

OUR LADY OF VICTORY SCHOOL

HOME STUDY PROGRAM



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.

November 25, 2009

*Our Lady of Victory
Pray for Us*

IMPORTANT NOTE

If a student is enrolling in Our Lady of Victory School in grades ten through twelve, we must have a transcript or a copy of the previous report cards so we can calculate the amount of credits the student has obtained and then assign the correct subjects. For instance, if a student is enrolling in grade eleven, but has not taken U.S. History, the student must take U.S. History instead of the history usually taken in grade eleven. Algebra II is the usual math course for grade ten, but if the student has not taken Algebra I, he/she is not ready for Algebra II. If a student wants to receive a diploma from Our Lady of Victory, but plans to enroll in a college for some courses, please keep in mind that the majority of the courses must be from Our Lady of Victory School. Please contact us if you have any questions.

REQUIREMENT FOR GRADUATION } - 22 CREDITS (1 credit per subject per completed year)
and DIPLOMA from OLVS } - 4 quarters = 2 semesters = 1 year; 2 quarters = 1 semester

GRADES 9 THROUGH 12 - The years required in each course for high school graduation from OLVS are indicated below, however, we highly suggest that you take four (4) years of Math. There are other subjects on our Elective List which may be substituted for Math and Science. Some courses may be taken for extra credit. The tuition of \$250.00 covers six courses and each additional course is \$75.00.

- **4 years of Religion** - (Theology I, II, III, IV, Apologetics)
- **4 years of Grammar** - (Correct Writing, English Grammar Guidebook, Public Speaking, Research Paper)
- **3 years of Math** - (Algebra ½, I, II, Advanced Math I & II, Geometry, General Math)
- **3 years of Science** - (Physical Science, Biology, Chemistry, Health Science, Physics)
- **4 years of Literature** (Literature 9, 10, 11, 12, Advanced Literature, Catholic Heroes Literature)
- **4 years of History** - (World History, U. S. History, Modern History, Civics)

- **2 years of Language** (required only if you plan to attend a college that requires credits for Foreign Language)

Exceptions to these requirements will be made only with the approval of the Director or the Educational Adviser. These exceptions will include those students who join our program after the ninth grade.

If the student is planning to attend college, the admissions office of the college should be contacted early in the junior year to determine the prerequisites for entrance into that particular college. Keep in mind that the requirements for entrance will differ according to your major.

OLVS strongly recommends that parents sign-up their tenth and eleventh grade students for the PSAT, SAT, or ACT if there is even a slight potential that their students may be college bound. Many colleges and universities require these testing results for consideration in their scholarship programs. Your local public library is a source for information on these tests. Information may also be obtained at www.collegeboard.com or by using an internet search engine.

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

THEOLOGY I

Our Lady of Victory School

INTRODUCTION:

Our Goal and Our Guide

This year, we begin a new Religion series entitled “Our Quest for Happiness,” in which we study and pursue 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. This so-called “historical method”, focusing on charity, is the method employed in designing and writing the “Our Quest for Happiness” series. Although the four-book series was intended as a high school (Grades 9 - 12) religion course when originally written, most students in Our Lady of Victory Homeschooling program will have had sufficient religious training and formation by the time they reach the eighth grade, to allow them to begin the series then -- one year earlier than originally intended. Placing “Our Quest for Happiness” in grades 8 - 11 also allows for the very important course on Apologetics to be covered during grade 12, as an essential preparation for the Catholic graduate venturing into the world to pursue his career or profession.

My Imitation of Christ

In addition to the text discussed above, 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.

EXPLANATORY NOTES:

The “Our Quest for Happiness” series was written during the 1940’s and 50’s. As a result the text does not reflect and discuss, in an in-depth way, some of the issues that have come to the fore since the great cataclysm of the 1960’s. Of particular note is the treatment of the theory of evolution, which is discussed on pp. 248 - 250. Although the book does discuss both atheistic and “theistic” theories of evolution in those pages, and notwithstanding the fact that there were many wild theories flying about even at the time of the writing of the text, the authors could not know that the Darwinists would continue to put forward one idea more fantastic than the previous one. We now have, half a century later, a set of absurd evolutionary theories being forced upon schoolchildren as fact, despite the overwhelming evidence to the contrary. Furthermore, the Bible is quite clear in the book of Genesis regarding the creation of the earth and the origins of man.

