



Our Lady of Victory School

421 S. Lochsa Street
Post Falls, Idaho 83854

WEB SITE: www.olvs.org
PHONE: (208) 773-7265
FAX: (208) 773-1951
info@olvs.org

EIGHTH GRADE

INSTRUCTIONS,

LESSON PLANS

AND

QUARTER TESTS

8

*If you give a child a fish, you feed him for a day.
If you teach a child to fish, you feed him for life.*

J.M.J.

OUR LADY OF VICTORY HOMESTUDY GUIDELINES FOR EIGHTH GRADE

We want to welcome you to the eighth grade and hope you have a very successful year studying and learning so that you can mature spiritually and academically. We have been asked to give a few guidelines regarding the lesson plans and have compiled the following:

SENDING IN COMPLETED LESSON PLANS - When sending in completed Lesson Plans and assignments every **TWO WEEKS**, staple work for week 1 behind week one and work for week 2 behind week 2. Be sure to put any written work behind the lesson plan for each particular subject. If sending in more than 2 weeks at one time, put the earliest week on top.

QUESTIONS - If you have any questions you want answered in a hurry or before the quarter progress reports are completed and returned, please write your note on a piece of paper and attach it to the **FRONT** of your child's lesson plans rather than writing it in the comment section on the Lesson Plans.

GRADES - Please remember to provide grades for every assignment. Where possible, give a percentage grade, i.e. 95%. Otherwise, please give the grades as the number of problems **WRONG** over the **TOTAL NUMBER OF PROBLEMS** (-3/25). Please use the grading chart provided by Our Lady of Victory School:

(97-100) Excellent	(77-80) Average
(93-96) Superior	(73-76) Below Average
(89-92) Very Good	(70-72) Passing
(85-88) Good	(66-69) Barely Passing
(81-84) Above Average	(0-65) Failure

ASSIGNMENTS SENT TO SCHOOL - Send in only assignments as requested on Plans (where it indicates **SEND TO SCHOOL**). Where it indicates **SEND GRADE TO SCHOOL**, only the grade is to be entered on the Lesson Plans (please do not send the assignment to school).

Papers sent to school should be on 8 1/2 x 11 notebook paper. **DO NOT** send papers torn out of spiral notebooks without making sure the edges are cut straight. Notebooks with lined paper, that are not spiral, are available. (Assignments may be written on both sides of the paper to save on paper and postage.) Encourage the students to send in neat, readable papers. (Please, no scribbles or tears.) Hand write all assignments. **DO NOT PRINT!!!** Make sure all writing is legible -- very neat so that there is **NO** question on the tutor's part as to what was written. Anything that cannot be read will result in a lower grade for that assignment. If the entire paper, or a good part of it, cannot be read, the paper may be returned to you or a **FAIL** may be given.

If you are a new student in Our Lady of Victory Home Study Program, and your writing is not legible, we **HIGHLY SUGGEST** that you purchase a copy of a cursive handwriting book, Writing In Cursive Hand, Level 6. This may be purchased from the office for \$12.00 plus postage.

Make sure there's a proper heading on all assignments -- name, grade, week, subject, what the assignment actually is (page number, etc.), and the date on which the assignment was actually done. The following is an example of how the assignments should be headed:

Theresa Martin
Grade 8 Week 3
English, Page 5
September 9, 1998

DAILY ASSIGNMENTS - Some of the lengthy daily assignments in Lepanto Grammar/Voyages in English may be shortened. Some of each type of sentence, on each page, must be completed. We suggest that most of the work in the textbooks and workbooks be completed. However, we will leave, to the discretion of the parent/tutor, whether all or part of the assignments are completed.

Some of the assignments may be done orally (such as answering questions in Religion, History, Science, etc.) to save time on a day which is too hectic. Some of the work may be assigned as homework. However, all assignments which are requested to be sent to school must be written so that they can be seen by the tutor at school. (Again, the amount of work may be reduced, but be sure to put a note on the lesson plan that not all the work was completed. Also, be sure to put the correct grade, i.e. 5/45.) If a student receives a grade of 'C', obviously he/she does not understand the work, and should definitely spend more time on the work.

When summaries, reports or comments are assigned, the number of words assigned is a general guideline. The quality is much more important than the quantity. All assignments sent to school must be handwritten.

ALL PROBLEMS OR QUESTIONS ON TESTS MUST BE ANSWERED - However, all of the work does not have to be completed the same day. You may reduce the amount of daily work, split the test into two or three parts, and give it on consecutive days.

RELIGION - In 1996, we begin a new religion series entitled, Our Quest for Happiness. Book One of this series, "Our Goal and Our Guides" will be studied in grade eight. Please read the 'Introduction' on the lesson plans.

MATH - As of the 1991-92 school year, we will be offering the Saxon Algebra 1/2 for grade eight. This is an incremental program which has been systematically planned to teach new skills and consistently reinforce them. Due to the nature of this math program, it is very important to "work every problem in every practice set and in every problem set." Please read the Preface, pp ix - xi.

The lesson plans for Algebra 1/2 are set up in a different format than the other subjects, but should be very easy to follow. Student(s) should study all of the examples, solutions and work the practice sets and problem sets. A grade must be recorded for each problem set and each test. Enclosed is a sample of how we would like you to indicate grade for each lesson - number wrong over total number of problems.

The student should do his work and record his answers on a separate sheet of paper. In this way, not only the textbook, but also the test booklet may be used by another child in the family, or returned to the school for credit.

A test is assigned each week and must be sent to school. The student must show the work to obtain the answer. Parent/tutor should correct and grade the test to determine if the student has difficulty with any problem(s).

If your student has any difficulty, please try to pinpoint the problem area. The Index can help you find the explanations for the various processes for which the student may need review.

Use only **PENCIL** in Math so that mistakes can be easily erased and rewritten. **DO NOT** write over a mistake - this makes the answer unclear.

