

FTSOnline End of Course Exam

High 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

High School 2012 – 2013

Advanced 8th Grade – 12th Grade

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

High 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 & History. 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: Many other countries including: England, Australia and New Zealand, encourage students to take a year off to travel and explore the world before going to college. While not a mainstay in American culture, this "gap-year" movement is beginning to take hold. Do you feel that it is a good idea for students to take a year off between high school and college? Or should they go straight into college following high school?

Writing Situation 2: In order to crack down on drug use and distribution in schools, many high schools have begun to conduct targeted searches of student lockers, backpacks and other "personal" properties. Keeping in mind that the Supreme Court has ruled these types of searches as constitutional, do you feel that this is still a violation of student rights? Or, do you think that since the school is ultimately responsible for the well-being of its students, they should have the right to conduct these searches in the effort of keeping the student body safe?

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.

Writing Situation 4: Some of the parents at your school have started a campaign to limit the homework that teachers can assign to students. Teachers at your school have argued that the homework is necessary. What is your position? 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 – Essay Questions (one paragraph per question)

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 Timeless Voices, Timeless Themes Literature textbook, include details. Each paragraph (5) should not be less than five to eight complete sentences.

Essay Question 1: Life often presents many struggles and battles of will, both large and small. People often have to make choices about how they will deal with these battles. The selections in this unit “Clashing Forces”, present a variety of characters experiencing struggle, such as the excerpts from *Desert Exile* and “Hearts and Hands.” Write an essay in which you identify the struggle of one character and then explain what you liked or didn’t like about how the character handled the struggle.

Essay Question 2: In stories or poems, writers present vivid details that can help you to form mental images of their characters and scenes. In an essay, name two selections in the unit “Clashing Forces”, that were most vivid for you. Describe the specific words and phrases that helped you create mental images, and explain how these mental images helped you to appreciate the selection.

Essay Question 3: When a writer creates an essay, he or she often has a specific purpose. Sometimes an author’s purpose is to entertain, and sometimes his or her purpose is to inform or persuade. In an essay, compare the nonfiction pieces “The Dog that Bit People,” the excerpt from *Desert Exile*, and Ford’s “Remarks Upon Signing a Proclamation.” What is each writer’s purpose? What specific details reveal the writer’s purpose in each selection?

Essay Question 4: Turning points in people’s lives are often sparked by important decisions. Choose a selection such as “I am Not One of Those Who Left the Land” or “Speech During the Invasion of Constantinople” –that illuminates a person’s life-changing decision. In an essay, describe the possible consequences of each course of action relating to that person’s decision. After presenting each side of the decision thoroughly and honestly, judge the wisdom of that decision.

Essay Question 5: In “With All Flags Flying,” Anne Tyler describes how a character follows through on a vital decision about how to spend the last years of his life. Write an essay in which you discuss Mr. Carpenter’s personality and behavior, especially in relation to his decision to spend his last years in an “old folks’ home.” What would you say are his most dominate personality traits? What do you think and feel about his behavior with his children?

Part 2B: Answer the following questions about Literature: Please use full sentence structure.

1. **Oral Argument:** Suppose that a friend of yours is unjustly imprisoned. As an attorney, prepare and deliver an oral argument summing up why your client has been unfairly treated and why he or she should be immediately released.
2. **Description:** Imagine that you are the first fisherman to have nearly caught the fish in “The Fish.” Write a description of how the fish got away and how you feel about losing the fish.



- Journal Entry:** Courage takes many forms. Eventually, though, courage comes down to a private decision about a course of action. Write a journal entry about a time when you've had to show courage. What were the guidelines you used to consider and choose your actions?
- Journal Entry:** How do you maintain friendships or family relationships when faced with barriers or divisions that seem insurmountable?

Part 3A: English Grammar – Proof Reading

- DIRECTIONS:** Anthony wrote a letter to the student newspaper in support of an open lunch plan. Unfortunately, incomplete sentences have weakened his argument. As editor in-chief, correct the mistakes in Anthony's letter. (There are four sentence fragments.)

Dear Editor:

The school administration has to decide whether North Fielding Junior High School should have an open campus. Three groups will be affected by this decision: parents, school employees, and students. Parents are opposed to allowing students off campus during lunch. Often believing that this will jeopardize many students' safety. School employees share their concern. Fearing skyrocketing absenteeism and tardiness in classes after lunch.

