

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 $\frac{1}{2}$, 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.

TOWARDS THE ETERNAL COMMENCEMENT
Our Lady of Victory School

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

INTRODUCTION:

Toward the Eternal Commencement

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

ASSIGNMENTS AND TESTS:

As in the three previous years, assignments will consist of reading from the text, as well as both written and oral responses to selected review questions, also in the textbook. **The answers in the Answer Key are more detailed than the student's response need be.** As long as the student's response agrees substantially with the Answer Key, it should be graded accordingly. **The answer key conforms only to the 1958 edition.** Tests will be given at the end of each quarter. The first quarter, mid-term, and third quarter tests will cover material from those respective quarters only, while the final test will be comprehensive, that is, based on the material covered during the entire year. It is highly recommended that you save all your written assignments and tests, so that these may be used for study aides in preparation for the tests. **Familiarity with the major reviews at the end of each Unit is an excellent preparation for the quarter, mid-term, and final tests.**

EXPLANATORY NOTES:

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

It is important, when discussing the virtue of Obedience, to point out some aspects of this great virtue which must be underscored in light of the situation of the crisis in the Church today. Obedience is always subordinate to the Theological Virtues of Faith, Hope, and Charity; therefore, it is never permissible to hide behind the excuse of obedience when the Faith is endangered in yourself or those around you in accordance with the priorities of Charity. Since the 1960's, **Blind Obedience**, which is not a virtue but a tool of Satan, has led us into places previously forbidden by Popes and the Magisterial Teaching of Holy Mother Church. *Lex Primas Salus Anima Est* means "The Prime Law is the Salvation of the Soul." Accordingly, no Canon Law, no prudential pronouncement from the Vatican, and no threat of censure from your local ordinary can **ever** cause you to place obedience to these authorities above the salvation of your soul (or the souls of your children), when the two conflict. "I was only obeying my bishop/pastor/priest" will **not** be an excuse on Judgement Day.

THEOLOGY IV

Student's Name

Text - *Toward the Eternal Commencement, Book IV* of *Our Quest for Happiness* by the Right Rev. Msgr. Clarence E. Elwell, Ph.D.

Week 1

Grade

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

Using question #5 on page 16, write a 100-150 word paper using examples as necessary. Send UNGRADED essay to school.

Answer questions p. 35, #1-15, orally

Time_____

Week 2

Text Read and study pp. 35-56.

Write 50 word paper answering questions on p. 44, #3 and 4. Do not separate the answers out individually; rather, combine the answers in a logical manner to make a fluid paper. Use examples as necessary.

Write a 75 word paper answering questions on p. 44, #12 and 13. Do not separate the answers out individually; rather, combine the answers in a logical manner to make a fluid paper. Use examples as necessary.

Send GRADED paper to school.

Answer questions p. 56, #1-10, in writing.

Time_____

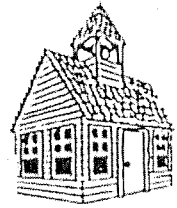
Comments: _____



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 ADVANCED MATH

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.

VERY IMPORTANT NOTE: Tests 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

Saxon Advanced Mathematics II –2nd edition
Assignments: Weeks 1 and 2

Student's Name: _____

Address: _____

Parents: _____

Week 1:

Grade:

Review of Lesson 61 * _____

Review of Lesson 62 * _____

Review of Lesson 63 * _____

Week 2:

Review of Lesson 64 * _____

Review of TEST # 15 ** _____

Lesson 65 _____

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

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

Please show *all* work on tests sent to school.

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*

*

Comments:

For O.L.V.S. Tutor only:

Grade for week: Week 1 _____ Week 2 _____

Our Lady of Victory School
12th Grade Grammar:
The Research Paper – 2nd Edition

Revised 2010

To: Parents and Students

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

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

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

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

INTRODUCTION:

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

Starting in week 20, the student will read and study The Catholic Book of Character and Success, by Fr. Edward F. Garesche, S.J. To thoroughly practice virtue each and every day brings the wonderful promise of Heaven, and in this life, the beautiful joy of a clear conscience. This book will help the student apply the practice of virtues in his/her daily life.