Math tests should be completed as assigned. Do NOT shorten test pages. **STUDENTS MUST SHOW THEIR WORK ON TESTS**. Students must take the tests with no help from calculators or parents/teachers. Once the test is graded, answers must not be changed. If the student is going to rework the problems for practice, do so on another sheet of paper or at the end of the test.

LITERATURE - Be sure to give daily grades for reading assignments. Students can be graded on fluency in reading and comprehension. To see if the student understands what he/she reads, ask a couple of questions about the story. Book Reports and/or Summaries of Stories -- student must use all rules of grammar, spelling, punctuation, etc. Most people read a book because someone has recommended it. Student should try to write a book report in such a manner that it will arouse interest and give others a desire to read the same book. Here are some points to remember in writing a good book report:

- (a) Write the title, author, illustrator and publisher.
- (b) List the main characters (not all of the characters) and tell a little about each.
- (c) Where does the story take place and what kind of story is it? (mystery, historical, biography, etc.)
- (d) Write a summary of the story (a general idea of the story in a few sentences).
- (e) What you liked or disliked about the book.

Also, see *Lepanto Grammar/Voyages in English* textbook, page 164-168, for more instructions.

GRAMMAR - Follow instructions on lesson plans. Students may write in Lepanto Grammar Workbook/Exercises in English. The workbook has been professionally reprinted and the pages are now perforated. It is important that no page is detached for submission to the school until both sides of that page are completed. You can look ahead in the lesson plan to determine when the reverse side of the page will be assigned.

SPELLING – The Traditional Catholic Speller (TCS) will be used throughout for the refinement of spelling skills. The suggested method of learning the spelling words is as follows:

- Monday: read over the list of words, religious words and definition of religious words;
- Tuesday: complete “Matching Exercise” and memorize spelling of words and definitions;
- Wednesday: complete the other Lesson exercise (“Similar & Opposite”, “Word Association”, etc...depending on which week you are in) and review words and definitions, as needed;
- Thursday: complete “Penmanship Page” and review, as needed;
- Friday: final test on words and definitions.

GRADING: Five (5) points will be given for each correct spelling and five points (5) points for each correct definition. If all spelling and definitions are both correct, the perfect score is 100 points ($5 \times 15 = 75$ and $5 \times 5 = 25$), 100 points = 100%. There is no need for a daily grade for spelling, just the scores for the final test on Friday. (Example -1/15 words = 70 points; -1/5 definitions = 20 points; $70 + 20 = 90$ points out of a possible 100 points; $-10/100 = 90\%$) The E-Z Grader makes finding the correct percentage very simple. If you have any questions, please send a note with your lesson plans to the tutor.

Do this automatically each week unless a review is assigned or other requests are made. *If the student memorizes definitions of all the words, not just the religious words, please let the tutor know.*

TESTS: As in Grammar, there are also quarterly Spelling tests. The Quarterly Spelling Tests, however, will be comprehensive, i.e., covering all material from the beginning of the Quarter up to the point where the test is given. These tests are not “open book,” so substantial review over the content covered in the quarter up to that point is necessary to do well on the test. The completed tests are to be sent to OLVS for tutor grading. Make sure words are numbered in the same order as those on the test paper. Encourage the child to write extremely neat - dot the i's, cross the t's, form each and every letter correctly (make sure e's do not look like i's, or l's, and a's do not look like o's, etc.) Before the test, remind the child to capitalize if necessary. If the tutor cannot decipher the writing, the word will be marked wrong. Good, clear, neat handwriting is very important.

SCIENCE - Science and living in God's World 8-We have reprinted this book, updating information when necessary. There is also a Student Quiz Booklet now available and assignments are on the lesson plans. Follow the instructions on the lesson plans. There is a Glossary and Index in the back of the textbook which can be very helpful if the student needs to look up the meaning of a particular word. However, Index and Glossary were not updated, so the pages for reference will not match the pages in the book.

HISTORY - Follow instructions on lesson plans. This course of World History will give the student a wonderful understanding of the Catholic roots of our Western Civilization. Beginning with Adam and Eve, it covers ancient times, the Greek and Roman world, the coming of Christ and the founding of the Catholic Church, the Middle Ages, Renaissance, Protestant Revolt, and new exploration and colonization of America. Many exercises reinforce learning and many pictures acquaint the student with the most famous persons and events of the Western world. Christ and the saints are presented as great historical figures in their proper surroundings in time, bringing alive the Church's impact on our society and culture.

GENERAL INSTRUCTIONS REGARDING TESTS - Parent/Tutor may want to take some time, previous to the day of the test, to prepare a student for taking a test. To do this, cover the test material with the student, but also include other questions along with test questions so the student will not know exactly which questions will be on the test. Giving the student only the test questions would be unfair and considered cheating. A child with excellent retention may be able to simply read the titles, subtitles, and italicized or bold-printed words. However, most children will need to read the material again and/or review the important points orally with parent or tutor.

If you have any questions, please do not hesitate to telephone the office (208)773-7265 between the hours of 9:00 and 3:30. Remember, Idaho time is 3 hours earlier than New York, i.e. when it is 9:00 a.m.in New York, it is 6:00 a.m. in Idaho.

PLEASE PLACE THESE GUIDELINES IN A SAFE PLACE SO THAT THEY MAY BE EASILY REFERRED TO IF NECESSARY.

RELIGION—8th GRADE - REVISED 2014

Text-*Living for Holiness* by Right Rev. Msgr. William R. Kelly, LL.D et al. Lepanto Press. 1949 Edition.
TM-*Living for Holiness Syllabus and Teacher's Manual*
MIOC-*My Imitation of Christ* by Thomas à Kempis

Introduction—The study of the Catholic Faith is one of the important cornerstones of our educational program and it should not take second place to any other subject. Please stress the importance of learning the Faith as it will apply to your child's adult life. This will allow you to stress some particular points that have affected your adult life and your faith.