Students understand these concerns. They also realize that if they abuse the privilege it will be. Taken away for good. However, we believe we have a unique situation. Our school in the middle of a small town. Many students are within walking distance of where they could buy lunch. With little traffic in town, the plan does not present many safety concerns. In short, having an open campus does not present any dangers. It is an opportunity for students to learn greater responsibility.

- DIRECTIONS:** Next year, the school plans to build a new cafeteria and student lounge. Before beginning the construction project, they are soliciting student input. Read through Derek's proposal and make sure it is clear what the students would like to see happen. (There are seven possessive and contraction errors.)

Were very pleased with the schools' decision to construct a new cafeteria and student lounge. These new facility's will definitely raise the quality of student life. However, we would like to request several features. First, we would like the cafeteria to be furnished with round tables. Long table's with benches keep many student's from engaging in meaningful conversations during lunch. Round tables are usually smaller, making it possible for everyone to converse together. Second, we would like the student lounge to be designated a quiet zone. Students who want to eat and socialize may do so in the new cafeteria. Since its against the rules to eat in the library, students who wish to eat and study in a quiet place should be able to do so in the student lounge. The lounges' proximity to both the cafeteria and library should make it a popular study spot.

- DIRECTIONS:** Samantha likes to write mystery stories. Unfortunately, at the end of some of her stories, it is still unclear who the villain is and who is the hero. Read her story and correct all of the pronoun errors. (There are five pronoun errors.)



The book was missing from her locker! Marisa had put them away before lunch. The copy of Alice in Wonderland that belonged to his grandmother had disappeared! Marisa turned to her friend, Iris, and wailed, "Someone broke into my locker!"

"What?" Iris replied, sounding perplexed. "What makes you say that?"

"Someone stole my copy of Alice in Wonderland," her cried.

After searching through her locker, she discovered a note that read:

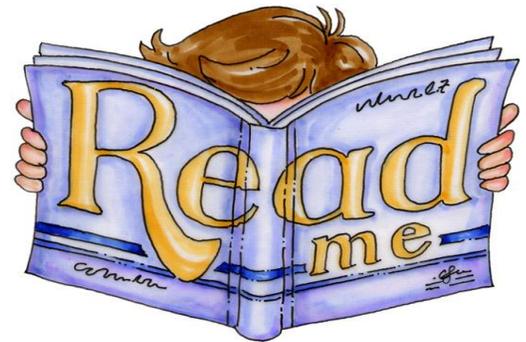
Short and tall, large and small

Poor Alice has gone on another adventure!

If you wish to reunite, meet me at the mall.

Iris's jaw dropped. "Who do you think it could be?"

"I don't know," Marisa said. "But us will soon find out, won't we?"



Part 3B: More Pronouns

1. The audience sat transfixed as the woman who had just won the award fell down the stairs.
 - a. personal pronoun
 - b. relative pronoun
 - c. indefinite pronoun
 - d. interrogative pronoun
 - e. reflexive pronoun
 - f. demonstrative pronoun
2. Someone will need to finish doing the lunch dishes before Don fixes dinner.
 - a. personal pronoun
 - b. relative pronoun
 - c. indefinite pronoun
 - d. interrogative pronoun
 - e. reflexive pronoun
 - f. demonstrative pronoun
3. Have you been there before?
 - a. personal pronoun
 - b. relative pronoun
 - c. indefinite pronoun
 - d. interrogative pronoun
 - e. reflexive pronoun
 - f. demonstrative pronoun
4. The studio plans to give them each a fruit basket.
 - a. personal pronoun
 - b. relative pronoun
 - c. indefinite pronoun
 - d. interrogative pronoun
 - e. reflexive pronoun
 - f. demonstrative pronoun
5. Ted will choose where they go because either of the options works for Alicia.
 - a. personal pronoun
 - b. relative pronoun
 - c. indefinite pronoun
 - d. interrogative pronoun
 - e. reflexive pronoun
 - f. demonstrative pronoun

Part 3C: 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 3D: 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: Reading & Comprehension

Read the passage. Then answer the questions below.