If the text errs, it is in granting a good will to the Evolutionists. We now know that those who are proponents of the theories of evolution are generally not good-willed at all, but work to undermine the teachings of Holy Mother Church. Unfortunately, in light of five more decades of evolution theory being passed off as fact, we of the 21st Century can see that the text tends to give an imprecise interpretation to the words of Pope Pius XII in his encyclical, *Humani Generis*, and in his allocution to the Pontifical Academy of Sciences in 1951.

The strength of the text with regard to evolution theories lies in its refusal to compromise with Catholic teaching without evidence to the contrary (and we know that can never be), and in its summary of evolution in the first part of the closing paragraph on p. 250: “The good Catholic, therefore, believes that Adam’s soul was created directly by God. He will also believe that Adam’s body was created directly by God...”. As Catholics adhering to the Magisterium of the Church, that is really all we need to say.

We have included the internet links below for the entire text of both documents that are referred to in the religion text. We also have these documents in booklet form. Please call OLVS for ordering information.

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

THE PROOFS FOR THE EXISTENCE OF GOD IN THE LIGHT OF MODERN NATURAL SCIENCE :
<http://www.papalencyclicals.net/Pius12/P12EXIST.HTM>

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

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

THEOLOGY I

Student's Name

Text - *Our Goal and Our Guides* by Right Rev. Msgr. Clarence E. Elwell, Ph.D. et al. Lepanto Press.

Week 1

Grade

Text Read and study pp. 9-22.

Answer questions p. 20,* #1-5 orally. _____

Answer questions p. 22, #4-6 in a 150-200 word essay using examples as necessary. Do not separate into the individual questions; combine the answers in a logical manner to make a fluid paper.

Send UNGRADED assignment to school. _____

Time_____

Week 2

Text Read and study pp. 27-41.

Answer questions p. 41, #1-10 in writing.

Send GRADED assignment to school. _____

Answer questions p. 41, #11-13 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 _____



OUR LADY OF VICTORY
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+J.M.J.+
*Our Lady of Victory
School*

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TEACHING:
READING
WRITING
ARITHMETIC plus
RELIGION and
RESPECT

SAXON ALGEBRA I (3rd Edition)

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 $\frac{1}{2}$ 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.

J. M. J.
Our Lady of Victory School

Sample
Student's Name

ALGEBRA I

3rd edition

Assignments: Weeks 1 and 2

Week 1

GRADE

Lesson 1, p. 1	$\frac{-1}{30} = 97\%$
Lesson 2, p. 4	$\frac{-2}{30} = 93\%$
Lesson 3, p.10	$\frac{-0}{30} = 100\%$
Lesson 4, p.14	$\frac{-0}{30} = 100\%$

Week 2

Lesson 5, p. 23	$\frac{-1}{30} = 97\%$
Lesson 6, p. 29	$\frac{-3}{30} = 90\%$
Lesson 7, p. 34	$\frac{-0}{30} = 100\%$
Lesson 8, p. 36	$\frac{-2}{30} = 93\%$

Home Study Test 1 90% (in Test Forms Booklet. Send graded test to school.)
On a separate sheet of paper, show all the work for the problems on the test.

Comments:

OLVS Teacher only: Week 1 _____ Week 2 _____

J. M. J.
Our Lady of Victory School

ALGEBRA I -- 3rd Edition

Student's Name

Assignments: Weeks 1 and 2

Week 1

GRADE

Lesson 1, p. 1 _____

Lesson 2, p. 4 _____

Lesson 3, p.10 _____

Lesson 4, p.14 _____

Week 2

Lesson 5, p. 23 _____

Lesson 6, p. 29 _____

Lesson 7, p. 34 _____

Lesson 8, p. 36 _____

Home Study Test 1 _____ (in Test Forms Booklet. Send graded test to school.)
On a separate sheet of paper, show all the work for the problems on the test.

