

THEOLOGY I – 2021

Our Goal and Our Guides: Our Quest for Happiness, Book One

Right Rev. Msgr. Clarence E. Elwell, Ph.D.
The Late Most Rev. James T. O’Dowd, Ph.D., S.T.D.
Right Rev. Msgr. Anthony N. Fuerst, S.T.D.
Sister Mary St. Therese Dunn, S.N.D., M.A.
Right Rev. Msgr. John J. Voight, M.A., Ed.D.

INTRODUCTION

Our Goal and Our Guides is the first book of the high school religion series, *Our Quest for Happiness*, republished by Lepanto Press. The series focuses on the study and pursuit of that perfect happiness which St. Augustine describes as the union of our soul with Almighty God. That great Doctor of the Church responded to a request for guidance on how to teach religion by writing *De Catechizandis Rudibus*, a detailed and comprehensive work on the matter and content of teaching religion. His so-called “historical method,” focusing on charity, is employed in designing and writing this series.

EXPLANATORY NOTES

Our Quest for Happiness was written during the 1940s and 50s. As a result the text does not reflect and discuss some issues that have come to the fore since the social and ecclesiastical upheaval of the 1960s. Of particular note is the treatment of the theory of evolution, discussed on pp. 248-250. Half a century after the writing of these textbooks, a fully developed theory of evolution, mostly atheistic and treated as fact while having very little logical or factual proof, is forced upon most schoolchildren, while the creationist view is treated as childish and ridiculous.

The writers of the text could not guess that this was the intellectual trend of the day, so they offer considerable good will to evolutionists. We now know that proponents of evolutionary theory are often not good-willed at all, but seem to work actively to undermine the teachings of the Catholic Church. The strength of the text, however, lies in its refusal to compromise Catholic teaching without evidence to the contrary. In a summary of evolution found on p. 250, the writers declare that “The good Catholic...believes that Adam’s soul was created directly by God. He will also believe that Adam’s body was created directly by God until such a time as unshakable scientific evidence proves that God allowed it to develop gradually.” The Church has always embraced this balanced approach to scientific theories, only allowing them to affect theological teaching once definitive scientific proof is available. It seems unlikely that definitive proof of evolution will ever be found, so we can hold fast to the creationist view of the world without doubt or fear.

For those wishing further clarification of this matter, we are providing information on how to find Pius XII’s thoughts on the role of modern science which are referenced in the text:

Address of Pope Pius XII to the Pontifical Academy of Sciences, November 22, 1951:

<http://www.papalencyclicals.net/Pius12/P12EXIST.HTM>

Humani Generis (On Human Origin) August 12, 1950:

<http://www.papalencyclicals.net/Pius12/P12HUMAN.HTM>.

ASSIGNMENTS, TESTS & GRADING

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* provided for the textbook contains far more detailed responses than the students' need be, since the key must cover all possible information a student might provide, rather than just the basic answer. 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 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. If possible, these assignments should be typed and double spaced. If that 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 exams 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 for use as study aides for the exams. The Unit Reviews in the textbook are 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.

IMPORTANT NOTE: This lesson plan is protected under Copyright © Our Lady of Victory School. All rights reserved. No part may be copied without permission of OLVS.

THEOLOGY I - 2021

Student Name _____ Grade Level _____

OGOG – *Our Goal and Our Guides, Our Quest for Happiness: Book One* by the Right Rev. Msgr. Clarence E. Elwell, PhD., Lepanto Press.

Week 1

Grade _____

OGOG Read and study pp. 9-22.

Answer review questions #1-5 on p. 20 orally.*

Write a 200+ word essay answering questions #4-6 on p. 22. Combine all the answers in a logical manner to make a fluid paper. Use examples as necessary.

Send UNGRADED assignment to school.

Time _____

Week 2

OGOG Read and study pp. 27-41.

Answer review questions #1-10 on p. 41 in writing.

Send GRADED assignment to school.

Answer review questions #11-13 on p. 41 orally.

Time _____

*Note: The back end sheets were not printed in the OLVS edition. Students should answer the questions from what they know about their Catholic Faith, using the answers given in the Answer Key as a study guide.