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the

books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as *The Hardy Boys* and the *Nancy Drew* series.

The initial idea for both *The Hardy Boys* and the *Nancy Drew* series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and surmised that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

Because each series ran for so many years, *Nancy Drew* and *The Hardy Boys* both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for *The Hardy Boys* was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the *Nancy Drew* books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and *Nancy Drew* arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave *Nancy* similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small Canadian town to create Bayport, the *Hardy Boys'* fictional hometown.

Although *The Hardy Boys* and *Nancy Drew* books were very popular with children, not everyone approved of them. Critics thought their plots were unrealistic and even far-fetched, since most teenagers did not experience the adventures Frank and Joe Hardy or *Nancy Drew* did. The way the books were written also attracted criticism. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries—including the New York Public Library—even refused to include the books in their children's collections. Ironically, this decision actually helped sales of the books, because children simply purchased them when they were unavailable in local libraries.

Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture. Most Americans have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with *Nancy Drew* and Frank and Joe Hardy.

[Questions](#)

1) According to the passage, the Nancy Drew mystery series was introduced in

- A. 1925
- B. 1927
- C. 1929
- D. 1930

2) Which of the following would be the best title for this passage?

- A. Ghostwriting: A Way of Life
- B. Who Were Leslie McFarlane and Mildred A. Wirt?
- C. The Hardy Boys and Nancy Drew: Ghostwriting a Series
- D. The Dubious yet Profitable Practice of Ghostwriting

3) According to the passage, which of the following people was a real writer?

- A. Carolyn Keene
- B. Franklin W. Dixon
- C. Leslie McFarlane
- D. Tom Hardy

4) According to the passage, a ghostwriter is someone who

- I. writes about mysterious or strange events
- II. does not receive credit as the author
- III. bases his or her books on predetermined guidelines

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

5) As used in paragraph 3, which is the best definition for surmised?

- A. guessed

B. questioned

C. knew

D. proved

6) According to the passage, The Hardy Boys and Nancy Drew books were created based on the idea that

I. mystery books for adults are popular

II. children enjoy reading about characters they can relate to

III. girls and boys are not interested in the same things

A. I only

B. I and II only

C. II and III only

D. I, II, and III

7) Based on information in the passage, it can be inferred that Leslie McFarlane and Mildred Wirt

A. disliked writing according to a specific formul

B. respected the art of ghostwriting

C. were unsuccessful in their previous occupations

D. found it helpful to write from personal experience

8) According to the passage, some teachers and librarians objected to ghostwritten books such as The Hardy Boys and Nancy Drew Mystery Stories because they

A. disapproved of mystery stories

B. thought the books were too expensive

C. believed the books were not quality literature

D. disliked Edward Stratemeyer's questionable business practices

9) Which of the following best describes the author's attitude toward The Hardy Boys and Nancy Drew book series?

A. balanced and respectful

B. doubtful and critical

C. hostile but forgiving

D. overwhelmingly praising

10) Which of the following best describes the structure of this passage?

A. introduction, explanation, history, controversy, conclusion

B. introduction, history, controversy, explanation, conclusion

C. history, explanation, summary, conclusion, controversy

D. history, controversy, explanation, summary, conclusion

Part 5: World History - give details answers to the questions below

1. What evidence points to early human existence in Africa?
2. Describe the causes and effects of the Agricultural Revolution:
3. What are the characteristics that make up a civilization?
4. Describe the geography of Mesopotamia.
5. Describe the geography of Egypt and its surrounding lands:
6. Describe Egyptian culture including details on their government, religion, and social structure.
7. How have ancient migrations impacted the spread of language and culture?
8. Who was Siddhartha Gautama and what is Buddhism?
9. Using specific examples to back up your opinion, which Chinese dynasty was most successful as a ruling dynasty?
10. Describe feudalism in Japan and how the samurai was a part of it:
11. Using concrete examples, what was Greek Mythology and how did it affect the culture of Greece?



12. In what ways did the Persians disrupt life for the people of Greece?
13. Describe the legacy of Alexander the Great and how Hellenistic Culture affected Greece and the surrounding lands:
14. What factors contributed to the decline of the Roman Empire?
15. How was the development of Islam similar & different to Christianity?
16. Describe the core beliefs of a Muslim:

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