



FTSOnline End of Course Exam

Middle School Course Objectives

May Allah grant you success, Aameen. You have two class periods to complete your exam. Use your time efficiently. Read through the test section first to check what may be easiest to do. Start when you are ready to begin. Your books, notes, or other materials may not be used for this exam.

FTSOnline Homeschool Assistance Program

Middle School 2012 – 2013

Advanced 6th Grade – 8th Grade

FTSOnline End of Course Exam
Bismillahir Rahmanir Rahim
Assalaamu Alaikum wa Rahmatullahi wa Barakaatuh

Middles School Subjects for this Assessment - Tuesday, April 16, 2013 & Thursday, April 18, 2013

Read Carefully

Students have two class periods to complete the entire test. This exam focuses on Reading, Comprehension, Paragraphs and Essay Writing for: Literature, English Grammar and Vocabulary & Spelling. The Exam counts as 20% of your final grade for the year.

Part 1: Persuasive Writing allows you to use the power of language to inform and influence others. *(Strong Introduction, clearly state the issue and your position [agree or disagree], present your ideas, give answers to opposing views, end with a strong argument or summary or call to action.)*

Choose only one topic.



Writing Situation 1: Assume that you have a friend who always wants to be in your group or to work with you on a project, but then does little of the work. The person is nice enough and smart enough to do it, but somehow the results are always the same. You end up doing most of the work and that person gets the same grade as do you. Consider how you could persuade your friend to do a fair share of the work. Be sure to tell the person why you feel that getting the same grade with less work is unfair, what they should be doing to eliminate the problem, and how you are willing to work with them. Write a persuasive essay to convince your friend to carry her share of the work.

Writing Situation 2: Write a persuasive essay stating whether the school day should be lengthened by two hours so that all students can get help with homework. Give at least two reasons to support your position. Remember you must argue in such a convincing manner that others will agree with you.

Writing Situation 3: A litter problem has developed on your school's campus. Students are throwing trash on the ground, leaving empty soda cans and bottles outside on benches, and dropping napkins and other trash on the cafeteria floor rather than carrying them to the trash can. Your principal has asked students to take more care, but the litter problem persists. The principal has reacted by cancelling all after-school activities until the problem is taken care of. What is your position on this issue? Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.

***Guidelines for writing an essay** – write 5 paragraphs. *(Introduction, supporting details, and the conclusion or summary or call to action).* For the essay, begin with a topic (focus) sentence that states the main ideas that you will be writing about. Then write at least four to five sentences per paragraph that clearly explain the point of your essay. End the essay with a strong closing sentence that summarizes what you wrote. Check that your grammar, spelling, and punctuation are correct. Make sure to use complete sentences and write neatly!

Part 2: Literature - Paragraphs (one paragraph per story)

Describe the main characters from each selection listed below, and then explain the main idea of each selection. Write at least one complete paragraph for each of the following topics that you learned from reading the Language of Literature textbook, include details. Each paragraph should not be less than five to eight complete sentences.

- ⇒ *Painful Memories*
- ⇒ *The Hitchhiker*
- ⇒ *The Flood*
- ⇒ *The Banana Tree*
- ⇒ *The Tell-Tale Heart*



Part 2B: Read the two arguments presented below, and then answer the following question about Literature:

Should students do the grading?

The Supreme Court says the practice doesn't violate a student's right to privacy, but is it right for students to grade one another?

Pro – Document A

- 1 The Supreme Court was absolutely correct to say it's OK for students to grade one another's homework, quizzes, and tests; in fact, it's a great idea.
- 2 By grading one another's papers and seeing the problems their peers encounter, as well as their own, students double their exposure to the troubles that they may meet on future exams and tests. The basic purpose of school is to learn not just what others have done right, but to learn from what they have done wrong. How better to teach this than to put it directly into the lives of students?
- 3 Teachers are underappreciated and underpaid for the number of hours they have to work to be able to really teach well. Grading all their students' papers can take hours on end. Some of that time and energy can be saved by spending a few minutes in class, while providing an invaluable learning experience.
- 4 I understand that some individuals are sensitive to their classmates seeing their work or grades. School is a place where every mistake can be learned from, and self-esteem can be built. Any good teacher would make allowances for students who don't want their classmates to grade their assignments.
- 5 Grading one another's papers may be one of the best ways for students to reinforce within themselves the ways to respond to the most difficult parts of what they are learning. It simply can't be denied that in-class grading of assignments is a great way to learn, and those with personal issues can

resolve those issues if they just present their problems to their teachers. Allowing students to learn in the best way they are able should be the responsibility of society. If learning in school upsets some students and their parents, perhaps they don't really realize what they are upset about.

