 2.
Complete Exercise C, pg. 35

Send GRADED to school. 96%

Send the topic of your paper to school.

Time 3 hrs.

Comments: _____

BRITISH CLASSICS I – 2021

Pride and Prejudice, Jane Austen
The Tale of Two Cities, Charles Dickens
The Merchant of Venice, William Shakespeare
Loss and Gain, Cardinal John Henry Newman

TEXTBOOK

Although there are numerous editions of *Pride and Prejudice*, *A Tale of Two Cities*, *The Merchant of Venice*, and *Loss and Gain*, Our Lady of Victory uses **The Ignatius Critical Editions** by **Ignatius Press** for this course. This edition includes critical essays, summaries and questions, and have accompanying study guides intended to support students and teachers in reading the texts. Moreover, this edition approaches “these great works of literature from a tradition-oriented perspective,” thereby saving students from the pitfalls of modern interpretations that lean towards radical philosophies.

ASSIGNMENTS

Students will read several chapters assigned from the books during eight weeks of each quarter. They will also read the corresponding introductions and critical appraisals, as well as their summaries found in the study guides. There are accompanying questions after each summary too; they are **optional but are highly recommended** because they are “designed to prompt appropriate trains of thought for the student to ponder as he reads the work.” After completing the reading assignments, students must answer comprehension questions **in complete sentences**, as well as one thought question in a **concise paragraph of approximately 200 words**. Some weeks ask that students answer comprehension questions orally, but a thought question must be written/typed and submitted to the school every week. These questions are found at the front section of the lesson plan. Moreover, it is highly recommended that students keep notes with their reading, since the reading comprehension questions will focus on details and there are many character/place names and plot elements to absorb. **Besides proper heading, students must also number each answer to indicate its corresponding question.** During the ninth week of each quarter, students will be tested on the facts of the work by answering the questions on **Part One – Knowledge of the Text**, found at the end of each study guide. Then, they will be required to write a coherent essay of 500-750 words (typed, double-spaced), which deals with each book. Students can answer the essay question of their choice, and there are plenty to choose from in **Part Two – Essay Questions**, which are found at the end of each study guide. In writing the essay, students must indicate what essay prompt they choose. **Parents should also remove the answer keys found in the study guides before giving them to the students.**

Graded thought questions will be sent to the school, as indicated in the lesson plan, so that the students’ tutors can review their performance and provide helpful feedback. **Grading Criteria** are also provided so that parents and tutor can assess the student’s work more objectively, and that the student himself can understand the assessment. **Assignments which are to be sent to school are in bold print and clearly marked “SEND GRADED/UNGRADED ASSIGNMENT TO SCHOOL.”** Also, be sure to calculate a percentage grade for all required assignments that parents will grade.

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BRITISH CLASSICS I - 2021

Student Name _____ Grade Level _____

PaP – *Pride and Prejudice*, Jane Austen. Ignatius Critical Edition
PaPSG – *Pride and Prejudice Study Guide*, Ignatius Critical Edition
LP – British Classics I Lesson Plan, Our Lady of Victory School

Week 1

Grade _____

PaPSG Read “Why a Great Books Study Guide” to “Bare Bones” on pp. 5-22.
Read “Things to Think About While Reading the Book” on pp. 28-29. It is strongly recommended that you refer back to this section as you read the work.

PaP Read the Introduction by Christopher Blum on pp. ix-xxi.
Read Volume 1, Chapters I-VIII.

LP **Answer reading comprehension questions on p. 1 of the Weekly Assignments, found at the front section of the lesson plan. Write in complete sentences.** _____

Answer the thought question on p. 1 of the Weekly Assignments in a well-formed paragraph of approximately 200 words.

Send UNGRADED assignments to school. _____

Time _____

Week 2

PaP Read Volume 1, Chapters IX-XVI.
Take notes for reference while completing weekly assignments and end-of-quarter essays.

PaPSG Read the summary of Christopher Blum’s “Introduction to *Pride and Prejudice*” and answer its study questions on pp. 23-24 for a deeper understanding of the book.

LP Orally answer reading comprehension questions on p. 1 of the Weekly Assignments. _____

Answer the thought question on p. 1 of the Weekly Assignments in a well-formed paragraph of approximately 200 words.

Send GRADED assignment to school. _____

Time _____

Comments: _____

For use by OLVS tutor only: BRITISH CLASSICS I Week 1 _____ Week 2 _____

GRADE TWELVE SOCIAL STUDIES - 2012
CIVICS LESSON PLAN

Introduction

Catholics sometimes become overwhelmed when they consider how far our country has departed from the nature of a true Christian Society, especially when they realize that so much of the American way of life is a result of the philosophical and religious errors of Protestantism and Naturalism. In fact, it is astonishing to learn that *Article 11* of the *Treaty of Tripoli*, which was drawn up under the Presidency of George Washington and then signed into law by President John Adams in 1797, clearly states that ***“the government of the United States of America is not in any sense founded on the Christian Religion.”***

We should not, however, lose heart; the grace of Christ can and does work miracles. We just need to get back to basics and do our part to restore all things in Christ. And seeing that society is based on the family, it stands to reason that we must begin with the family, and concentrate on the sanctity of husband and wife, and the Catholic education of youth. The Holy Family of Jesus, Mary and Joseph will be our Model.