**So that our tutor will know if the student truly understands the assignments, the parent/tutor must put a weekly grade (and time) on lesson plan. In addition, please remember that students must be tested on the correct spelling of words and definitions each week from the Traditional Catholic Spelling book. The assignments are listed under each week's heading.
Term papers may be completed on a computer or on a typewriter instead of being hand written.**

ASSIGNMENTS: WEEKS 1 - 2

<u>1st week</u>	<u>The Research Paper</u> Read and Study all of Chapter One, paying close attention to #1, 2 and 3 on pages 1 and 2.	<u>GRADES</u>
	Begin formulating a term paper that you will write. This paper will be due at the end of the first semester and must be a minimum of 1200 words. It may be on a topic of your choice, however, the subject must be selected by the end of the 2nd week and submitted to your tutor for approval. As you study this book, direct the study methods to your specific subject matter in parenthetical format . See pages starting at page 221.	_____
	<u>Traditional Catholic Spelling</u> - Memorize words and religious definitions in Lesson 1. Spelling Test Lesson 1	_____
	Week 1 Time: _____	
<u>2nd week</u>	<u>TRP</u> - Read and study Chapter 2. Do exercise C, p.35 and send graded paper to school . Send the topic of your paper to school.	_____
	<u>TCS</u> - Memorize words and religious definitions in Lesson 2. Spelling Test Lesson 2	_____
	Week 2 Time: _____	

Comments: _____

Literature

12

Grade Twelve

>>>THE LITERATURE *ASSIGNMENTS* BEGIN AFTER THE ANSWER KEY SECTION<<<

- INITIATION – by Robert H. Benson
- BEOWULF – Translated by Seamus Heaney
- IVANHOE – by Sir Walter Scott
- THE VIRGINIAN – by Owen Wister

Our Lady of Victory School

POST FALLS IDAHO 83854

208 – 773 – 7265

www.olvs.org

JMJ
OUR LADY OF VICTORY SCHOOL
12TH GRADE LITERATURE

AIDS TO UNDERSTANDING LITERATURE

LITERARY ELEMENTS

Literature 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, 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 such as Charles Dickens can re-create 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?

JMJ
OUR LADY OF VICTORY SCHOOL
12TH GRADE LITERATURE

Assignments: Weeks 1 and 2

Student's Name

Important Note: A book report will be required in week 10, so keep this in mind as you are reading the book. Make notes of main characters and how they are involved in the story. Also, make special note of main events, settings, plot changes and theme and how the author uses these elements to keep the interest of the reader. These notes will be of great help when writing your book report. Look ahead to week 10 to see what is required for this book report.

**You will be required to send in a copy of your notes
in week 5.**

Week 1 – Read PART I: Chapters I and II, pp. 3-51, of *Initiation* by Robert Hugh Benson.

Make notes of main characters and how they are involved in the story. Also, make special note of main events, settings, plot changes and theme and how the author uses these elements to keep the interest of the reader. These notes will be of great help when writing your book report.

Time _____

Completed this week's assignment

(Check this box once the assignment has been

completed)

Week 2 – Read PART I: Chapters III and IV, pp. 52-97, of *Initiation* by Robert Hugh Benson.

Make special note of main events, settings, plot changes and theme and how the author uses these elements to keep the interest of the reader.

Time _____

Completed this week's assignment

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

GRADE TWELVE SOCIAL STUDIES - 2005
CIVICS LESSON PLAN

Introduction

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

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

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

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

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

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

Assignments

At the end of each chapter (in *The Measuring Tape*), and following each unit (in *Christian Citizenship*), there are review questions which are to be answered by the student as directed in this lesson plan. In the second semester, there will be diverse readings for the purpose of stimulating critical thinking (and writing of essays) on the part of the student. **The assigned essays should consist of a brief summary of the reading, followed by (or integrated with) a critique of the ideas presented by the author of the reading. Answers to the daily essay questions should be NO LESS than 150 words.** Follow the directions in this lesson plan carefully, and send work, as directed, to the OLVS tutor, preferably every two weeks. Completion of projects are not required, but may be assigned by the parent or in-home tutor as extra outside work.

PLEASE ENSURE THAT THE ASSIGNED QUESTIONS ARE FULLY ANSWERED IN COMPLETE SENTENCES. The student may use the book to answer end-of-chapter/unit review questions, but **neither book nor notes of any kind may be used when taking tests**.

Answer Keys for both *The Measuring Tape* and *Christian Citizenship* are available from OLVS. We strongly recommend that you purchase these, if you have not already, to assist you in grading your child(ren)'s work. **The answers in the Answer Key are more detailed than the student's response need be.** As long as the student's response agrees substantially with the Answer Key, it should be graded accordingly. Unfortunately, the Answer Key for *Christian Citizenship* will include the answers only for the questions in the "What Have You Learned?" sections at the end of each unit. There is no way to make an Answer Key which would adequately address all possible answers for the "Applying Your Knowledge" questions at the end of each unit in *Christian Citizenship*, answers which will, by necessity, be more subjective. This is also true of the response papers; however, these will all be graded by the OLVS Grade Twelve reviewing tutor. PLEASE MAKE SURE THAT THE ANSWER KEYS ARE KEPT IN A CONFIDENTIAL LOCATION (WHERE ALL ANSWER KEYS SHOULD BE KEPT). Even the most honest students can be tempted to cheat.