Comments:

OLVS Teacher only: Week 1 _____

Week 2 _____



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TEACHING:
READING
WRITING
ARITHMETIC plus
RELIGION and
RESPECT

Revised 2010

Dear Parents and Ninth Grade Students,

Both the Correct Writing and the Writing Handbook must be used so that the student can acquire a thorough understanding of the grammar rules. The following example will help you to understand the use of both books. Please help your student to learn to use these books together.

Correct Writing - page 3 - rule #1:

A sentence is a word or group of words that expresses a complete statement, question, or command (B1, B13-17).

(B1, B13-17) refers to the number of the rule in the Writing Handbook.

Writing Handbook - B1, B13-17 can be found on pages 55, 59-60.

These rules further explain and clarify the rule in the textbook, Correct Writing.

The lesson plan format for English has been revised in an effort to decrease your time spent filling in assignment grades. We have enclosed a sample for weeks 1 and 2 to help you understand this new format. (See English sample sheet - page 2). Please keep on file for reference.

Spelling - We have also made some changes in the method to learn the Spelling lessons. We feel this will expand the student's vocabulary, dictionary skills, and proper use of the newly learned words. To help you understand this new format, we have enclosed an instruction sheet for you to keep on file for reference.

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SPELLING INSTRUCTIONS

Textbook: Traditional Catholic Spelling

Monday: 1. Dictate Spelling words to the student.
Sample: access

2. Use a dictionary to syllabify words.
Sample: ac/cess

3. Use a dictionary to look up the definitions
of words #1-10.
Sample: a means, place, or way of approach.

Total sample: access - (ac/cess), a means, place, or
way of approach.

4. Copy the Catholic vocabulary.

Tuesday: Use each word and Catholic vocabulary words
in a sentence.

Sample: access - The door on the right is the only
access to the sundeck.

Wednesday: Memorize words #1-10 and Catholic vocabulary words
and definitions for test on Friday.

Thursday: Use this day to review words and Catholic vocabulary.

If your child has a difficult time spelling with a
phonics method, try having him (or her) write each
word 5 times. Some children are not able to learn by
phonics, but will do just fine if made to write the
words repeatedly.

Friday: Written spelling test on words #1 -10.
Written test on Catholic words and vocabulary.

One point for each correct spelling and definition.

J.M.J.
Our Lady of Victory School

English – 9th grade

* Sample *
Student's Name

Assignments: weeks 1 and 2

1st week – Correct Writing : read the Introduction pp. xi – xii.

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

pages 5-11: ex.3 97% ex.4 80% ex.12 94%

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

pages 15-18: ex.17 88% ex.21 91%

pages 19-20: Take the Wheel. **Send to school.**

SPELLING: TCS – les.1 (see Spelling Instruction sheet-second page of lesson plan):

TEST L.1 100%

2nd week – Correct Writing:

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

pages 24-26: ex.25 84% ex.26 93% ex.28 87%

2. Summary – read pp. 27-28.

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

pages 33-37: ex.32 85% ex.34 92% ex.35 100% ex.37 99%

page 38: Take the Wheel. **Send to school.**

SPELLING: TCS – les. 2 (see Spelling Instruction sheet): TEST L.2 95%

OLVS TEACHER ONLY: English – week 1 _____ week 2 _____

J.M.J.
Our Lady of Victory School

English (2010 Revised) – 9th grade

Student's Name

Assignments: weeks 1 and 2

1st week – Correct Writing : read the Introduction pp. xi – xii.

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

pages 5-11: ex.3 _____ ex.4 _____ ex.12 _____

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

pages 15-18: ex.17 _____ ex.21 _____

pages 19-20: Take the Wheel. **Send to school.**

SPELLING: TCS – les.1 (see Spelling Instruction sheet-second page of lesson plan):

TEST L.1 _____

2nd week – Correct Writing:

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

pages 24-26: ex.25 _____ ex.26 _____ ex.28 _____

2. Summary – read pp. 27-28.

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

pages 33-37: ex.32 _____ ex.34 _____ ex.35 _____ ex.37 _____

page 38: Take the Wheel. **Send to school.**

SPELLING: TCS – les. 2 (see Spelling Instruction sheet): TEST L.2 _____

OLVS TEACHER ONLY: English – week 1 _____ week 2 _____

Introduction

Some of the greatest works of literature were written by Catholics during the hundreds of years past when the Catholic Church was universally recognized as the One, True, and Apostolic Church. During those times, culture, government, and individual lives were guided by the True Faith, and highly influenced by the Church. That culture and influence over government and individual lives has now nearly disappeared. Along with the unfortunate disappearance of that culture and influence, the availability of those classic writings, which were influenced by the True Church, and which in turn contributed so much to the Church, have all but disappeared as well.