Living for Holiness, Living My Religion Series Book 8—Parent/Tutor, please take a few minutes to read pages v and vi of the text to become familiar with the theme of this book. The student will be reading the lessons, memorizing answers to some questions and sending written answers in to the school for the Unit Tests. There are *Questions for Class Discussion*, *Points to Remember*, *Questions for Thoughtful Students* and *Scripture Study* throughout the lessons. Sometimes, they are not assigned, but it would be advantageous to read over the questions and information contained under these titles or look up the scriptures assigned. In this book, the Baltimore Catechism questions are not taught in numerical order; however, the questions are in numerical order in the back of the book, pages 271 – 335.

There is also a **Syllabus and Teacher's Manual** and a **Unit Self-Test Answer Key** to accompany the book. The parent/tutor and student should take a few minutes to read through the contents and pages 1 through 10 of the syllabus to become familiar with what is to be accomplished this year. There are activities in the **Syllabus and Teacher's Manual** which **will not** be assigned on the lesson plans. Use your discretion regarding additional assignments.

In addition to studying **Living for Holiness** Book 8, there will also be readings from Thomas à Kempis' **My Imitation of Christ**. Four chapters of this work will be assigned per week. The reading is not overly difficult for an eighth-grade student and it frequently acts as a catalyst for meditation or contemplation. Parent/Tutor will check the appropriate space in the lesson plans to indicate that the student has completed the assigned reading for the week.

Each student should say the daily rosary as part of their school day. The rosary contains most of the essential prayers of the Church and it can set the religious tone of the school day. The daily rosary can be split into three parts and be said at the beginning, middle, and end of the day, if that is more convenient, or the family can pray the rosary together in the evening.

On Fridays, the Stations of the Cross should be said.

Students who attended OLVS in the previous year should know the Our Father, Hail Mary, Glory Be, and the Apostles' Creed. If your child does not know these prayers by heart, use the first two weeks to memorize them. These prayers can be found on page 267 in **Living for Holiness**.

RELIGION—8th GRADE

Student's Name

Text-*Living for Holiness* by Right Rev. Msgr. William R. Kelly, LL.D et al. Lepanto Press. 1949 Edition.
TM-*Living for Holiness Syllabus and Teacher's Manual*
MIOC-*My Imitation of Christ* by Thomas à Kempis

Week 1

Grade

TM Unit I - Read and study **Presentation**, p. 16-17.

Text Unit I - Read and study pp. 3-8.
Memorize **Points to Remember** p. 9, #2-5 and #188 and 189.

MIOC Read Book 1, Chapters 1-4. Check box when complete.

Time_____

Week 2

Text Read and study pp. 9-13.
Memorize **Points to Remember** p. 13, #1, 3 and 4.
Answer **Questions for Thoughtful Students** p. 13 #1-5 orally.

Answer questions pp. 14 and 15, #190-196 in writing from memory.
Send **GRADED** assignment to school.

MIOC Read Book 1, Chapters 5-8. Check box when complete.

Time_____

Comments: _____

For use by OLVS tutor only: Religion - week 1_____ week 2_____

8th GRADE GRAMMAR AND COMPOSITION

TEXTBOOKS:

- (LG/VE) Lepanto Grammar/Voyages in English 8
- (LGW/EE) Lepanto Grammar Workbook/Exercises in English 8
- (TCS) Traditional Catholic Spelling Workbook 8

INTRODUCTION: Due to some changes that are required this year (2011), *Voyages in English 8* will have a new title, *Lepanto Grammar*. The accompanying workbook, *Exercises in English*, also will eventually have a new title, *Lepanto Grammar Workbook*. All of the Chapters and page numbers will remain the same, so you may still use the book titled, *Voyages in English*, if you have it. These books have been used in the Catholic parochial school system for decades. The older editions, through the 1962 (1959 for *Exercises*) printings published by Lepanto Press (and used in this course), were thoroughly Catholic and solid in their methodology for teaching grammar and composition writing to young children.

This is the last year that the student will use *Lepanto Grammar/Voyages in English* and its accompanying workbook, *Lepanto Grammar Workbook/Exercises in English*. This year's course will cap all that the student has learned in elementary school, and prepare the pupil for the more advanced grammar and composition which will be practiced in the high school years.

As in previous years, it will be necessary for the student to apply the grammatical concepts already learned as a foundation for this year's compositions, essays, and other assignments. If your child has not successfully completed the Lepanto Grammar/Voyages in English 7 curriculum, and if you have not discussed this with Our Lady of Victory's Educational Advisor, you should contact Our Lady of Victory immediately to determine if this is the right Grammar course for your child at this point.

Lepanto Grammar Workbook/Exercises in English books have been professionally reprinted and pages are now perforated. It is important that no page be detached for submission to the school until both sides of that page are complete.

There is an *Introductory Guide to Diagramming Sentences* included in the first section of the lesson plans.

ASSIGNMENTS:

The text book is divided into two sections: "Creative Activities," which is the composition section covering roughly the first half of the book; and the "Grammar" section, to which the latter portion of the book is dedicated. Throughout the 38 weeks of the school year, assignments will be taken from both the Activities and Grammar sections of *Lepanto Grammar/Voyages in English*, as well as from the *Lepanto Grammar Workbook/Exercises in English* workbook.

NOTE: The gray shaded assignments throughout this lesson plan are optional and may be eliminated at the parents discretion as to when the student has sufficiently comprehended the materials that are being covered.

The assignments from the first part of *Lepanto Grammar/Voyages* are labeled as "Class Assignments." Unless specifically directed to accomplish these in writing (either in the text or in this Lesson Plan), the student may do these orally with the parent. These practice assignments have been designed to be used in a classroom of several students. If, in your home, you have only one student, or if your 8th Grader's siblings are unable to assist, we ask that you make a reasonable adjustment so that each assignment can be done as completely as possible even if the parent/tutor must be used as the other party to the conversation or activity. Although the assignments should

be done orally, in some cases a better effect may be accomplished in writing out the assignments. Be sure to indicate on this form what was accomplished by giving us some brief notes on the appropriate date below.