Tests and Grading

The parent or in-home tutor must indicate, on the lines provided, the grade awarded, and the amount of time the student spends on each assignment. (Example: Grade: 95 ; Time: 1.5 hrs.)

Tests will be administered as indicated in these lesson plans. Again, **neither book nor notes of any kind may be used when taking tests**. For enrolled students (students whose parents are paying tuition for them), the completed tests are to be sent to the OLVS tutor for grading. The OLVS tutor will base the weekly grades on grades of the textbook assignments, and quarterly grades will include an appropriate value for the quarterly tests, as well. The first quarter Test will cover material only from *The Measuring Tape*. The mid-term Test will cover material from *The Measuring Tape*, *The Reign of Christ the King* and *Christian Citizenship*. The third-quarter, and final Tests will cover material from *Christian Citizenship* only. Students will be responsible for answering comprehension and application questions on the final Test which will require knowledge of information studied at various points in the text. In other words, the final Test will be comprehensive regarding *Christian Citizenship*, that is, based on the material covered during the study of the entire textbook.

It is highly recommended that you save all your written assignments and tests, so that these may be used for study aides in preparation for the tests. These graded papers will then be forwarded to the parent/in-home tutor by the OLVS tutor at the end of each quarter. (The only difficulty will be that the fourth quarter graded papers which have been sent to the OLVS tutor, will not be returned in time for the

student to study those in preparation for the comprehensive Final Test. It would therefore behoove students to keep copies of the fourth quarter work being sent to OLVS, to have a complete file.) It is recommended that the student keeps these together in a journal format (three-hole folders in various colors for loose leaf paper are available for fifteen cents each from OLVS). The First Quarter and Mid-Term Tests are mostly of the “fill-in-the-blank” variety, while the Third Quarter and Final Tests also include some multiple choice and matching questions, as well as short essay questions. **Familiarity with the major reviews at the end of each Chapter or Unit is an excellent preparation for the quarter, mid-term, and final tests.**

Explanatory Notes

The Measuring Tape

Patriotism. In Chapter II, Mr. Denke gives us one example of Patriotism as loving our country “because of its Catholic heritage,” which in itself is a very good example. When coupled with the “Discussion” section which follows shortly after, however, one might receive the impression that Catholics can be proud of only Catholics who sacrificed or gave their lives for our country. That was surely not Mr. Denke’s intent, and hopefully students will understand that we, as Catholic Americans, can and should admire the valor and deeds of great Americans who were not Catholic.

Christian Citizenship

The Civil War. Many students who are entering OLVS for the first time in their 11th or 12th Grades will no doubt have been previously taught that the War Between the States, or the Civil War, was chiefly fought over the issue of slavery. In fact, slavery was not the paramount issue, being eclipsed by the conflicting constitutional interpretations of “states rights” and the deep-seated disagreements on tariffs. Indeed, that horrible fratricidal conflict we call the Civil War resulted primarily from the diametrically opposed views of Northerner and Southerner on the original intent of the framers of the U.S. Constitution, a philosophical disagreement which had been simmering since before the Constitution came into existence.

Even if slavery were the main issue over the dispute which led to the War, the real question is whether there was any provision in the Constitution for the United States (or a portion thereof) to wage aggression upon a group of states that voluntarily withdrew from the Union and only wished to be left alone. After all, the South was not trying to foist its vision of a slaveowning America on the country; rather, it was the North that was attempting to make over the South as it thought best.

While there were certainly many people on both sides of the Mason-Dixon line genuinely opposed to slavery, the phony Northern concern for the “plight of the poor Negro,” made into a *cause célèbre*, is revealed for the subterfuge and hypocrisy that it was – especially when one looks at how the Northern industrialists treated their factory workers, a large proportion of whom were poor Catholic immigrants. These workers were literally slaves to the industrialists, but unlike in the South, where most plantation owners cared well for their workers, the industrialists of the North knew, at any time, that another boatload of free labor would always be arriving in Northern ports to replace the countless who died of a multitude of diseases in the sweatshops and mines of the North. There are many kinds of slavery.

We will see that the conduct of the War became downright immoral as the Northern army destroyed and pillaged wherever it went on Confederate soil. Brutalities and atrocities of every type were documented. Union Generals Sherman, Grant and Sheridan waged war upon the civilian population of the South, in violation of all accepted standards of war-fighting of the time, with the clear intent of exacting revenge upon the Confederacy.

AM†DG
Our Lady of Victory School
Civics Lesson Plan

But it was in the political arena where the North would truly make the South pay dearly. The term “Reconstruction” would have been laughable, had the consequences for the South not been so tragic. After Lincoln’s death, the only person in Washington who seemed to have remembered the late President’s words, “With charity towards all, with malice towards none,” was the new President Johnson. But Congressional Republicans were in control of the government, and they not only brought the South to its knees, but successfully intimidated the Executive and Judicial branches. The South, the Constitution, and, for that matter, the United States of America, would never again be the same.

