



TAN ACADEMY

GRADE

**10**

Lesson Plan

*St. Catherine of Sienna Pray for Us!*



# **TENTH GRADE LESSON PLAN**

*St. Scholastica, Pray for Us!*

TAN Books  
Gastonia, NC

Tenth Grade History Lesson Plan © 2022 TAN Books

All rights reserved. With the exception of short excerpts used in critical review, no part of this work may be reproduced, transmitted, or stored in any form whatsoever, without the prior written permission of the publisher.

Unless otherwise noted, Scripture quotations are from the Revised Standard Version of the Bible—Second Catholic Edition (Ignatius Edition), copyright © 2006 National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.

Cover design by Sarah Schwindt

Cover image: Saint Catherine of Sienna by Giovanni Battista Tiepolo, Photo © Fine Art Images / Bridgeman Images

ISBN: 978-1-5051-2178-0

Published in the United States by  
TAN Books  
PO Box 269  
Gastonia, NC 28053  
[www.TANBooks.com](http://www.TANBooks.com)

Printed in the United States of America

# Contents

Why TAN Academy	4
HISTORY Introduction	6
Course Schedule	7
RELIGION Introduction	36
Course Materials	16
Course Schedule: Pre Conciliar	18
Course Schedule: Post Conciliar	23
LITERATURE Introduction	32
Course Materials	33
Course Schedule	34
Essay Guide	38
Essay Grading	44

## Why TAN Academy?

*“There are those who seek knowledge for the sake of knowledge; that is Curiosity. There are those who seek knowledge to be known by others; that is Vanity. There are those who seek knowledge in order to serve; that is Love.”*

—ST. BERNARD OF CLAIRVAUX

With a carefully selected and comprehensive curriculum, the TAN Academy High School program presents an essential blend of classical and traditional courses created or vetted in fidelity to the truths of our Catholic faith. We believe our unique blend of these two essentially Catholic educational philosophies best prepares ninth through twelfth grade students, with the assistance of their parents, to pursue their God-given vocation.

TAN Academy, covering K-12, encourages students to desire the highest things: the good, beautiful, and true. Our high school courses emphasize training in the liberal arts and the moral, natural, and theological sciences. Compelling content combined with rigorous training in writing, discussion, and practical application prepares them for the next stage in their education, whatever that may be.

Whether used in a schoolhouse model or individual instruction, our program provides flexibility and support at an affordable price for families of all sizes. Steeped in the rich tradition of Holy Mother Church, TAN Academy strives to support a joyful high school experience and foster a desire for lifelong learning.

May your *Ecclesia Domestica* (Domestic Church) be enriched this school year.

St. Scholastica, *ora pro nobis!*

## History Introduction

TAN Academy's comprehensive Ancient History course covers the history of ancient civilizations, including Egypt, Mesopotamia, Assyria, Babylon, Persia, Greece, and Rome. Students will learn about the foundations of Western Civilization and the development of western culture, politics, and society.

Students completing this course will discover the role of religious history in the development, fall, and continuity of people and culture. In the first semester, the story of the Israelites features prominently in both the text and lectures, and the narrative concludes with a thorough historical examination of the Incarnation. The second semester features an engaging review of the history of the early Church up through the fall of Rome.

In each weekly module, students will read a selection from Warren Carroll's *The Foundation of Christendom* and watch a 30-minute lecture. Weekly assignments engage the student in the content covered: a quiz, vocabulary list, outline for the focus question, and short response paper. Based on 30 weeks, the lesson plan includes target dates for midterm and final exams covering a selection of the weekly vocabulary terms and focus questions. This course is ideal for students in tenth grade.

## History Materials

\*Denotes materials available through TAN Books.

*The Founding of Christendom* by Warren H. Carroll

[TAN Academy Tenth Grade History Workbook\\*](#)

[TAN Academy Ancient World streaming course lectures with Dr. Hanael Bianchi\\*](#)

## History Schedule

Each week, students will cover specified material in the textbook, watch lectures, and complete the assignments in the workbook. The midterm and final exams are important and should be completed during Week 15 and Week 30, respectively. Complete instructions, samples, and grading rubrics for all assignments and exams are included in the workbook.

A Sample Week in Review is located at the end of this History section.