In the *Catholic Authors 4-sight Edition*, Brother George N. Schuster of the Catholic Authors Press points out that “Catholic Literature impels the will by dramatizing Truth, animating Truth that men may see Truth, and walk straightway upon the water.” Specifically, Brother Schuster writes: “The role of our literature in this formation is distinctive, at times decisive, with the grace of God. It has an especial potency to inspire to holiness and apostolicity.”

While there is much of value by secular authors, Our Lady of Victory wishes its students to become first and foremost familiar with Catholic authors and writings, in particular, and Catholic thought, in general. Therefore, three of the readings we are assigning are by Catholic authors which will dramatize the Catholic culture, thought, and everyday lives of some of the most outstanding persons who have molded world history and our own culture and literature. Two of the assigned readings are historical fiction and one is an autobiography.

The first book, *The Scarlet Pimpernel* by Baroness Orczy, is 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. Students will read *Kidnapped*, by Robert Louis Stevenson, or *Little Women* by Louisa May Alcott, and *The Story of the Other Wise Man*, by Henry van Dyke. (This is an interesting story to read around Christmas time.) *Fabiola*, will begin toward the end of the second quarter in Week 18, and continue throughout the third quarter. *Fabiola*, by Cardinal Wiseman, is a masterpiece of historical fiction, which 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 this 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. *Come Rack Come Rope!* (using the LEPANTO PRESS edition – the only **unabridged, unedited, version in print**), in which one of the greatest Catholic authors, Msgr. Robert Hugh Benson, weaves another of his now famous historical novels. This one is about the English Reformation. He artfully combines solid history with lively dialogue. 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. In this book, the struggles as well as the triumphs of the faithful are vividly portrayed 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.

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.

AIDS TO UNDERSTANDING LITERATURE

LITERARY ELEMENTS

Literature, including historical fiction such as The Scarlet Pimpernel and Fabiola, and even biographies such as St. Louis de Montfort, can generally be described in terms of the four traditional literary elements: **character, plot, setting, and theme**. You will come to see that novels (historical fiction) are generally richer in these elements than biographies are, the latter relying predominantly on actual events from the life of the individual, and being limited to factual accounts. The historical fiction, on the other hand, can be manipulated and embellished to create a more suspenseful story line, with dialogue contrived to construct and lead characters. This is not to say that biographies are less exciting (and anyone who has ever read a Windeatt book like St. Louis de Montfort knows that biographies can be riveting); simply that they are written differently from novels.

Every author uses these four elements in developing the entire story, with the **plot** defined in literary circles as “the causal sequence of action,” or the series of inter-related causes and effects (results). More simply, the plot is the main story-line, with all the little ups and downs along the way toward a main climax and ultimate ending of the story. If graphed, it would look like a jagged, upward sloping line (defining the “conflict” or “suspense” of the novel), which drops off dramatically with the climax. As the line drops off, we have what is referred to as the “resolution” of the conflict, which is generally the ending.

One of the ways an author varies the suspense of a novel is by introducing various kinds of **characters**. Authors can choose from type (stereotypical) characters, or individual characters, with the latter being superior, generally speaking, for a more suspenseful novel. Additionally, characters can be either static (un-changing) or developing, as well as parallel or contrasting. (In the parable of the Prodigal Son, for instance, the Father is static, while the returning son is a developing character. For an example of contrasting characters, we can see the parable of the Pharisee and the Publican.) There are both main and secondary characters, with recognizable traits.

Many people think that a story’s **setting** is nothing more than its geographic location and perhaps the era in which it takes place. In actuality, setting is that essential aspect of a story which includes place, time, and circumstances. But it is still more than that. A good author can recreate with his words, not just the appearance of people and things of the time period, but their speech and mindset, as well. Such an author can transport the reader across time and space.

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?