Try to spread the assignments out during the week. When there is a test on Friday, avoid assigning activities on that day. The teacher should give a percentage grade, e.g. 90%, 85%, etc., for each assignment completed. We realize that some assignments are more difficult than others to grade, but we ask that you do so. This will give the OLVS tutor some kind of guide upon which to base the quarter and final grades. Written and oral assignments, as well as the Quarter Tests, will be used to form the quarter grades, along with the other grades indicated on this form.

TESTS: There are quarterly Grammar tests. These will not be comprehensive, but rather, each quarter test will cover only the grammatical concepts and skills covered during the course of that quarter. The Grammar Quarter tests, then, will cover only those concepts from the second part of the text book. These tests are not “open book,” so substantial review over the content covered during the quarter is necessary to do well on the test. The completed tests are to be sent to OLVS for tutor grading. Quarter Tests in Grammar comprise two-thirds of each quarter grade.

At the end of each of the eight chapters in the first part of the textbook, the student will complete the “Chapter Challenge,” writing responses on a loose-leaf sheet of paper. These eight sheets are to be forwarded graded to school, where they will be reviewed by the tutor.

SPELLING – The suggested method of learning the spelling words is as follows:

- Monday: read over the list of words, religious words and definition of religious words;
- Tuesday: complete “Matching Exercise” and memorize spelling of words and definitions;
- Wednesday: complete the other Lesson exercise (“Similar & Opposite”, “Word Association”, etc...depending on which week you are in) and review words and definitions, as needed;
- Thursday: complete “Penmanship Page” and review, as needed;
- Friday: final test on words and definitions.

Grading Weekly Tests: There is no need for a daily grade for spelling, just the scores for the test each Friday. One (1) point will be given for each correct spelling and two (2) points for each correct definition. If all spelling and definitions are both correct, the perfect score is 35 points ($1 \times 15 = 15$ and $2 \times 10 = 20$). (Example -1/15 words = 14 points; -1/10 definitions = 18 points; $14 + 18 = 32$ points out of a possible 35 points; $-3/35 = 91\%$) The E-Z Grader makes finding the correct percentage very simple. If you have any questions, please send a note with your lesson plans to the tutor.

The weekly tests are to be graded by the parent, and, after grading, submitted to OLVS for review by your tutor. Quarter Tests in Spelling are graded by OLVS and comprise one-third of the quarter grade.

On the Lesson Plan form itself, in the blank provided, write the number wrong over total number, e.g. -1/20 words & -1/10 defs. Three points for each correct word and four points for each correct definition. Do this automatically each week unless a review is assigned or other requests are made. *If the student memorizes definitions of all the words, not just the religious words, please let the tutor know.*

QUARTER TESTS: As in Grammar, there are also quarterly Spelling tests. The Quarterly Spelling Tests, however, will be comprehensive, i.e., covering all material from the beginning of the Quarter up to the point where the test is given. These tests are not “open book,” so substantial review over the content covered in the quarter up to that point is necessary to do well on the test. The completed tests are to be sent UNGRADED to OLVS for tutor. Three (3) points will be given for each correct spelling and four (4) points for each correct definition. If all spelling and definitions are both correct, the perfect score is 100 points ($3 \times 20 = 60$ and $4 \times 10 = 40$).

NOTE: On each page of the Lesson Plans there is space provided to record the amount of time your student has spent each week in both Grammar and Spelling.

NOTE: The gray shaded assignments are optional at the parent/teacher discretion as to when the student has sufficiently comprehended the materials that are being covered.

Student's Name: _____
Address: _____
City/State/Zip: _____
Parent's Name: _____

8th Grade Grammar and Spelling

ASSIGNMENTS: WEEKS 1 & 2

Grammar Text – **LG/VE:** *Lepanto Grammar/Voyages in English*, Rev. Fr. Paul E. Campbell and Sr. Mary Donatus MacNickle, © 1962, Loyola University Press; reprinted by Lepanto Press.

Grammar Workbook – **LGW/EE:** *Lepanto Grammar Workbook/Exercises in English*, as above, © 1959.

Spelling Text – **TCS:** *Traditional Catholic Speller*, Our Lady of Victory School.

Use EZ Grader for finding grades of each written assignment, and fill in each grade in the space provided.

1st week

GRAMMAR

LG/VE Read and study pp. 3-6.

Do Class Assignments:

p. 5; part 3 _____; have the student choose three (3) of the ten suggested topics, and discuss each with the parent. Alternatively, have child lead a dinner-time conversation with parents and siblings on three of the topics.

p. 7 _____; have student do three (3) of the 9 suggested scenarios.

LG/VE Read and study pp. 215-218.

Do Exercises:

#1 _____ #2 _____ #3 _____ #4 _____

LGW/EE Do Exercises:

#1 _____ #2* _____ (*Detach Ex. #2 grade and send paper to school.)

SPELLING

TCS Do Lesson 1 (according to page 2 of these Lesson Plans). TEST Lesson 1 _____

Week 1 Time: Grammar _____ Spelling _____

2nd week

GRAMMAR

LG/VE Read and study pp. 7-12.

Do Class Assignments:

pp. 8-9: part 1 _____; parent should conduct this exercise w/student.

part 2 _____; have student do two of the five scenarios.

p. 10: part 1 _____ part 4 _____ part 6 _____

p. 12 _____; have student do two of the six scenarios

LG/VE Read and study pp. 218-223.

Do Exercises:

#5 _____ #6 _____ #7 _____

LGW/EE Do Exercises:

#3 _____ #4* _____ (*Detach Ex. #4 grade and send paper to school.)