Comments: _____

For use by OLVS tutor only: THEOLOGY I

Week 1 _____ Week 2 _____

ALGEBRA I - 2021
An Incremental Development, Third Edition
John H. Saxon, Jr

Dear Families,

The parent/teacher and the student should read the Preface, pp. xi-xii, 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 *Algebra I: An Incremental Development, 3rd Edition, Homeschool Packet*, which is included in the complete *Algebra I* set.

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

Tests are assigned each 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".

Please note: Quarter Exams are included in the lesson plan following the week they're assigned. These should be removed and stored separately from lesson plan.

IMPORTANT NOTE: This lesson plan is protected under Copyright © Our Lady of Victory School. All rights reserved. No part may be copied without permission of OLVS.

ALGEBRA I – 2021

Sample

9th

Student Name _____

Grade Level _____

TEXT – *Algebra I: An Incremental Development, 3rd Edition*, John H. Saxon, Jr.

TB – *Algebra I Test Booklet: An Incremental Development, 3rd Edition*, John H. Saxon, Jr.

Week 1

Grade

TEXT Lesson 1

100%

Lesson 2

99%

Lesson 3

85%

Lesson 4

100%

Time 4 hrs.

Week 2

TEXT Lesson 5

96%

Lesson 6

100%

Lesson 7

89%

Lesson 8

100%

TB **Home Study Test 1**

On a separate sheet of paper, show all work for test problems.

Send UNGRADED assignment to school.

Time 5 hrs.

Comments: _____

GRAMMAR 9 CORRECT WRITING - 2021

Correct Writing

Michael P. Kammer S.J.

Wilburn A. Diebold, S.J.

Charles W. Mulligan, S.J.

The Ninth Grade grammar course will emphasize writing correct sentences that will aid the students in composing proper compositions. The parts of speech and how to effectively use them will be studied, introducing students to techniques for writing well-formed high school compositions and essays. Good writing skills depend upon a solid foundation of forming good sentences.

This “correct writing” series is in three parts. In Part I, the students will learn the difference between a “good sentence” and a “half sentence.” Next, the student will learn the difference between a “good elliptical sentence” and a half sentence.” And finally, the student will learn the difference between a “good sentence” and a run-over sentence. Students will also learn when to capitalize letters and the proper punctuation at the end of a sentence.

In part Two, the student will learn subjects, predicates and word groups that make up subjects and predicates, as well as how to take these apart and fix them, if needed.

Finally in Part Three, students will focus on simple, compound, complex and compound-complex sentences.

By the end of the school year, they students will be ready to pursue essay writing in the Tenth Grade.

CORRECT WRITING - 2021

Sample

9th

Student Name

Grade Level

CW-*Correct Writing*, Michael P. Kammer, S.J., Wilburn A. Diebold, S.J., and Charles W. Mulligan, S.J
HANDBOOK -*Writing Handbook*, Michael P. Kammer, S.J., and Charles W. Mulligan, S.J

Week 1

Grade

CW Read the Introduction pp. xi – xii.

Lesson 1: read pp. 1-11; refer to HANDBOOK for rules noted in text, do all oral drills, write the following exercises: pp. 5-11

ex.4 96%

ex.12 99%

Lesson 2: read pp. 11-20; refer to HANDBOOK for rules noted in text, do all oral drills, write the following exercises: pp.15-18

ex.17 100%

ex.21 96%

Review p. 19 on how to correctly write the “Take the Wheel” compositions.

Complete p. 20: Take the Wheel

Send GRADED assignment to school.

94%

Time 3 hrs.

Week 2

Grade

CW Lesson 3: read pp. 20-27; refer to HANDBOOK for rules noted in text, do all oral drills, write the following exercises: pp.24-26

ex.25 100%

ex.26 96%

ex.28 94%

Summary: read pp. 27-28

Lesson 4: read pp. 29-38; refer to HANDBOOK for rules noted in text, do all oral drills, write the following exercises: pp. 33-37

ex.32 94%

ex.34 100%

ex.35 89%

ex.37 100%

Complete pg. 38: Take the Wheel

Send UNGRADED assignment to school.