To make the most of this important course, we suggest the following approach:

1. **Schedule:** This course is based on a 5-day study schedule to read the text, complete the workbook exercises, watch the accompanying lecture, and write your response papers. If you need to adjust the pace, be sure to contact your TAN Academy coach for additional assistance.
2. **Exams:** We include a midterm and final exam to help you assess your mastery of the subject matter. When you take the exams, study first and then complete them closed book. The exams are based on the workbook activities, so be sure to keep on schedule with those exercises throughout the semester. Once you have completed the exams, ask a parent to grade them. You should then make any corrections necessary using the course texts.
3. **Workbook Vocabulary & Exercises:** You may choose to answer open book or closed book. Make corrections, if any. These exercises will help prepare for the midterm and final exam.
4. **Short Response Papers:** each chapter includes a prompt for a short paper. We highly recommend that you choose at least four per semester to complete (300-500 words). Outline your paper first and then write a draft following the outline. Writing is one of the primary ways to actively engage with the material and communicate your own thoughts on history to others.
5. **Lectures:** When watching associated lectures, take notes. Write down and look up any unfamiliar or confusing terms.

<b>Week 1: Introduction</b>
Day 1: Read the introduction (pp. 9-13) and prologue (pp. 14-18) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz. Complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 2 - Ancient Mesopotamia</b>
Day 1: Read Chapter 1, A Darkling Plain, (pp. 21-30) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 3 - Ancient Egypt and India</b>
Day 1: Read Chapter 1, A Darkling Plain, (pp. 30-33) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 4 - The Patriarchs</b>
Day 1: Read Chapter 2, Father in Faith, (pp. 38-47) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 5 - Moses and the Law</b>
Day 1: Read Chapter 2, Father in Faith (48-50) & Chapter 3, Fire on Sinai (pp. 59-74) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.

<b>Week 6 - The Establishment of a Kingdom and David</b>
Day 1: Read Chapter 4, The Promised Land (pp. 81-95) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 7 - States in the Ancient Near East</b>
Day 1: Read Chapter 5, The Divided Kingdom (pp. 107-110) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 8 - The Divided Kingdom</b>
Day 1: Read Chapter 5, The Divided Kingdom (pp. 101-107 & 111-114), & Chapter 6, The Holy City (pp. 119-123) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment. Self-grade assignments.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 9 - Neo-Babylonians and the Persians</b>
Day 1: Read Chapter 6, The Holy City (pp. 124-138) & Chapter 7, The Quest and the Chosen (pp. 148-160) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 10 - The Rise of the Greeks</b>
Day 1: Read Chapter 7, The Quest and the Chosen (pp. 160-167) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.

Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 11 - Greeks and War</b>
Day 1: Read Chapter 8, Two Hopes (pp. 175-188), in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 12 - Greek Culture</b>
Day 1: No reading in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 13 - Alexander the Great</b>
Day 1: Read Chapter 9, The March Across the World (pgs. 192-207), in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 14 - Hellenization and the Maccabees</b>
Day 1: Read Chapter 11, Rome Ascendant, The Temple Regained, (pp. 234-245 in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 15 - Midterm</b>
Day 1-3: Review and study Chapters 1-9 & Chapter 11 for the midterm exam.
Day 4: Take the midterm exam.
Day 5: Ask a parent to grade your midterm, then make any corrections using your workbook or the text.

<b>Week 16 - Rome: A Military Power</b>
Day 1: Read Chapter 10 The Fortitude of Rome (pp. 211-216 & 218-226) and Chapter 11, Rome Ascendant, The Temple Regained, (pp. 229-233) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 17 - Rome Republic</b>
Day 1: Read Chapter 10, The Fortitude of Rome, (pp. 216-218) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 18 - Era of Roman Civil Wars</b>
Day 1: Read Chapter 12, Rome and Caesar, (pp. 249-266) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 19 - Roman Culture</b>
Day 1: No reading in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 20 - Augustus</b>
Day 1: Read Chapter 13, The Winning of the Roman Peace, (pp. 270-283) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.

<b>Week 21 - Roman Society</b>
Day 1: No reading in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 22 - The Incarnation</b>
Day 1: Read Chapter 14. The Incarnation of the Lord. (pp. 287-306), in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 23 - Public Life, Death, and Resurrection of Jesus</b>
Day 1: Read Chapter 15, God in Galilee, (315-340) & Chapter 16, “I am the Resurrection and the Life,” (pp. 351-379) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 24 - Apostolic Age</b>
Day 1: Read Chapter 17, He Chose Twelve – and Paul, (395-429) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 25 - Culture of the Early Church</b>
Day 1: No reading in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.