SPELLING

TCS Do Lesson 2 (see p. 2 of these Lesson Plans). TEST Lesson 2 _____

Week 2 Time: Grammar _____ Spelling _____

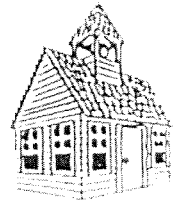
FOR OLVS USE ONLY: English – Week 1 _____ Week 2 _____
Spelling – Week 1 _____ Week 2 _____



OUR LADY OF VICTORY
PRAY FOR US

+J.M.J.+
*Our Lady of Victory
School*

421 S. Lochsa Street
POST FALLS, ID 83854
(208) 773-7265 FAX (208) 773-1951
Web: www.olvs.org E-mail: info@olvs.org



TEACHING:
READING
WRITING
ARITHMETIC plus
RELIGION and
RESPECT

SAXON ALGEBRA ½

Dear Parents and Students,

The in-home tutor and student should read the 'Preface' of the book, pages xi-xii, carefully. Student(s) should study all of the examples and solutions and then work the problem sets.

Enclosed is a sample lesson plan of how we would like you to indicate the grade for each lesson – number wrong over total number of problems or a percentage grade.

VERY IMPORTANT NOTE: Tests are assigned every week and **must be sent to school.** Students **must show how the problem is worked along with the answer.** The weekly tests will be counted as ½ of the weekly average. The in-home tutor (parent) should correct and grade the test to determine if the student has difficulty with any problem(s).

Please do not hesitate to call or write if you have any questions.

Read Preface, pp ix-xi, Algebra 1/2, Saxon

week 1 - Lessons 1-4, pages 1-16:

$$\begin{aligned} \text{lesson 1} &= \frac{-3}{30} = 90\% \\ \text{lesson 2} &= \frac{-0}{30} = 100\% \\ \text{lesson 3} &= \frac{-2}{30} = 94\% \\ \text{lesson 4} &= \frac{-1}{30} = 97\% \\ \text{Test 1} &= \frac{-3}{20} = 90\% \text{ Send to school.} \end{aligned}$$

week 2 - Lessons 5-8, pages 17-29:

$$\begin{aligned} \text{lesson 5} &= \frac{-1}{30} = 97\% \\ \text{lesson 6} &= \frac{-0}{30} = 100\% \\ \text{lesson 7} &= \frac{-4}{30} = 87\% \\ \text{lesson 8} &= \frac{-2}{30} = 94\% \\ \text{Test 2} &= \frac{-1}{20} = 95\% \text{ Send to school.} \end{aligned}$$

COMMENTS:

DAVID STRUGGLED WITH FRACTIONS
THIS WEEK.

Sample

OLVS TEACHER ONLY week 1 _____ week 2 _____

J.M.J.
Our Lady of Victory School

Saxon - Algebra 1/2 (3rd Edition)
Grade 8

_____ **Student Name**

Assignment: Weeks 1 and 2

Week 1 - Lesson 1 - 4, pages 1 - 19

Lesson 1 = _____

Lesson 2 = _____

Lesson 3 = _____

Lesson 4 = _____

Week 2 - Lesson 5 - 8, pages 20 - 34

Lesson 5 = _____

Lesson 6 = _____

Lesson 7 = _____

Lesson 8 = _____

Test 1 = _____

Grade and Send Test 1 to School.

Comments: _____

OLVS TEACHER ONLY: **Week 1** _____

Week 2 _____

8th GRADE LITERATURE

Our Lady of Victory School

Introduction

As we strive to restore all things in Christ, let us not overlook the value – and power – of literature. Good Catholic literature was once a standard, and Catholic authors abounded. When the Catholic parochial school system in America was flourishing, the beautiful ideals and virtues of countless characters in innumerable Catholic books had a profound impact on generation after generation of Catholic students. The love of the literary arts and of virtue were inculcated simultaneously, and those of us who are products of the old Catholic school system knew, deep down, that our parents were providing us with a great gift that would last a lifetime. May God bless them for the sacrifices they made for us.

Now, to do what our parents did for us, we teach our children at home, at the table in the dining room or at little desks huddled near the wood-burning stove in the den. The truths that we teach them are no less certain today. This Faith points out a higher excellence for which we must strive -- an education wherein religion is not merely included in the curriculum, but is integrated as the golden thread which runs through all the subjects and disciplines taught, with Catholic literature having a place of primacy. Brother George N. Schuster, S.M., in the *4-Sight* edition of *CATHOLIC AUTHORS*, summed it all up eloquently:

The role of literature in this formation [of youth] is distinctive, at times, decisive, with the grace of God. It has an especial potency to inspire to holiness and apostolicity. Literature is concrete, warm, palpitating – the “hypostatic union of intellect and emotion.” It moves the heart of man, impels the will, exalts to action. By dramatizing those vital spiritual realities that must be the marrow of the Christian’s bones, by animating them in character, action, and life situations, Catholic literature can make truth dynamic and galvanize to love and immolation. The ultimate achievement of literature is this incarnation of truth for the inspiration of man. For countless saints, a book was the admitted occasion for the impulsion of their will across the tragic gap between knowing and doing. It catapulted vacillation from, “Not yet, Oh Lord,” to “NOW!” When a man sees truth, he no longer stands on the brink of Christ’s invitation, dabbling a fearful toe in the water. He walks straightway into the fierce embraces of God’ love, and God’s solicitude bears him up upon the water. Truth is compelling when realized. It is best when seen. It is seen when it is embodied, actualized. Catholic literature at its best incarnates truth on the dramatic plane – THAT MEN MAY SEE.