Time 4 hrs.

Comments: _____

HISTORICAL FICTION – 2022

Fabiola, His Eminence Cardinal Wiseman
Lances of Lynwood, Charlotte Yonge
Come Rack! Come Rope!, Msgr. Robert Hugh Benson
The Scarlet Pimpernel, Baroness E. Orczy

INTRODUCTION

Our Lady of Victory has also decided to introduce our ninth grade students to the literary genre known as historical fiction. As the known historian, David McCullough has said, “History is who we are and why we are the way we are.” Through historical fiction, our students will be exposed to events that occurred in the past, although the stories themselves may be fictional – in an interesting and exciting way. These stories may include real people and/or fictional characters made up from the author’s imagination, and will include lively dialogue. Reading historical fiction at the ninth grade level will introduce our students to history as more of a “human interaction,” thereby bringing history “to life.” The students will experience adventure while learning from the past, and hopefully “understand the extremes of human behavior and ways of facing, understanding and living with horrific events of the past.”¹

Students will read one book per quarter. A masterpiece of historical fiction, *Fabiola* is the first one in the course. It was written by Cardinal Wiseman and has long been cherished as a classic by young and old alike. This edition is an OLVS reprint of the original version, published early in the 20th century by P. J. Kenedy & Sons. It is more complete than the previous modern language edition by the Daughters of St. Paul, formerly sold by OLV and now out of print. Therefore, **the lesson plans will match only the unabridged P. J. Kenedy edition of *Fabiola*** - either the originals or those reprinted by OLVS. Students will then read *The Lances of Lynwood*. It follows young Eustace from an early knighthood, through the trenches of a difficult guardianship and bitter slanders, and on to the victory of a good character.

In the 3rd Quarter, students will have a glimpse of the English Reformation by reading *Come Rack! Come Rope!*. Msgr. Robert Hugh Benson, one of the greatest Catholic authors, artfully combines solid history with lively dialogue in this well-known novel. It is a story about the darkest age in English history; a time when almost all of England abandoned the One, True Faith and fell into heresy. *Come Rack! Come Rope!* vividly portrays the struggles as well as the triumphs of the faithful, and we see that it was humility, charity, prayer and sacrifice—that is, the blood of martyrs—that kept the Catholic Faith alive in England. The course will end with *The Scarlet Pimpernel* by Baroness Orczy, set in the year 1792. The French Revolution has turned into a reign of terror. The stage is set for one of the most enthralling novels of historical adventure ever written.

ASSIGNMENTS

Students will read several chapters assigned from the books during eight weeks of each quarter. After completing the reading, they must answer comprehension questions **in complete sentences**, as well as one thought question in a **concise paragraph of approximately 150 words**. Some weeks ask that students answer comprehension questions orally, but every thought question must be written or typed and submitted to the school. During the ninth week of each quarter, the student will be required to write a coherent 500-word book report (typed, double-spaced) which deals with each book. 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.**

¹ Lindquist, Tarry, “Why and How I Teach With Historical Fiction”, *Scholastic*, <https://www.scholastic.com/teachers/articles/teaching-content/why-and-how-i-teach-historical-fiction/>

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 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.

EXPLANATORY NOTES

In *Fabiola*, there are two points which require comment. The first is on the occasional reference to "deaconesses" in the early Church. The subject of the precise status of deaconesses is confusing, but the title is sometimes used interchangeably with "widow" and at other times distinguished from this latter title. According to the 1913 edition of the Knights of Columbus Catholic Encyclopedia, ". . . there were no doubt influences at work at one time or other which tended to exaggerate the position of these women-helpers." For a while, deaconesses did receive a laying on of hands, of sorts, but it was not to be confused with Holy Orders of males, this distinction being expressly stated in the documents of the Councils of Nicæa and of Nismes. The Church, as a whole, repudiated the idea that women could, in any sense, be recipients of the Sacrament of Holy Orders, after abuses became so widespread in the eastern rite churches during the Middle Ages. The idea of deaconesses was revived by Protestants of the 19th century, and is unfortunately practiced *de facto* today in the Catholic Church in America and other English-speaking countries.

