



## **Acknowledgments**

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This work is dedicated to God, who is the source of all that is True, Good, and Beautiful, the One whose love brought us into being, and to my family.

May God bless you all!

**Title: Schola Prima II Workbook: Cycle 3, First Quarter**

**Editor: Rosario Reilly & Teresa Tuason**

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Aquinas Learning LLC

P.O. Box 253 Manassas, VA 20108

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# WEEK 1

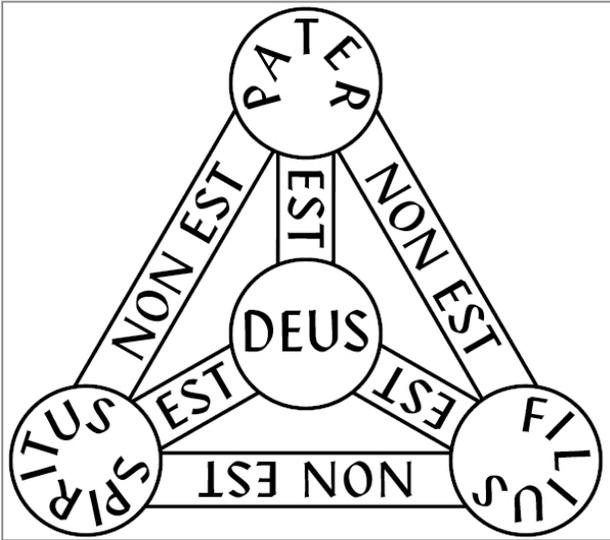




## Catechism

### Week 1

**There are three persons in one God. This mystery is called the Blessed Trinity.**

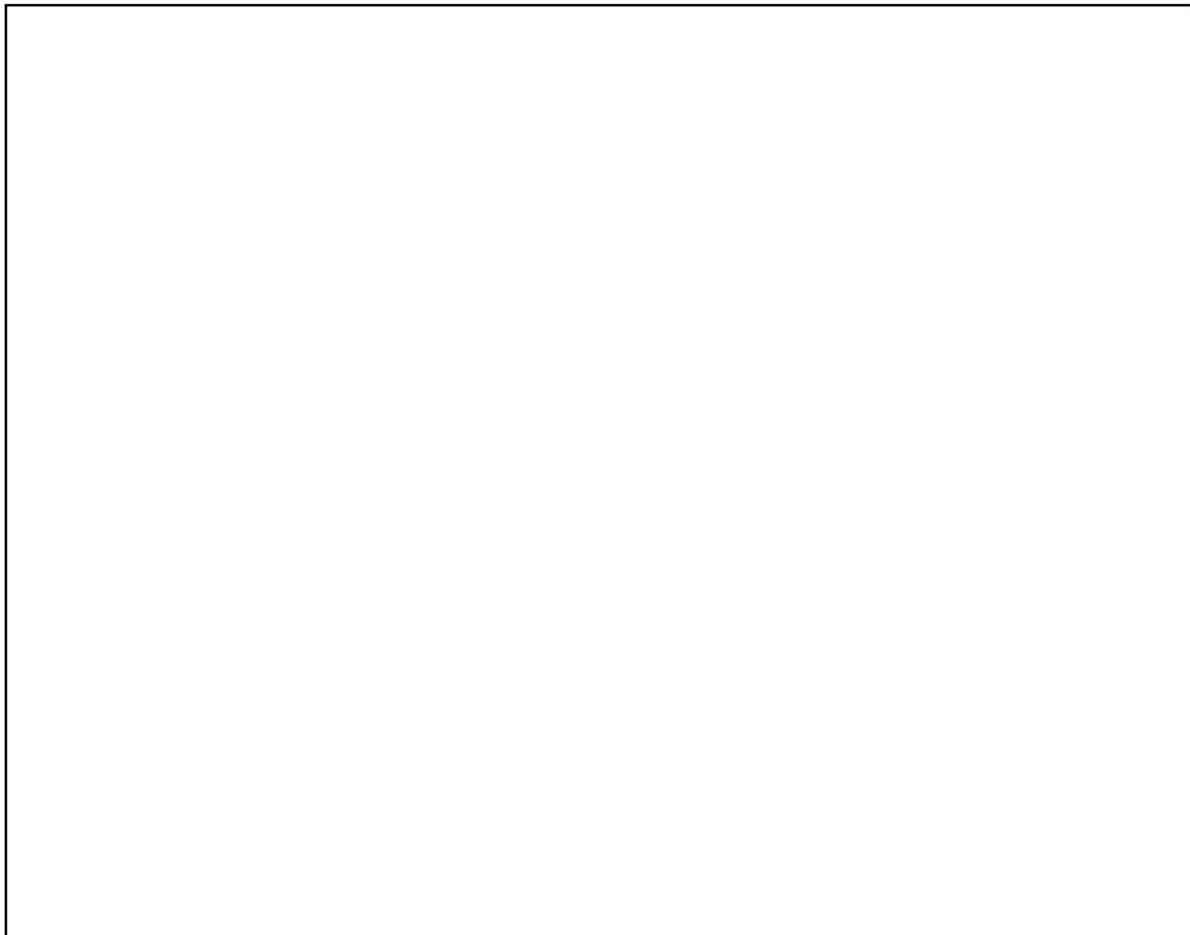


The picture to the left represents the mystery of the Blessed Trinity in a simple way.

<http://catholic-resources.org/Bible/Trinity.htm>

Use a highlighter to highlight the words EST and DEUS in the image on the left.

Redraw this image in the box below and translate it into English.





## History Week 1

**After Columbus came, many Europeans raced to the "New World" for wealth, land, and religious freedom. The British settled in the East, French traders claimed the NorthEast and the Mississippi Region, and the Spanish colonized the South and the West.**



**Label the areas on the map that would have been settled by Britain, France and Spain.**

Missionaries like the French Jesuit "Black Robes" and the Spanish Franciscan Friars brought the Gospel to America. Learn more about the French Jesuits' missions by reading about St. Isaac Jogues and St. Kateri Tekakwitha. Then read about Fr. Junipero Serra from Spain and learn about the many missions he founded in the West.

Do you know the story of St. Kateri Tekakwitha? How does it relate to the story of St. Jogues?



## Science

### Week 1

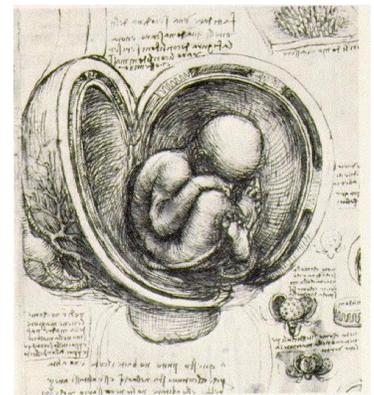