Con – Document B

- 1 A girl cringes as her classmate announces her failing test grade and hands her the paper, bathed in the red ink of the student grader. The composure of the classroom gradually deteriorates.
- 2 With the increase in student grading over the past few years, scenes like this have become a bitter reality in schools across the nation. Teachers are not only instructing their students to grade one another's papers, but also to announce the final grades to the class, subjecting them to the harsh judgment of their peers. Teachers and schools should not advocate student grading and public announcement of grades because it provides a traumatizing breach of privacy for students and families and it subjects students to harsh judgments and treatment by their peers.
- 3 Since 1974, a law known as the Buckley Amendment has prohibited the release of education records maintained by schools in order to preserve the privacy of students and their families. I strongly disagree with the Court's ruling that this law [the Buckley Amendment] does not pertain to student grading.
- 4 I can think of no greater breach of privacy than the exposure of one's personal information to a group of peers. This can be very embarrassing and cause unfair judgment by one's colleagues. Releasing this sort of personal information should be avoided, especially by institutions that seek to provide a supportive environment conducive to mutual learning during essential years of human development.

Which summary of paragraph 3 of Document A is the *most* accurate?

- A** Students can do a better job of grading than teachers can.
- B** Teachers should be paid higher salaries for grading.
- C** Teachers can devote more time to teaching duties if students do the grading.
- D** Students learn more from one another than from teachers.

The Old Juniper Tree

by Robert Fulghum

1 There is a tree at the downhill edge of a long, narrow field in the western foothills of the La Sal Mountains—southeastern Utah. A particular tree. A juniper. Large for its species—maybe twenty feet tall and two feet in diameter. For perhaps three hundred years this tree has stood its ground. Flourishing in good seasons, and holding on in bad times. “Beautiful” is not a word that comes to mind when one first sees it. No naturalist would photograph it as exemplary of its kind. Twisted by wind, split and charred by lightning, scarred by brushfires, chewed on by insects, and pecked by birds. Human beings have stripped long strings of bark from its trunk, stapled barbed wire to it in using it as a corner post for a fence line, and nailed signs on it on three sides: NO HUNTING, NO TRESPASSING; PLEASE CLOSE THE GATE. In commandeering this tree as a corner stake for claims of rights and property, miners and ranchers have hacked signs and symbols in its bark, and left Day-Glo™ orange survey tape tied to its branches. Now it serves as one side of a gate between an alfalfa field and open range. No matter what, in drought, flood, heat, and cold it has continued. There is rot and death in it near the ground. But at the greening tips of its upper branches and in its berrylike seed cones, there is yet the outreach of life.

2 I respect this old juniper tree. For its age, yes. And for its steadfastness in taking whatever is thrown at it. That it has been useful in a practical way beyond itself counts for much, as well. Most of all, I admire its capacity for self-healing beyond all accidents and assaults. There is a will in it—toward continuing to be, come what may.

Read the final sentence of “The Old Juniper Tree.”

There is a will in it—toward continuing to

be, come what may.

In this sentence, it is clear that the author wants readers

- A to think about trees as a useful part of nature.
- B to think of the tree as a symbol of hope.
- C to see the harshness of the environment.
- D to see the need for taking care of the environment.

Part 3: English Grammar – Point of View

Demonstrate descriptive words to attract the attention of readers:

Goldilocks is on trial for breaking and entering. The prosecution calls the Three Bears as witnesses, and the defense attorney calls Goldilocks. They each have different viewpoints on what happened. A reporter covering the trial wants to tell the story as objectively as possible. Complete the summaries as told from each character’s point of view.

Goldilocks: Well, Your Honor, it happened like this. It was a beautiful day, and I had decided to go for a walk in the woods. I had walked for several hours when I ...

Mama Bear: I had made porridge that morning for breakfast, but when I poured it into the bowls it was too hot to eat. Papa Bear and I decided to take Baby Bear for a stroll in the woods until the porridge cooled. We were only gone a short while, and when we returned...

Reporter’s story: The trial of Goldilocks began today in City Court. The alleged perpetrator, Miss Goldilocks,

From which point of view is the reporter’s story told? (Is it third person omniscient or third person limited?)

Part 3B - Directions: Correct the errors in the following sentences. One sentence does not have any errors. Example: Tomorro we will be goin to Toms birthday party.

Tomorrow, we will be going to Tom’s birthday party.