Also in *Fabiola*, there is a footnote on p. 305 concerning the celebrant "facing the people." This is not quite accurate. In the old basilicas and churches of Europe, the Church was architecturally arranged so that the Mass could be offered facing east (anticipating Christ's return). This was the determinant: orientation, not where the faithful were. In the larger edifices, then, the faithful were worshipping in all four naves of these cruciform churches and basilicas.

IMPORTANT NOTE: This lesson plan is protected under Copyright © Our Lady of Victory School. All rights reserved. No part may be copied without permission of OLVS.

HISTORICAL FICTION - 2022

Student Name _____ Grade Level _____

FAB – *Fabiola*, His Eminence Cardinal Wiseman
LP – Historical Fiction Lesson Plan, Our Lady of Victory School

Week 1

Grade _____

FAB Read the Preface and Part I, Chapters I-VI.
Take notes for reference while completing weekly assignments and end-of-quarter book reports.

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

Send GRADED assignment to school. _____

Answer the thought question on p. 1 of the Weekly Assignments in a well-formed paragraph of approximately 150 words.

Send UNGRADED assignment to school. _____

Time _____

Week 2

FAB Read Part I, Chapters VII-XIII.
Take notes for reference while completing weekly assignments and end-of-quarter book reports.

LP Orally answer reading comprehension questions on pp. 1-2 of the Weekly Assignments.

Answer the thought question on p. 2 of the Weekly Assignments in a well-formed paragraph of approximately 150 words.

Send UNGRADED assignment to school. _____

Time _____

Comments: _____

For use by OLVS tutor only: HISTORICAL FICTION Week 1 _____ Week 2 _____

The Story of the Church

Her Founding, Mission, and Progress
A Textbook in Church History

Rev. George Johnson, Ph.D.
Rev. Jerome D. Hannan, Ph.D., J.C.D.
Sister M. Dominica, O.S.U., Ph.D.

INTRODUCTION:

The history of the Catholic Faith is a history of the world because the history of the One, True Faith goes all the way back to the beginning of the world.

“To know and to understand the Church is a sacred duty for every Catholic. The Church is not just an organization to which we belong; it is an organism of which we are a part. Loyalty to the Church is not merely one among many loyalties. It is the one great loyalty of our lives in which all other loyalties are rooted and from which all derive their life and strength; for the Church is Christ and in the Church we are united with Him and with one another as members of one Body. Hence, a burning love for the Church must always be an outstanding characteristic of a good Catholic.

“This book has been written for boys and girls with the hope that as they learn the story that it tells, their love of Christ in His Church will increase and that a lifelong interest in the Church History will be enkindled. As much as possible we have tried to weave our story around the great men and women who in every age have labored heroically for the spread of the Kingdom of Christ and who have won for themselves the most glorious title that can be given to a human being, the title of Saint. Christ lived in them and through them revealed to the world the power and the beauty of His Gospel...

“The Story of the Church is told in three parts: First, in the days of the Roman Empire, then through the Ages of Faith, and finally in Modern Times, Christ in His Church advances down the ages unto the fulfillment of His Mission.” (*The Story of the Church*, pp. v-vi.)

ASSIGNMENTS, TESTS, & GRADING:

Assignments will consist of ungraded reading from the text, as well as graded written or oral responses to questions in the workbook. Answers to questions on pages that are sent to school must be written. Even though the textbook questions are not assigned, the student should still make sure that they understand all of the material.

Quarterly grades for the course will be determined by the exam, in combination with an average of the weekly workbook grade. It is highly recommended that students save copies of written assignments for study purposes. A Study Guide is also included in the Lesson Plan, to aid in preparing for the quarter exams.

The student will be asked to write short reports on various topics covered in the textbook. If asked to write a short report, **the length should be an average of 200 words** (no fewer than 150, and no more than 300), unless otherwise indicated in the lesson plan. If possible, these assignments should be typed and double spaced; if that is not an option, the student may handwrite the assignment, using their neatest handwriting and double spacing.

WORLD HISTORY

Student Name _____

Gr. Level _____

SC – *The Story of the Church*, Johnson, Hanna, Dominica

SCWB – *The Story of the Church Student Workbook*, Our Lady of Victory School

Week 1

Grade _____

SC Read and study pp. 1-23.