**Human anatomy is the study of the structure of the human body composed of tissues, which are grouped together to form organs that function together in various systems.**



The study of anatomy or the human body began during the time of the Ancient Egyptians. They learned about the body in the process of trying to preserve it during mummification. Through the years, doctors and artists used cadavers (dead bodies), cut them up, and study the parts of the human being.

Why do you think artists wanted to study bodies?

Did you know that this early painting of a human baby was drawn by Leonardo da Vinci in 1510 A.D.?



*Studies of Embryos - da Vinci*

How do you think Da Vinci learned what a human baby looked like inside its mommy's belly?

How many parts do you think you have in your human body? Write down all the parts of your anatomy? Don't look it up yet. We will learn about the essential parts in later lessons.

*(Exploring Creation, Lesson 1. pp19-36)*



# Virtue

## Week 1

### What is Virtue?

**Virtue is “a habitual and firm disposition to do the good. It allows one to give the best of himself...one pursues the good and chooses it in concrete actions. We receive the virtues of faith, hope and charity when we are baptized.**

**Faith** is believing in God.

**Hope** is desiring heaven.

**Charity** is loving God above all things, and our neighbor as ourselves.

So there abide faith, hope, and charity, these three; but the greatest of these is charity. (1 Corinthians 13: 13)

*Directions: Label each sentence according to which virtue it is talking about. If it is talking about **faith**, label it with an “F”. If it is talking about **hope**, label it with an “H”. If it is talking about **charity**, label it with a “C”.*

- \_\_\_\_\_ Giving food to the poor.
- \_\_\_\_\_ Desiring the kingdom of heaven.
- \_\_\_\_\_ Believing in God.
- \_\_\_\_\_ Donating hats and gloves for children who are poor.
- \_\_\_\_\_ Learning our catechism lessons.
- \_\_\_\_\_ This virtue keeps us from being discouraged during a difficult time.