Men of Iron by Howard Pyle is a story of the days of chivalry in England and of young Myles Falworth, son of a lord unjustly disgraced for treason, who was forced to make his fortune as best he might in the days when men seemed made of iron. How he entered the service of a powerful lord, rose to knighthood, defeated his father’s old enemy in a thrilling combat, and at last won the friendship of the King is told against a background of the dangerous times of the fourteenth century that makes them live again in this compelling book for youth. Brother Schuster spotlighted *Outlaws of Ravenhurst* and its author, Sister Mary Imelda Wallace, S.L., in the *4-Sight* edition of *CATHOLIC AUTHORS*. He predicted that this “book will set your blood to racing,” and generations have now delighted in reading this tale. *A Tale of the Wars of the Roses* is a heart-warming tale of perseverance, swift battles and numerous displays of true virtue. The Wars of the Roses was a time of civil strife in 15th century England; a time when the House

of York and the House of Lancaster battled for the crown. Caught in the middle were two proud families and a boy and a girl – promised in marriage from early childhood. After a tragic accident that leaves Grisell’s once beautiful face disfigured and through terrible humiliations and horrors of war between one-time friends, Little Grisell emerges a shining example of true love and devotion for all the countryside.

Finally, those who were enrolled with Our Lady of Victory for the seventh grade will be familiar with the sixth *Catholic National Reader*, which contains many beautiful essays and extracts of various kinds, including poetry, as well as oratorical and dramatic selections. The second half of *Catholic National Reader #6* will be covered in the second semester this academic year.

Assignments

For the books *Outlaws of Ravenhurst* and *A Tale of the Wars of the Roses*, the student will be required, after each weekly reading assignment, to either answer questions or comment upon the **literary elements** (as discussed on page 3 of these lesson plans) and how the author uses these important elements to build his or her story. Those who were with Our Lady of Victory in seventh grade will be familiar with the types of questions asked in the assignments. For others, it may be something new. An example of what is expected of the student can be seen on p. 4. As for the assignments in the sixth Reader, the student will be required to respond to the questions provided herein at the appropriate week in the lesson plans. *Some are marked with a “Grade: _____”, which indicates the parent/home tutor is to grade these, while others are clearly directed to be sent to the OLVS tutor for grading. Please forward at least those so marked for OLV tutor grading.*

Grading Criteria are provided on page 4, so that parent and tutor can more objectively assess the student’s work, and for the student to understand what he is being graded on.

RE: ANSWER KEY TO THE QUESTIONS ON THE LESSON PLANS CAN BE FOUND AT THE BEGINNING OF THESE LESSON PLANS (WITH THE EXCEPTION OF THE CATHOLIC NATIONAL READER 6—THIS ANSWER KEY MUST BE PURCHASED SEPARATELY).

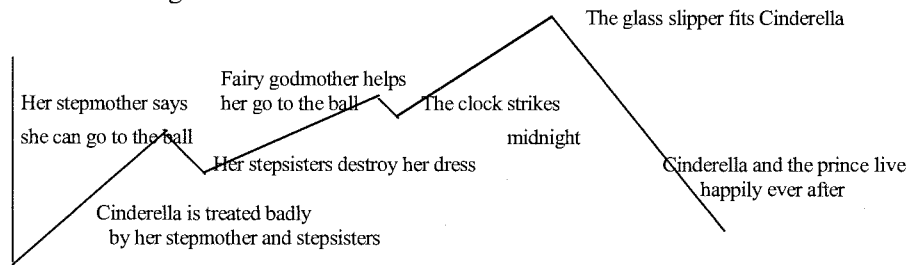
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THE LITERARY ELEMENTS

Literature, including poetry, as found in the sixth Catholic National Reader, historical fiction like *Men of Iron*, *Outlaws of Ravenhurst* and *A Tale of the Wars of the Roses* can generally be described in terms of the four traditional literary elements: **character, plot, setting, and theme.** .

Every author uses these four elements in developing the entire story, with the **plot** being the story line itself. To be precise, **character** and **plot** are used to drive the story line, or **plot**, as the author wishes to increase or decrease suspense or tension. We can more specifically define the plot as a sequence of actions or a series of smaller crises or conflicts or problems which must be overcome or solved within the overall larger story. So, again, the plot is the main story-line, with all the little ups and downs along the way toward a main climax and ending of the story. If graphed, it would look like a jagged line which slopes to the upper right, then drops off quickly with the climax, or “resolution” of the conflict, which is generally the ending. As relatively pleasant or less tense events occur, the line peaks and drops off; as bad events occur, the line begins its upward swing again. Below, the clock striking midnight at the ball causes the plot line to increase in suspense. The suspense peaks when the prince tries the glass slipper on Cinderella and discovers that she is the one for whom he has been searching.

Example: Cinderella



One of the ways an author varies the suspense of a story is by introducing not just different **characters**, but by describing different kinds of **characters**. Authors who write novels can choose from type (stereotyped) characters (the “wicked step-mother” is a typed character), or individual characters. Additionally, characters can be either static (un-changing) or developing, as well as parallel or contrasting. (In the story of *Peter and the Wolf*, for instance, the Grand-Papa is static -- remaining the same -- while Peter is a developing character, becoming braver and more independent. For an example of contrasting characters, we can again look at the story of *Cinderella*, with the kind and humble Cinderella contrasted against her two greedy and lazy step-sisters.) Additionally, there are both main and secondary characters, with recognizable traits. (In the fairy tale, *Sleeping Beauty*, the King is wise and benevolent, the witch is evil and vengeful, the fairy god-mothers are kind and protective, and the Prince -- to whom Sleeping Beauty was promised in infancy, and who battles the witch-turned-dragon -- is courageous and strong.)

Many people think that a story’s **setting** is nothing more than where and when a story takes place. But it is really more. It also includes circumstances, and a good author, such as Sister Mary Imelda Wallace, can re-create with words the appearance, speech, attitudes, and surroundings of people and places being written about.

Finally, the **theme** of a story is its main point. What is the author trying to say? Is there a lesson in the story? What is the common thread which runs through the story? Some examples of common themes are: “Goodness and kindness conquers malice” (*Cinderella*); “Why children should obey and stay on the straight and narrow” (*Pinocchio* and *Peter Rabbit*); “Truth always wins out” (*The Princess and the Pea*); and “Friendship and self-sacrifice” (*Charlotte’s Web*). You can probably think of many others.