1. Sophia said, Get out of the rain!
2. Once the train arrives we will be on are way.
3. Gas in Alaska is the most cheapest gas in all the world.
4. When I turn forty five I would have been a coal miner for twenty two years.
5. Apollo 11 was the first manned mission to land on the moon.

Part 3C: – Grammar – Pronouns

Choose an answer for each question

1. Those are Tom's.
a. personal pronoun b. relative pronoun c. indefinite pronoun d. interrogative pronoun e. reflexive pronoun f. demonstrative pronoun
2. They didn't give themselves a chance to think before beginning the competition.
a. personal pronoun b. relative pronoun c. indefinite pronoun d. interrogative pronoun e. reflexive pronoun f. demonstrative pronoun
3. The dog that bit her brother belongs to the man down the road.
a. personal pronoun b. relative pronoun c. indefinite pronoun d. interrogative pronoun e. reflexive pronoun f. demonstrative pronoun
4. Do you know when the movie starts?
a. personal pronoun b. relative pronoun c. indefinite pronoun d. interrogative pronoun e. reflexive pronoun f. demonstrative pronoun
5. They think hers is the most interesting submission.
a. personal pronoun b. relative pronoun c. indefinite pronoun d. interrogative pronoun e. reflexive pronoun f. demonstrative pronoun

Part 3D: More Grammar - Verbs

1. Roads were a slushy mess on Monday along parts of the East Coast.
a. transitive verb b. intransitive verb c. linking verb d. auxiliary verb
2. Thousands of families and businesses had no electricity following a deadly snow and ice storm.
a. transitive verb b. intransitive verb c. linking verb d. auxiliary verb
3. In Virginia, about 126,000 electricity customers are living without power.
a. transitive verb b. intransitive verb c. linking verb d. auxiliary verb
4. Even without the computer trouble, rain would have kept the space shuttle from launching.
a. transitive verb b. intransitive verb c. linking verb d. auxiliary verb
5. At his sentencing, West neither apologized nor attributed his behavior to his drinking problem.
a. transitive verb b. intransitive verb c. linking verb d. auxiliary verb

Part 3E: Grammar – Nouns

Identify the underlined part of speech

1. Would you donate a month's salary to our cause?
a. direct object b. predicate nominative c. indirect object d. object of the preposition
2. Kathy buried her money in the yard.
a. direct object b. predicate nominative c. indirect object d. object of the preposition
3. The students watched a video about the Civil Rights Movement.
a. direct object b. predicate nominative c. indirect object d. object of the preposition
4. Will Steve present the team leader a list of instructions?
a. direct object b. predicate nominative c. indirect object d. object of the preposition

Part 4: Vocabulary

Proofread the following paragraphs and find the 45 misspelled words. Below the paragraph, number 1-14 and write the incorrect words for each line and the correct words next to them. See the example below. Each numbered line, may have more than one misspelled word.

Example : rite/write, knot/not, no/know

1. Marie always wanted to rite her life's story. She did knot no if she was going to
2. tell awl of it but weather she told the hole story or not, it wood bee very interesting. Her
3. deer mother and father had razed her to be grate. Marie had herd there words and (5)
4. followed they're advice. Each weak Marie set her hart on reaching important goals.
5. Sum of these included being rich enough two have a made and chef who would (3)
6. cook stake four her. Marie's pried allowed for nothing less. She did not think of
7. herself as vane. After all, she wasn't like a raining queen on a thrown! (3)
8. Though it was a soar point to bring up in conversation, stile was a principle
9. concern but not a vise for Marie. She imagined herself walking down the (1)
10. isle with flours in her hands. The quire's singing would be herd bye each guessed.

11. It would be a tale Marie could tell her son about in do thyme, years after his
12. berth.
13. Whatever becomes of poor Marie, we see that her plans will be hard to meet
14. and beat!

Personal Questions: Optional

1. What was your favorite class during this homeschool year?
2. Are there any specific classes you are looking forward to for next year?
3. Would you say that you've gained an overall benefit from the program?
4. What changes would you like to see for the program in the future Insha'Allah?

Message to students:

Assalaamu Alaikum wa Rahmatullahi wa Barakaatuh

Mark your calendars so that you are not caught off-guard Insha'Allah. You will get one opportunity for a make-up exam. So if you miss 2 days from the exam period, that means that you have failed 1 test and can make-up 1 test.

Tuesday, April 16, 2013

Thursday, April 18, 2013

Tuesday, April 23, 2013

Thursday, April 25, 2013

BarakAllahu Feekum wa Jazakillahu Khayrun

Wa`alaykumus Salaam wa Rahmatullahi wa Barakaatuh