To become good and active adult citizens, we must learn about the basic functions of the government in order to participate in it. Indeed, it is the duty of every Catholic to be familiar with Catholic social principles, and to understand the Constitution upon which our nation is established. By studying what the Constitution actually says, we can compare the words of this very important document, with the interpretations by those who are supposed to be safeguarding it.

In addition, as Catholics, we must understand our duties and obligations to our country. The Church has always clearly taught that along with our rights come serious obligations of patriotism, which may include, for example, service in a capacity in which our talents can best be used. True patriotism, of course, is predicated on the idea that we love our country for all we find in it that is good, while attempting to rectify those characteristics of our country which are bad. Note, though, that rectifying that which is bad must be done out of true charity for one’s country – that is, done for the greater glory of God.

The textbooks which we will use in this course are: *The Measuring Tape* and *Christian Citizenship*, and *Catholic Action for Christ our King*. We will also be using the small booklet, *The Reign of Christ the King*, as well as various readings which are included in this lesson plan. *The Measuring Tape*, by Catholic Frank Denke, is described as “a book of Catholic principles and common sense regarding government and citizenship.” It specifically deals with Catholic teaching (particularly teachings from papal encyclicals) on duties and obligations of Catholic citizens, as well as Church-state relations. *Christian Citizenship* is a text written by the staff of Our Lady of Victory School for the express purpose of arming our youth with knowledge of the Constitution. By becoming familiar with the foundations of our American government, we can discern whether laws, practices, and usages, are truly in accord with this most basic of documents. While always keeping Catholic social teaching in mind, the student will be armed, through *Christian Citizenship*, with a fundamental set of criteria by which to gauge any governmental act by its constitutionality, thereby giving him the tools to do whatever is in his power, and within the scope of his duties of state, to oppose errors in government from a Catholic, as well as a constitutional or juridical, perspective. In *The Reign of Christ the King*, Catholic apologist Michael Davies shows that all authority originally comes from God, and that political leaders have a moral obligation to insure that the laws of man conform to the laws of God. The student will also read *Catholic Action for Christ Our King* and answer assigned questions.

IMPORTANT NOTE: KEEP THESE FIRST FOUR PAGES; DO NOT RETURN THEM TO OLVS WITH LESSON PLANS.

CIVICS

Student's Name _____

Gr. Level _____

MT: *The Measuring Tape*, Frank Denke

Week 1

Grade

MT Read and study Chap. I
Answer Questions p. 3, #s 1 - 4

Read and study Chap. II
Answer Questions pgs. 5-6, #s 1 - 11;

Send GRADED assignment to school.

Time _____

Week 2

MT Read and study Chap. III
Answer Questions p. 8, #s 1 - 12;
Answer Essay Question #1, p. 8

Send this UNGRADED paper to school.

Read and study Chap. IV
Answer Questions pgs. 9-10, #s 1 - 6
Answer Essay Question #3, p. 10

Time _____

Comments: _____

Introduction

In various sciences previously studied, the student has received small portions of scientific information that pertained to their own body and health. The student will now more directly study the subject of personal health and we will encourage good health habits which should be of great benefit to the student as they grow into adulthood and become completely responsible for their own health.

Although there are several general comments made regarding sexual health of young persons, there is no attempt made to thoroughly explain problems of sex, intercourse, and the reproductive parts of the body. A religious brother and a sister have written the book, ***Review Text in Health (2005-Edition)***. They, and the school, believe that such information should be taught privately by the parents or someone else who they think is qualified to discuss such a personal and delicate subject.

First Aid/CPR/AED Participant's Manual will be read in Weeks 28-32. ***Teenagers and Nutrition*** will be covered in weeks 28-36. The following four pages contain the answer key for questions assigned in weeks 28-32, ***First Aid/CPR/AED Participant's Manual***. This answer key should be **removed from the lesson plan** and kept in a safe place along with other answer keys.

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J.M.J.
Our Lady of Victory School

Revised Edition
HEALTH SCIENCE - 2021
Our Lady of Victory School

Student's Name: _____
Street Address: _____
City/State/Province: _____
Zip/Postal Code: _____
Parent's Name: _____

ASSIGNMENTS:

WEEKS 1 – 2

1st week – Read and study Unit 1, pp. 1-2 of *Review Text in Health*.

Study the meanings of the italicized vocabulary in this chapter.

Answer questions on pp. 2-3. Send graded Completion Questions to school.

Multiple Choice Questions:	Grade _____
Completion Questions:	Grade _____
Modified True-False Questions:	Grade _____
Matching Test Questions:	Grade _____

2nd week – Read and study Unit 2, pp. 3-5 of *Review Text in Health*.

Study the meanings of the italicized vocabulary in this chapter.

Answer questions on pp. 5-6. Send grades to School.

Multiple Choice Questions:	Grade _____
Completion Questions:	Grade _____
Matching Test Questions:	Grade _____

Comments: _____

For Use by OLVS tutor only: Health Science: Week 1 _____ Week 2 _____