Sample Responses to Assignment Questions

SAMPLE

SAMPLE

SAMPLE

CHARLOTTE'S WEB

by E. B. White

Sample Question: Write a four- to five-sentence paragraph in response to the following:

In this week's reading of Chapters 1 - 5 of Charlotte's Web, which does the author use more -- development of characters or description of setting -- to introduce the reader to the story? Why does he use this element more than the others?

In a second paragraph, justify your answer by quoting at least two descriptive passages from the assigned reading, showing how your choices strengthens the author's descriptions.

Sample Response: In the first five chapters of Charlotte's Web, the author, E. B. White, uses setting to introduce the reader to the story he is about to unfold. Mr. White is a master of descriptive phrases, and he uses these to place the reader in the Arable home or in the barnyard, as an unseen observer in all that occurs there. It is for this reason that setting is so important to this first part of the story. True, Mr. White's character descriptions and dialogue are natural rather than artificial sounding, but it is the setting which helps the reader to settle down to the business of getting to know these characters. It seems to me that Mr. White's approach is to get the reader comfortable with his physical surroundings, while slowly and gradually introducing new characters.

The word pictures the author paints makes the reader feel as if he is really present at the Arable breakfast table:

The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

Then, when Fern puts Wilbur into the small yard which Mr. Arable makes, the author tells us just what the pig does to stay warm, again making us feel as if we are actually watching.

When he had finished the last drop, he grunted and walked sleepily into the box. Fern peered through the door. Wilbur was poking the straw with his snout. In a short time he had dug a tunnel in the straw. He crawled into the tunnel and disappeared from sight, completely covered with straw.

SAMPLE

SAMPLE

SAMPLE

GRADING CRITERIA
 for
 Written Essay Assignments

<i>Grade Spread</i>	<i>Substance/ Accuracy of Response</i>	<i>Organization/ Development of Task</i>	<i>Language Mechanics, Grammar, Spelling</i>
89 - 100	The response represents a substantial amount of accurate information. The information is relevant to the question or task. The response has substance and is meaningful.	The response is well organized and concentrates on the key issue. The ideas progress logically. The main points are strengthened by appropriate quotes from the text. Student develops the events coherently. The response answers the question fully and is elaborated well.	Paragraphs as a whole flow smoothly. Sentences are written articulately , using appropriate level of vocabulary. Words are descriptive and expressive. Very few minor grammar/ spelling/usage errors. High level of attention to detail is evident.
77 - 88	The student has represented the information from the reading assignment accurately, but with only a moderate amount of information provided. Some of the information may not be completely relevant.	The response may be organized, but lacks focus , tending to wander and digress. Main points may be a little unclear. Ideas flow fairly logically, but may not be completely detailed and explained by the student. Overall, the response fulfills the requirement fairly well.	Paragraph reads well, for the most part, but is lacking in vivid vocabulary. Word choice shows a fair amount of forethought, and there is evidence of some attention to detail in grammar/usage. Some errors, even a few significant ones, are present.
66 - 76	The student's response has minimal information concerning the question or task. There are some significant inaccuracies. The response has more irrelevant than relevant information.	The student has made some attempts at organization, but the response is, overall, disorganized . The response does not consistently focus on the matter being discussed, but has moments of clarity and flow of thought. The student's response only partially fulfills the requirement.	There are many significant errors in overall paragraph and/or sentence structure. Vocabulary is very limited; words are generally adequate to somewhat less than adequate for grade level. There are some glaring mistakes in grammar/spelling.
0 - 65	The student's response contains insufficient amount of information. The accuracy is at best questionable, and more generally, may demonstrate significant misunderstandings about the book content.	There appears to be little or no evidence of a logical progression of thought in the overall response. It seems illogical , and there are serious disruptions in the flow of the student's answer. The response does not fulfill the requirement.	There are many errors in sentence structure. There is very little variety, or none at all. There are grammatical errors throughout, including usage, mechanics, and spelling. This is unacceptable work for the grade level.

Grades should be assigned in accordance with the above guidelines, assigning a grade within the designated spread depending on how well the work meets the individual criteria. It may be necessary to average some students' work from different grade spreads. The criteria contained on this page should help in guiding the parent or tutor toward a fair and reasonably objective assessment of the student's work.

Grade 8 Literature Lesson Plans
Our Lady of Victory School

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

ASSIGNMENTS: WEEKS 1 - 2

Men of Iron

Week 1 Read Introduction and Chapters 1 - 5, *Men of Iron*.

**A book report will be due in week eight and will count as your first quarter test grade.
Look ahead to week eight and read what will be required in the book report.**

Answer the following questions. SEND UNGRADED PAPER TO SCHOOL.

1. What are the strange circumstances that force Lord Falworth and his family into hiding?
2. Describe the "company of esquires" in the service of most great lords of these days. Include the duties of each group and the groups particular to Devlen.

GRADE: _____

Week 1 Time: _____

Week 2 Read Chapters 6-10, *Men of Iron*.

Answer the following questions.

1. Describe the characteristics of Myles that make him stand out among the other boys.
2. Describe the suits of armor worn by the boys during their "battles".

(Record grade in space provided) GRADE: _____

Week 2 Time: _____

For use by OLVS tutor only: Literature - Week 1 _____ Week 2 _____

J.M.J.
Our Lady of Victory School

Student's Name: _____

Street Address: _____

8th GRADE - WORLD HISTORY I

Assignments: weeks 1 and 2

City/State/Province: _____

Zip/Postal Code: _____

Parent's name: _____

Introduction

In this course, you will study the historical reasons for the discovery of the Central and North American continent. You will begin with the early foundations of our civilization. You will learn about the Greek and Roman cultures which have influenced our own culture. Then you will study the exciting early explorers of our "New World." This study will bring you to the pre-Revolutionary War period in American History. Through all these historical periods, you will see how God has directed good men to do His Will and has allowed evil men to make human mistakes, for which God will surely punish them for an eternity. Activities are given at the end of each chapter, these may be done and submitted to the school as extra credit.