PRAYER FOR THE CHURCH AND FOR THE CIVIL AUTHORITIES

(Composed by Archbishop Carroll)

We pray Thee, O almighty and eternal God, Who through Jesus Christ has revealed Thy glory to all nations, to preserve the works of Thy mercy, that Thy Church, being spread through the whole world, may continue with unchanging faith in the confession of Thy name.

We pray Thee, Who alone art good and holy, to endow with heavenly knowledge, sincere zeal, and sanctity of life, our chief bishop, *N.N.*, the vicar of Our Lord Jesus Christ, in the government of His Church; our own bishop, *N.N.*; all other bishops, prelates, and pastors of the Church; and especially those who are appointed to exercise among us the functions of the holy ministry, and conduct Thy people into the ways of salvation.

We pray Thee, O God of might, wisdom, and justice, through Whom authority is rightly administered, laws are enacted, and judgment decreed, assist with Thy holy spirit of counsel and fortitude the President of the United States, that his administration may be conducted in righteousness, and eminently useful to Thy people over whom he presides; by encouraging due respect for virtue and religion; by a faithful execution of the laws in justice and mercy; and by restraining vice and immorality. Let the light of Thy Divine wisdom direct the deliberations of Congress, and shine forth in all the proceedings and laws framed for our rule, so that they may tend to the preservation of peace, the promotion of national happiness, the increase of industry, sobriety, and useful knowledge; and may perpetuate to us the blessing of equal liberty.

We pray for his Excellency, the Governor of this State, for the members of the Assembly, for all judges, magistrates, and other officers who are appointed to guard our political welfare, that they may be enabled, by Thy powerful protection, to discharge the duties of their respective stations with honesty and ability.

We recommend likewise to Thy unbounded mercy all our brethren and fellow-citizens throughout the United States, that they may be blessed in the knowledge and sanctified in the observance of Thy most holy law; that they may be preserved in union, and in that peace which the world cannot give; and after enjoying the blessings of this life, be admitted to those which are eternal.

Finally, we pray to Thee, O Lord of mercy, to remember the souls of Thy servants departed who are gone before us with the sign of faith, and repose in the sleep of peace; the souls of our parents, relatives, and friends; of those who, when living, were members of this congregation, and particularly of such as are lately deceased; of all benefactors who, by their donations or legacies to this church, witnessed their zeal for the decency of Divine worship and proved their claim to our grateful and charitable remembrance. To these, O Lord, and to all that rest in Christ, grant, we beseech Thee, a place of refreshment, light, and everlasting peace, through the same Jesus Christ, Our Lord and Saviour. Amen.

CIVICS LESSON PLAN

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

ASSIGNMENTS: **WEEKS 1 - 2**

Text - MT: *The Measuring Tape*, Frank Denke, Lepanto Press, © Pending

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

ANSWER ALL QUESTIONS IN COMPLETE SENTENCES.

			<u>Grades</u>
<u>1st week</u>	MT	Read and study Chap. I Answer Questions p. 3, #s 1 - 4	_____
		Read and study Chap. II Answer Questions pgs. 5-6, #s 1 - 11; (Send this graded paper to school.)	_____
		Week 1 Time: _____	
<u>2nd week</u>	MT	Read and study Chap. III Answer Questions p. 8, #s 1 - 12;	_____
		Answer Essay Question #1, p. 8 (Send this ungraded paper to school.)	
		Read and study Chap. IV Answer Questions pgs. 9-10, #s 1 - 6; Answer Essay Question #3, p. 10	_____ _____
		Week 2 Time: _____	

Comments: _____

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

J.M.J.
Our Lady of Victory School

Revised Edition – June, 2008
HEALTH SCIENCE - 2008
Our Lady of Victory School

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

Introduction

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

Although there are several general comments made regarding sexual health of young persons, there is no attempt made to thoroughly explain problems of sex, intercourse, and the reproductive parts of the body. A religious brother and a sister have written the book, *Review Text in Health- (2005-Edition)*. They, and the school, believe that that information should be taught privately by the parents or someone else who they think is qualified to discuss such a personal and delicate subject. *First Aid Essentials* will be read in Weeks 34-35.

ASSIGNMENTS:

WEEKS 1 – 2

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

Study and memorize the meanings of the italicized vocabulary in this chapter.

Answer questions on pp. 2-3. Send graded answers to **Completion Questions**, p. 3 to School.

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

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

Study and memorize the meanings of the italicized vocabulary in this chapter.

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

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

Comments: _____

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