GRADING CRITERIA
for
Written Essay Assignments

Grade Spread	Substance/ Accuracy of Response	Organization/ Development of Task	Language Mechanics, Grammar, Spelling
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.

SUGGESTED CLASSIC LITERATURE

GRADES 9 - 12

Novels/Historical Fiction

Pride and Prejudice	Jane Austen
Jane Eyre	Charlotte Bronte
Death Comes for the Archbishop	Willa Cather
Don Quixote	Cervantes
The Last of the Mohicans	James Fenimore Cooper
The Pathfinder	“
The Deerslayer	“
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Dana
The Divine Comedy	Dante
Robinson Crusoe	Daniel Defoe
The Last Crusader	Louis de Wohl
The Quiet Light	“
Citadel of God	“
A Tale of Two Cities	Charles Dickens
Oliver Twist	“
David Copperfield	“
The Count of Monte Cristo	Albert Dumas
The Three Musketeers	“
Murder in the Cathedral	T. S. Eliot
Far From the Madding Crowd	Thomas Hardy
The Old Man and the Sea	Ernest Hemingway
The Iliad	Homer
The Odyssey	“
Captains Courageous	Rudyard Kipling
The Screwtape Letters	C. S. Lewis
Call of the Wild	Jack London
White Fang	“
Moby Dick	Herman Melville
Utopia	Sir Thomas More
Mutiny on the Bounty	Nordhoff and Hall
The Family That Overtook Christ	Father M. Raymond, OCSO
Three Religious Rebels	“
The Man That Got Even With God	“

SUGGESTED CLASSIC LITERATURE

GRADES 9 - 12

(continued)

Ivanhoe	Sir Walter Scott
Brother Petroc's Return	Sister M. Catherine
Heidi	Johanna Spyri
Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson
Kidnapped	“
Treasure Island	“
Gulliver's Travels	Jonathan Swift
Tom Sawyer	Mark Twain
Huckleberry Finn	“
The Prince and the Pauper	“
The Aeneid	Virgil
The Loved One	Evelyn Waugh
The Time Machine	H. G. Wells
The Invisible Man	“
Swiss Family Robinson	Wyss

Non-Fiction

Chronicles of the Crusades	Joinville and Villehardouin
The Last Days of Socrates	Plato
The Peloponnesian War	Thucydides
Democracy in America	Tocqueville
Isabella -- the Last Crusader	William Thomas Walsh
Characters of the Inquisition	“

Short Stories by:

Bret Harte
O. Henry
Washington Irving
Rudyard Kipling
Ring Lardner
Edgar Allen Poe
Damon Runyon

JMJ
OUR LADY OF VICTORY SCHOOL
9TH GRADE LITERATURE

ASSIGNMENTS: - WEEKS 1-2
Our Lady of Victory School

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

The Scarlet Pimpernel by Baroness Orczy

(N.B.: In the 10th week, after reading this book, you will write a 500-word book report. To assist you in this assignment, we recommend that you maintain an outline of the main characters, settings, and events as you complete each reading assignment. Writing answers to the questions should help with the outline and book report.) Parent/Tutor should review answers and record the grade after each week's assignment.

Week 1 - Read Chapters I – IV

Chapter I

- 1) Who is Bibot and what does he do?
- 2) What and who is the Scarlet Pimpernel?

Chapter II

- 1) Describe the "Fisherman's Rest"
- 2) What does the stranger say to Mr. Jellyband that causes him to burst into laughter?

Chapter III

- 1) After the party of 5 sits down to supper, who is left in the room?
- 2) Compare the attitude of Suzanne to her brother.

Chapter IV

- 1) Describe the mysterious leave of the stranger.
- 2) Why is the Comtesse so sad upon her arrival to England? What are the reactions of Lord Antony and Sir Andrew?
- 3) Who condemned La Comtesse Tournay's family, and who arrives at the inn at the end of the chapter?

Week 1: Time _____ Grade _____

Week 2 - The Scarlet Pimpernel Read Chapters V – VII

Chapter V

- 1) Describe the scene at the inn. Why is everybody embarrassed and in a confusion as of what to do? How does Marguerite act? How do the Comtesse and Suzanne act?