SCWB Answer questions, pp. 1-2 (Part 1, Unit 1, Chapter 1).

Answer questions, pp. 3-4 (Part 1, Unit 1, Chapter 2).

Send **GRADED** assignment to school.

Time _____

Week 2

SC Read and study pp. 24-41.

SCWB Answer questions, pp. 5-7 (Part 1, Unit 1, Chapter 3).

Answer questions, pp. 9-10 (Part 1, Unit 1, Chapter 4).

SC Write a 200 word report on the life of the early Christians. If you use additional resources, make sure to include a bibliography/works cited page.

Send **UNGRADED** assignment to school.

Time _____

Comment _____

For use by OLVS tutor only – World History:

Week 1 _____ Week 2 _____

EARTH SCIENCE

Text: *Discovering Design with Earth Science* (DDES) by Dr. Jay L. Wile; Berean Builders; 2015.

Key: *Answer Key and Tests for Discovering Design with Earth Science* (AKT) by Dr. Jay L. Wile.

About the Text: *Discovering Design with Earth Science* is an introductory science course designed specifically for the homeschooled high school student. The course begins with basic concepts required to study Earth Science. It then moves through the composition of the earth, rocks and minerals, the layers, and other physical aspects of the earth. The text is divided into sixteen chapters, with “Comprehension Check” questions and problems interspersed throughout each chapter. At the end of every chapter are the answers to the “Comprehension Check” questions, followed by a set of review questions. Answers for review questions are provided in the *Answer Key and Tests* book.

About the Author: Dr. Jay L. Wile is a scientist who writes science texts specifically for homeschooled students. From a reading of his texts, it is clear that he believes that there is a design in nature, in the world and universe around us, and that the Designer is Almighty God, the Creator of everything. Dr. Wile holds a Ph.D. in nuclear chemistry from the University of Rochester. His teaching credits include the University of Rochester, Indiana University, the Indiana Academy for Science, Mathematics, and Humanities, and Ball State University. Dr. Wile has published more than 30 scientific articles in the peer-reviewed journals of his field and has lectured extensively on Christian Apologetics and Creation/Evolution Debate. He is currently the senior Programmer/Analyst at Indiana’s premiere medical laboratory, Pathologists Associated. Our Lady of Victory School has spoken with Dr. Wile on numerous occasions. He is not a Roman Catholic, but he is a good-willed Christian man whose love of God and search for Truth are clearly evinced in his writing. His strong convictions shine through in all of his books. Dr. Wile is affable and very approachable, and can be reached by the means listed on the “Question/Answer Service” page v of the text.

Assignments and Tests: Assignments for *Discovering Design with Earth Science* will consist of reading from the texts, as well as written responses to the “Comprehension Check” problems interspersed throughout the text of each chapter.

The Review Questions at the end of each chapter are optional. However, if the student needs extra practice prior to the Chapter Test, we recommend that these assignments be completed, checked and given back to the student to study for the test.

Labs: There are experiments placed throughout each chapter. Some labs can be conducted with readily available materials; however, there is an equipment set available. The author has addressed Laboratory Equipment in Appendix B, pp. 517-523 of the text. If you have the financial means, you are encouraged to purchase the lab equipment set. This would be especially important (though, again, not required) if you think your child has a vocation in the technical or scientific fields. Ensure that you read the section on “Experiments” on p. iv of the Introduction in the text, especially the comments on safety precautions while conducting experiments. OLVS concurs with the author’s recommendation that the student keep a log or notebook of the experiments. The keeping of a log assists the student in working through the scientific concepts embodied in the experiment. On p. 3 of this Lesson Plan, you will find a sample lab notebook entry. Ensure that the student keeps notes on experiments which he conducts, along the lines of the sample given. Since the student will be required to periodically submit a lab notebook entry, and since spiral bound notebooks are the most convenient lab notebooks to use, photocopies may be sent to the OLVS tutor when the lab notebook entry is requested in the Lesson Plan. As we do not give a lab credit, these labs do not need to be graded, nor will they be included in the weekly averages.