Give one example from your own life where you practiced the virtues of FAITH, HOPE, and CHARITY:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**Latin**  
Week 1

**CORPUS, CORPORIS – body**  
**JUNGO, JUNCTUM – join**  
**DIGITUS – finger**  
**DENS, DENTIS - teeth**

*Draw a picture to match each Latin word listed. Can you think of English words that came*

<b>CORPUS, CORPORIS</b>	<b>JUNGO, JUNCTUM</b>
<b>DIGITUS</b>	<b>DENS, DENTIS</b>

*Copy the Latin translation for this Beatitude in your best handwriting:*

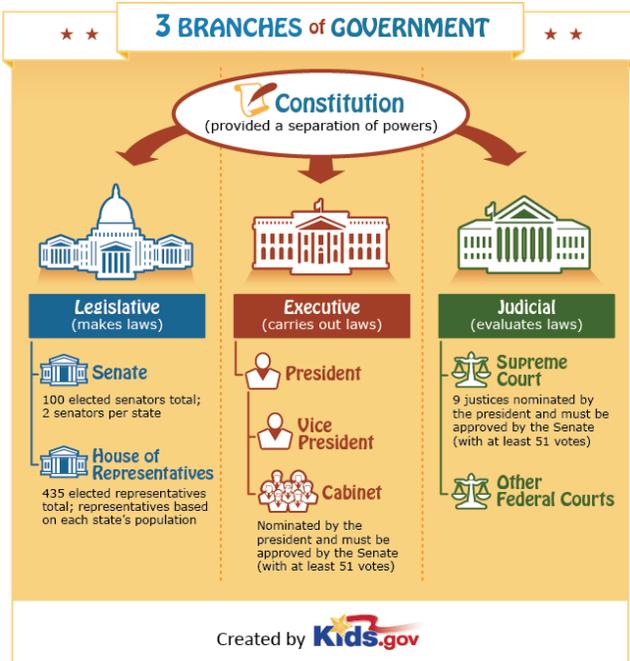
Blessed are the poor in spirit

*Beati pauperes spiritu*



## Civics Week 1

**The framers of the Constitution divided the power within the federal government into three branches: the executive branch, the legislative branch, and the judicial branch.**



The Founding Fathers wanted to create a government that did not give too much power to one person. This was the reason for dividing the power into the three separate branches.

Each branch has its own job, but they also work together to make the country run. These are the main duties of each branch:

1. Legislative – Makes Laws
2. Executive – Carries out Laws
3. Judicial – Evaluates Laws

\*\* With your parent’s permission, visit the Kids.gov website to learn more about the government and how it works at: <http://kids.usa.gov/government/index.shtml>

1. List the three branches of government:

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2. Fill in which branch goes with which job:

<u>Evaluates the laws</u>	<u>Makes the laws</u>	<u>Carries out the laws</u>
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3. How many senators are there for each state? \_\_\_\_\_

4. There are a total of \_\_\_\_\_ elected representatives in the House of Representatives.

5. How many justices make up the Supreme Court? \_\_\_\_\_



**GRAMMAR**

Student Exercises – Week 1, Day 2

*Morning Warm-Up*

Edit the following sentence:

their going to have plenty of fun in grammar this year with there new book

*Daily Exercises*

Complete Subject and Complete Predicate:

Draw a vertical line between the complete subject and the complete predicate. (In a few weeks, you will discover why this line is important). We are not identifying any parts of speech; we are only determining which half of the sentence is the subject part and which half of the sentence is in the predicate part.