Chapter VI

- 1) Describe Lord Percy. In your opinion, what type of impression does his character portray? At the end of the chapter Orczy uses the words "inane" and "flippant" to describe him. After reading the chapter would you have used these words to describe him?
- 2) Why does Marguerite leave the room?
- 3) How can you tell that Sir Percy loves his wife very much?

Chapter VII

- 1) Why does Lady Blakeney feel that her husband no longer loves her?
- 2) Was it for money that Marguerite St. Just married Sir Percy? If not, why?
- 3) M. Armand St. Just is puzzled over what fact?

Week 2: Time _____ Grade _____

For use by OLVS tutor only:

Grade: Week 1 _____ Week 2 _____

J. M. J.

Our Lady of Victory School

9th GRADE WORLD HISTORY 2 (Revised 8/2010)

Assignments: weeks 1 and 2

Student's Name

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." (From the Preface, pp. v & vi, Story of the Church.)

1st week - Read and study pp. 1-13, The Story of the Church.

The Story of the Church Workbook, pp 1-2, answer questions
Unit 1, Ch. 1, _____. Send grade to school.

2nd week - Read and study pp. 14-23, The Story...

The Story of the Church Workbook, pp 3-4 answer questions
Unit 1, Ch. 2, _____. Send graded paper to school.

For use by OLVS tutor only:

World History 2 - week 1____, week 2_____.

Physical Science 2nd Edition Lesson Plan – Revised March 2008

Grade 9 Science

Text: Exploring Creation with Physical Science 2nd Edition (PS); by Dr. Jay L. Wile;
Apologia Educational Ministries; ©2007.

Key: Solutions and Tests for Exploring Creation with Physical Science (ST); by Dr. Jay L. Wile.

About the Text: Exploring Creation with Physical Science 2nd Edition is an introductory Physical Science course designed to take the high school student through a study of the physical properties of matter of which the world and the universe is composed. The forces acting upon Creation, along with the laws of science and nature by which those forces are governed, will be discussed as well. Beginning with an in-depth look at the minuscule world of the atom, the text goes on to cover the world around us, and eventually even the universe. The properties of waves and sound, light, and an introduction to astrophysics rounds out the course.

About the Author: Dr. Jay L. Wile is a scientist who writes science texts specifically for home-schooled 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 seen and unseen. Dr. Wile holds an earned 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 on 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 talked 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. In Exploring Creation with Physical Science, the only point with which Catholics might take issue is a brief digression by Dr. Wile into the Galileo controversy. Dr. Wile readily pointed this out to OLVS, and we have given you, our home-schooling families, some background information with which to better understand the whole issue (see p. 3 of this lesson plan). Dr. Wile is affable and very approachable, and can be reached by the means listed on the "Need Help?" page of the text, just opposite the copyright page.

Assignments and Tests:

Assignments for Exploring Creation with Physical Science will consist of reading from the texts, as well as written responses to:

- the "On Your Own" problems interspersed throughout the text of each module; and
- each end-of-module Study Guide.

Additionally, there are experiments placed throughout each module, and assigned in the lesson plan. Material requirements for these experiments are listed on Student Notes pages (pp.) iii through ix of the text. **Ensure that you read the section on "Experiments" on p. vi of the Student Notes in the text, especially the comments on safety precautions while conducting**

experiments. OLVS heartily concurs with Dr. Wile’s recommendation in the “Experiments” section of the Student Notes on p. ii of the text 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 in an orderly fashion. On p. 4 of this Lesson Plan, you will find a sample Lab Log Book 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 log book entry, and since spiral bound notebooks are the most convenient log books to use, photocopies may be sent to the OLVS tutor when the log book entry is requested in the Lesson Plan. The student should develop good skills of observation and record keeping, since he will be required to keep detailed lab notes in 10th and 11th Grades for Biology and Chemistry, respectively. Again in future years, the student will be required to submit notes containing observations and conclusions from those labs.

On p. i of the Student Notes of the text, the author, Dr. Wile, gives some guidance for the student to pace himself through the text in the section entitled “Pedagogy of the Text.” Our Lady of Victory School uses a 38-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 “On Your Own” problems placed throughout each module can be found immediately following the module in which the questions appear. Answers for the Study Guide questions, which appear at the end of each module as a means of review and reinforcement of the most significant concepts covered in that module, are to be found in the Solutions and Tests for Exploring Creation With Physical Science.