On pp. iii-iv of the Introduction of the text, the author gives some guidance for the student to pace himself through the text in the section entitled “How To Use This Book.” Our Lady of Victory School uses a 36-week academic year, and as a result, the schedule suggested by Dr. Wile has been modified somewhat to accommodate the OLVS schedule.

Answers for the “Comprehension Check” problems placed throughout each Chapter can be found immediately following the Chapter in which the questions appear. Answers for the Review Questions, which appear at the end of each Chapter as a means of review and reinforcement of the most significant concepts covered in that Chapter, are to be found in the *Answer Key and Tests for Discovering Design with Earth Science*.

Students should always remember to answer the “Comprehension Check” and Review Questions fully, in complete sentences. Additionally, students are to show all work when solving “Comprehension Check” questions requiring mathematical computation. Parents, please use the EZ Grader, when necessary, for finding grades of assignments, and fill in each grade in the corresponding space to the right on the appropriate page of this Lesson Plan.

There will be a test after each chapter. These 16 Chapter Tests may be found in the *Answer Key and Tests for Discovering Design with Earth Science*. As the Answer Key for the tests follows the test in the book, **you must give your student a copy of the test to take**. For your convenience we have provided copies with your test book purchase. Students will be able to answer the questions on the Chapter Tests if they have mastered the chapter “Comprehension Check” questions / problems and Review Questions. There are Quarter Exams at the end each quarter (Weeks 9, 18, 27, & 36) which can be found in the appropriate week in the Lesson Plan. They are comprehensive only insofar as they cover all the content of the Chapters worked through in that particular quarter. Quarter Exam questions are drawn mostly from Review Questions. **Please remember, all Chapter Tests and Quarter Exams are “CLOSED BOOK” examinations.** It is recommended that you make copies of all your written assignments and Chapter Test answers, to be used for study aides in preparation for the exams, since these will not be returned to you by the OLVS tutor until after you have submitted the last week of each quarter. Again, we strongly suggest that you keep your own notebook of lab observations, conclusions, and important facts for review for Quarter Exams.

****REMEMBER:**

ANSWER ALL QUESTIONS IN PENCIL

USE COMPLETE SENTENCES

SHOW ALL CALCULATIONS

DO NOT WRITE ON THE TEST SHEET—USE SEPARATE PAPER

IMPORTANT NOTE: This lesson plan is protected under Copyright © Our Lady of Victory School. All rights reserved. No part may be copied without permission of OLVS.

EARTH SCIENCE - 2021

Student Name _____ Grade Level _____

DDES - *Discovering Design with Earth Science* by Dr. Jay L. Wile; Berean Builders; 2015.
AKT - *Answer Key and Tests for Discovering Design with Earth Science* by Dr. Jay L. Wile.

Week 1

Grade

DDES Read introduction, pp. iii-v
Read and study Chapter 1, pp. 1-16
Conduct Experiment 1.1, p. 2. Maintain your notebook.
Answer "Comprehension Check," 1.1-1.2, p. 3 _____
Conduct Experiment 1.2, p. 4-5. Maintain your notebook.
Answer "Comprehension Check," 1.3-1.5, p. 6 _____
Answer "Comprehension Check," 1.6-1.8, p. 11
Send UNGRADED assignment to school _____
Answer "Comprehension Check," 1.9-1.11, p. 16 _____

Time _____

Week 2

DDES Read and study Chapter 1, pp. 16-28
Answer "Comprehension Check," 1.12-1.14, p. 21 _____
Conduct Experiment 1.3, p. 22; Maintain your notebook.
Answer "Comprehension Check," 1.15, p. 24 _____
Answer "Comprehension Check," 1.16-1.19, p. 28 _____
Optional complete "Chapter Review," pp. 33-34 _____
Review all of Chapter 1

AKT **Complete Test for Chapter 1, p. 5 (See note below)**
Send UNGRADED test to school _____

Time _____

Please Note: You must use a photocopy of the Chapter tests, as the answers for the tests follow immediately after in the *Answer Key and Tests for Discovering Design with Earth Science* booklet.

Comments: _____