1. Pens write.
2. Eyes blink.
3. Monkeys chatter.
4. The pickles are crunchy.
5. The roof has a leak.

Fragment or Complete Sentence:

Use the information on the Weekly Overview Page to fill in the blanks below.

What is a fragment? \_\_\_\_\_  
 How do we fix a fragment? \_\_\_\_\_

Change the following complete sentences into fragments:

1. The baby ducks followed their mother. \_\_\_\_\_
2. Grammar books don't have to be boring. \_\_\_\_\_
3. The sun shone brightly. \_\_\_\_\_
4. The palm trees swayed. \_\_\_\_\_

Change the following fragments into complete sentences:

1. my pen \_\_\_\_\_
2. threw the water balloon. \_\_\_\_\_
3. ate the pizza \_\_\_\_\_
4. an acrobat \_\_\_\_\_

Prefixes, Root Words, and Suffixes:

Use the information from the Weekly Overview Page to fill in the blanks below:

What is a root word? \_\_\_\_\_  
 Where do you add a prefix? \_\_\_\_\_  
 What does a prefix do? \_\_\_\_\_  
 Where do you add a suffix? \_\_\_\_\_  
 What does a suffix do? \_\_\_\_\_



Student Exercises – Week 1, Day 3

*Daily Warm-Up:*

Write down today’s dictation sentence. Try to remember the whole sentence without having to ask to hear it again. The sentence is in the *AL Grammar and Language Mechanics Book* on the Week 1 Weekly Overview Page.

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*Daily Exercises:*

Sentence or Fragment?

Write either S or F on the line. Using the lines below, change each fragment into a complete sentence.

1. \_\_\_\_\_ Christians are called to live a life worthy of the Gospel.
2. \_\_\_\_\_ To follow His commandments.
3. \_\_\_\_\_ The study of the structure of the human body.
4. \_\_\_\_\_ Organs function together.
5. \_\_\_\_\_ The Spaniards.
6. \_\_\_\_\_ After Columbus came, many Europeans traveled to the New World.

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Prefixes, Root Words, and Suffixes:

Separate the following words into their correct parts. (Each word has one prefix, one root word, and one suffix). You may have to adjust the spelling of the root word when you break the words up.

<u>Word</u>	<u>Prefix</u>	<u>Root Word</u>	<u>Suffix</u>
preheating	_____	_____	_____
unfeeling	_____	_____	_____
disorganized	_____	_____	_____
misplaced	_____	_____	_____
unluckily	_____	_____	_____

There, Their, or They’re:

Write in the correct word in the following sentences:

1. \_\_\_\_\_ busy playing with \_\_\_\_\_ new kitten.
2. Please place \_\_\_\_\_ things on the table over \_\_\_\_\_.
3. \_\_\_\_\_ are tissues in the body that form organs.
4. \_\_\_\_\_ hoping to go to \_\_\_\_\_ grandparent’s house over \_\_\_\_\_.



Student Exercises – Week 1, Day 4

*Morning Warm-Up*

Write a sentence correctly using each form of there/their/they're. Make sure to capitalize the first letter of your sentence and to place a period at the end.

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*Daily Exercises*

Complete Subject and Complete Predicate:

Draw a vertical line between the complete subject part of the sentence and the complete predicate part of the sentence.

1. We went to the zoo.
2. The lions roared at the small child.
3. The monkey ate the banana.
4. The giraffe's mouth reached the tallest branches.
5. A seal balanced a beach ball on his nose.
6. The mother kangaroo carried her baby in her pouch.

Sentence or Fragment:

Add in any necessary parts to make the following fragments into complete sentences:

1. The six purple lizards

---

2. Ran down the street

---

3. Followed the bouncing ball-

---

4. The clown with the big red nose and rainbow wig

---

5. The beautiful flowers

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# *Music Appreciation Journal: Week 1*

**Artist Information:**

**Name:** \_\_\_\_\_

**Birth place:** \_\_\_\_\_

**Born on:** \_\_\_\_\_

**Died on:** \_\_\_\_\_

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Draw, doodle, or paint something that reflects this artist's work or technique:**



## Good Books - Week 1

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Write about six major (in chronological order) events from the story.

1	2
3	4
5	6