Students should remember to always answer the “On Your Own” problems and the “Study Guide” questions fully, in complete sentences, and to show all work when it requires some 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 module. These 16 Module Tests may be found in the Solutions and Tests for Exploring Creation With Physical Science. Students will be readily able to answer the questions on the Module Tests if they have mastered the “On Your Own” problems and “Study Guide” questions for each module. There are also Quarterly Tests, which can be found at the end of each quarter in this Lesson Plan. Four modules will be covered each quarter. Each quarter test covers only material from its respective quarter only. They are comprehensive only insofar as they cover the all the content of the four modules covered in that particular quarter. It is recommended that you make copies of all your “On Your Own” written assignments and Module Test answers, to be used for study aides in preparation for the tests, since these will not be returned to you by the OLVS tutor until after you have submitted the Quarterly Test. **Again, we strongly suggest that you keep your own notebook of lab observations, conclusions, and important facts for review for quarterly tests.**

****REMEMBER, ANSWER ALL QUESTIONS FULLY
AND IN COMPLETE SENTENCES****

Our Lady of Victory School
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For the Record:

Copernicus, Galileo, and Geocentrism

Exploring Creation with Physical Science is, in our opinion, the finest high school introductory physical science text available in print. In our talks with the author, Dr. Jay L. Wile, we have been impressed with his credentials, his scholarship, his even-handed writing, and his good will.

Unfortunately, Dr. Wile, who is not a Roman Catholic, has presented a somewhat erroneous and one-sided account of the Geocentrism (earth-centered solar system) debate which involved the Office of the Inquisition and its pronouncements upon the work and teachings of Copernicus and Galileo. It does not detract significantly from an otherwise excellent text, but because we have incorporated this text into our curriculum, Our Lady of Victory is duty-bound to set the record straight regarding this issue. It is of significance, we think, that in our discussions with Dr. Wile we advised him that we would publish disclaimers such as this one where we deemed it necessary. He understood and interposed no objection to our doing so.

On pages 279 - 280, the author implies that it was the Roman Catholic Church that raised objections to the work of Copernicus during his lifetime, and that “Copernicus was excommunicated for his work.” In the 1913 edition of the *Catholic Encyclopedia*, however, there is absolutely no mention of Copernicus having been excommunicated, and when he died in 1543, he did so in the bosom of Holy Mother Church, having been thwarted by the Protestant arch-heretics Luther and Melancthon – who controlled the printing presses in Wittenberg where the works were being printed – from having his works published as he originally wrote them. In the entry on “Copernicus” in the 1913 Knights of Columbus edition of the *Catholic Encyclopedia*, we read:

Opposition was first raised against the Copernican system by Protestant theologians for Biblical reasons, and strange to say it has continued, at least sporadically, to our own days. . . . On the Catholic side, opposition only commenced seventy-three years later, when it was occasioned by Galileo.

During the Galileo controversy, the works of Copernicus were forbidden by the Congregation of the Index, when Galileo challenged the ecclesiastical authorities of his time. The proofs which Galileo adduced in support of the heliocentric (sun-centered) system of Copernicus, as opposed to the geocentric model of Ptolemy to which many 17th century Churchmen adhered, were far from conclusive. Great scientists of his time such as Tycho Brahe and Lord Bacon remained unbelievers; but Galileo pushed the issue by attempting to convince all around him of the truth of his cause. His arrogance raised the ire of influential theologians and prelates at the time, and he was put on trial and condemned in 1616. Galileo promised to discontinue teaching the heliocentric model of the solar system, a promise he immediately broke upon his return to his native Florence.

Placed on trial again in 1632, he boldly denied that he had broken his earlier promise, and he was again condemned and this time placed under house arrest in Rome. Galileo’s Protestant biographer, von Gebler, tells us that during the trial he had the run of the “commodious apartment of an official of the Inquisition,” and that he spent those last ten years of his life (he died in 1642) in comfort and luxury, though he did go blind five years before his death. Galileo’s good friend and benefactor, Pope Urban VIII, allowed him to be interred not only in consecrated ground, but within the church of Santa Croce in Florence.