1st week - Read and study pp. 1-8 of The Old World and America.

Answer Objective Tests questions, pp. 8-9, in writing. Tutor should correct test by using Answer Key. Place grade on Lesson Plan form (see below) for day test was taken. Place written test in student's home file unless requested to send it to the school. Grade _____

Answer Strange Facts, Questions That Make You Think, and Questions That Test Your Character pp. 9-10, orally. For the answers to some of those questions, you may have to do some research by finding additional facts in other books. Don't forget to use your local library.

Grade _____

Learn meanings of Important Words, p. 10. write definitions for this list.
Grade and Send to School.

Grade _____

Total time for the week _____

2nd week - Read and study pp. 11-22.

Answer Objective Tests questions in writing. Tutor should grade test, record grade, and send test to school. pp. 22-23

Answer Strange Facts & Questions that Test Your Character, pp. 23-24, orally. Grade _____

Learn meanings of Important Words, p. 24.

Grade _____

Total time for the week _____

For use by OLVS tutor only: week 1 _____ week 2 _____

8th GRADE SCIENCE

Science and Living in God's World 8

LESSON PLANS

To the Parent / Tutor:

This year, the student will learn about how science relates to the world around us. We can learn all of the scientific theory which we are able to digest; but, if we do not understand how scientific concepts can be – and indeed are – applied in our daily lives, all of our study is of little practical value. Again, as with previous years, it is the goal of this course to help young people form a proper outlook on science in general, and, particularly, on how science can be applied all around us for the Greater Glory of God. First, we must understand not just the theoretical aspects of science – the laws, the formulae, and the facts – but how these relate to everything around us in the world. Then, we can set about devising a practical plan for the return of science and scientists to the humble recognition that we are only discovering things which God, from time immemorial, had planned for us to discover .

This is God's World, and He allows us to discover things about His creation for our benefit and comfort, as long as we are doing so, ultimately, for His greater glory. We must always live according to God's plan for us and His creation; we have only to look to the magisterial teaching of Holy Mother Church for guidance in achieving this.

It is for this reason (among many others) that Our Lady of Victory School has re-introduced this series of Catholic textbooks into our science curriculum throughout our program. Nothing can take the place of a Catholic text -- which necessarily stresses the viewing of science, and all that is discovered through science, to be not only relevant to, but intimately connected with, the teachings of the Holy Roman Catholic Church.

The staff of Our Lady of Victory School and Lepanto Press have spent countless hours updating the text, *Science and Living in God's World 8*, with current information and illustrations. The text – and the course -- will cover most of the academic concepts recommended for the eighth grade by the National Academy of Sciences, as embodied in the National Science Educational Standards. Your child will examine the relevance of science in today's world, then study the world of animals, the respiratory and nervous systems, energy and its many forms, energy that travels in waves, machines and the work they do, and many other interesting things which make up a general science course. We feel confident that you will agree with us that this book provides everything a young Catholic, living in this world on the threshold of the new millennium, needs in order to cultivate a great love of God's creation through the study of science.

When completing the Quizzes, do not use the book to look up the answers.

Lab Phase:

During weeks 33 through 36, the student will conduct one experiment of his choice from the experiments described in the text and listed in the Lesson Plan for Week 33 (p. 18). Additionally, the student will choose one project from 'Things to do' p 359. The student will indicate which experiment and project he has chosen and keep a running record of comments regarding this experiment / project. A running record is accomplished by the student writing entries in a log, or record, in which he discusses the materials used, procedures followed, and original observations and conclusions. The log book or the detailed notes are to be sent to OLVS for tutor review when the experiment and the project are complete. The student will be graded on how complete and comprehensive the log book or notes are. No credit will be given for the experiment and project without a written record, nor will a Science grade be issued.

Important Note: Some of the recommended experiments are potentially dangerous when accomplished carelessly or haphazardly. It is absolutely mandatory that the parent/tutor supervise or help the student perform the experiments.

AM+DG
Our Lady of Victory School
Science and Living in God's World 8

8th GRADE SCIENCE
LESSON PLANS

Student's name: _____

City/State/Province: _____

Zip/Postal Code: _____

Parent's name: _____

ASSIGNMENTS: WEEKS 1 - 2

Text: *Science and Living in God's World 8*, Lepanto Press, 1998.

Use EZ Grader for finding grades of each written and oral assignment, and fill in each grade in the corresponding space to the right.

ANSWER ALL QUESTIONS IN COMPLETE SENTENCES.

1st week - Read the **Introduction**, pp 5 and 6.

Read and study Unit 1, Science and the scientific way, pp. 7-18, of *Science and Living in God's World 8*. **(S&LGW8)**

Answer '**Thinking it over**' p 18. Send graded paper to school. Grade _____

P 60, Your science dictionary. Write definitions of first eleven words listed. These words can be found in the Dictionary and Index in the back of the book. Be sure to familiarize yourself with words and definitions, for which you will be responsible on the First Quarter and Mid-term Tests. Grade _____

(Save these words and definitions in your folder as you will be asked to study them for the First Quarter and Mid-term tests.)

Total time for the week _____.

2nd week - Read and study pp 18-26, **(S&LGW8)**

Answer '**Thinking it over**' p 26. Grade _____

P 60, Your science dictionary. Write definitions of next eleven words listed. These words can be found in the Dictionary and Index in the back of the book. Be sure to familiarize yourself with words and definitions, for which you will be responsible on the First Quarter and Mid-term Tests. Grade _____

Take Quiz # 1. Send graded quiz to school. Grade _____

Total time for the week _____.

COMMENTS _____

For use by OLVS tutor only: Science - week 1 _____ week 2 _____