That the Church did not consider this a *de fide* issue concerning infallible teaching is clear from the fact that the Holy Father intentionally did not sign the condemnation of Copernicanism at the second trial. In fact, Doctor of the Church and Saint, Robert Cardinal Bellarmine, who was the prosecutor at the first trial of Galileo, had this to say of the whole matter:

I say that if a real proof be found that the sun is fixed and does not revolve round the earth, but the earth round the sun, then it will be necessary, very carefully, to proceed to the explanation of the passages of Scripture which appear to be contrary, and we should rather say that we have misunderstood those than pronounce that to be false which is demonstrated.

The inaccuracies in the textbook reinforce this axiom: that when anyone who is not a qualified Catholic theologian attempts to give us the Church’s position on a subject by saying “the Roman Catholic Church. . . ,” followed by some assertion, we should be wary. Such assertions often belie a fundamental misunderstanding of ecclesiology, papal or magisterial infallibility, and the differences between doctrine/dogma and discipline.

SAMPLE LAB LOG BOOK ENTRY

[Student Name]
Our Lady of Victory School
Grade 9
Physical Science Lab Notebook

Lab: Experiment 1.1, pp. 1 - 3, *Exploring Creation With Physical Science*

Materials:

Small glass	9-volt battery
Baking soda	Two pieces of insulated copper wire
Tap water	Scissors
Tape	

Preparation: I filled the glass about $\frac{3}{4}$ full of tap water, and added a teaspoon of baking soda, stirring until all the baking soda appeared to be dissolved. I prepared the two pieces of wire by stripping the insulation from both ends of each. I then attached one end of each wire to a terminal on the battery. It was difficult to get good contact, even with tape. (In future, should I need to use a 9-volt battery, I will purchase an adapter from an educational or radio supply store.) I immersed the other ends of the wires into the glass filled with the water/baking soda solution.

Observations: Immediately upon placing the wires into the solution, I noticed that small bubbles began to form around the bare ends of both wires. I let the experiment run for about ten minutes. After that, when I pulled the wires from the solution, I noticed that on the bare part of the wire that had been connected to the battery's positive terminal, a bluish-green substance had formed.

Conclusions: The bubbling of the water must have been caused by the electrical current breaking down the liquid into gases, which then escaped to the atmosphere. I don't know exactly how this occurs; but I want to research some more to see what causes this. I ran the experiment again, using only water, instead of a baking soda solution. No bluish-green substance formed, which leads me to believe that the bluish-green substance that formed on the wire connected to the positive terminal must be the result of the copper reacting with the elements found in the baking soda.

SAMPLE

PARENTS/TUTORS - PLEASE NOTE:

**There are answers in the back portion
of the
Physical Science Solutions Manual.**

**Please monitor all testing so that the
student will not be tempted to cheat.**

**Answers that match the answer key
(word for word) will receive '0' credit.**

Physical Science 2nd Edition-2008
Grade 9 Science

Student's name: _____
Parents' names: _____
Address: _____
City, State/Province: _____
Phone: (____) _____

ASSIGNMENTS: WEEKS 1 & 2

Text: PS Exploring Creation With Physical Science 2nd Edition
Key: ST Solutions and Tests for Exploring Creation with Physical Science

			<u>Grades</u>
<u>1st week</u>	PS	Read and study Module #1, pp. 1-15. Conduct Experiment 1.1, pp. 1-3; begin a log book with observation notes. Answer "On Your Own," p. 6. Answer "On Your Own," p. 14. Answer "On Your Own," p. 15. (Send ungraded page, showing all work, to OLVS for grading.)	_____ _____ _____
		Week 1 Time: _____	
<u>2nd week</u>	PS	Read and study Module #1, pp. 15-21. Conduct Experiment 1.2, pp. 15-17; continue keeping your log book. Conduct Experiment 1.3, pp. 17-18; continue keeping your log book. Answer "On Your Own," p. 20. Answer Module #1 Study Guide questions, p. 24. (Send graded work to OLVS for review.) Review all of Module #1.	_____ _____ _____
	ST	Complete Test for Module #1. (Send ungraded test to OLVS for grading.)	_____
		Week 2 Time: _____	

Comments: _____

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