<b>Week 26 - The Roman Empire</b>
Day 1: No reading in the textbook.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 27 - Early Popes and Martyrs</b>
Day 1: Read Chapter 18, The Seed in the Earth, (pp. 447-476) in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 28 - The Great Persecution</b>
Day 1: Read Chapter 19, The Blood of the Martyrs (pp. 490-513), in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 29 - Constantine</b>
Day 1: Read Chapter 20, Triumph of the Cross (pp. 524-543), in the textbook. Take notes.
Day 2: Watch the lecture. Take notes.
Day 3: Take the quiz and complete the vocabulary assignment.
Day 4: Write the short response paper.
Day 5: Complete the outline based on the focus question(s). Self-grade assignments.
<b>Week 30 - Final</b>
Day 1-3: Review and study Chapters 10-20 and notes for the final exam.
Day 4: Take the final exam.
Day 5: Ask a parent to grade your exam. Then make corrections using the workbook or text.

## A Sample Week in Review

### Monday

Preview the lesson plan and focus questions, and then read the assigned section in the textbook. Take extensive notes on the textbook reading, especially on content related to the vocabulary terms and focus question(s). Note key dates.

### Tuesday

Watch the lecture video. Each 30-minute lecture will focus on overarching themes as opposed to the detailed narrative found in the textbook. Students should take notes.

### Wednesday

Take the quiz and complete the vocabulary terms. Students should complete the ten-question quiz based on the textbook reading and lecture video in **under ten minutes**. Students may use their notes and textbook only. The intention of the quiz is not to force students to memorize the content but to check that they watched the video and read the textbook. After the quiz, they will identify each of the three vocabulary terms.

### Thursday

Write the response paper. Students will read a primary source in the workbook. They will then write a short response paper based on a question(s) about the source and related to the theme of the lesson. The historical documents assigned in the workbook were written during a different time and culture, and they will be difficult to comprehend on the first read. The response paper will build on background information in the textbook and lecture, but students might still have to read the documents several times and research difficult words or concepts. Composing the response paper will require analysis and critical thinking skills. The paper should take 45 minutes to complete, including outlining and composing.

### Friday

The final assignment for the module is the completion of an outline answering the focus question(s). This outline will include information from all the week's assignments and serve as the culmination of the week's work. After completing the outline, students can

self-grade the four assignments using the rubrics and answer keys. Parents can check grades and record them.

**Optional:** Students may also plan to re-read their response paper on Fridays and make any necessary editorial or content-related corrections. We encourage parents to include this step as a part of their student's completion grade for these assignments.

### **Midterm & Final**

The midterm will take place in Week 15. The final will take place in Week 30. During these two weeks, students will have only one assignment: to study for and take the exam. At the end of the week, students should be given **two hours** to complete the exam. Students should not have access to the textbook, notes, or the internet. The exam is based on a selection of vocabulary terms and focus questions from the weekly modules.

### **Note**

Complete instructions, samples, and grading rubrics for all assignments and exams are included in the course workbook.

## Religion Introduction

Welcome to TAN Academy's one-year theology course for tenth grade.

Students choose between two tracks: preconciliar or postconciliar. Our **preconciliar program** uses the Fr. John Laux texts, written prior to the Second Vatican Council, and is ideal for families following the traditional liturgy and calendar. This track emphasizes mastery through oral discussion and writing short-form and long-form papers. Our **postconciliar program** is a great option for those following the liturgical norms and ecclesiastical law implemented since the Second Vatican Council. This option uses TAN's full course, incorporating video and workbook exercises.

This lesson plan contains a week-by-week course schedule for both options. Choose the option that best suits your family's preference and student needs.

For students wishing to enhance their learning further, we offer two supplemental options to complement the recommended course material. Each supplemental offering covers approximately 8 weeks and can be used in tandem with the preconciliar or postconciliar tracks. We recommend adding a supplement in for the second semester.

If you would like assistance in discerning the best track for your student or how to incorporate a supplement, please consult your TAN Academy coach and we will be happy to discuss your choices.

## Recommended Course Materials

\*Denotes materials available through TAN Books.

### Preconciliar

[Baltimore Catechism Three\\*](#)

[Catholic Morality: A Course in Religion \(Book III\), by Fr. John Laux\\*](#)

[Catholic Apologetics: A Course in Religion \(Book IV\), by Fr. John Laux\\*](#)

### Postconciliar

[Baltimore Catechism Three\\*](#)

[Formed in Christ: That You Might Have Life \(textbook and workbook\)\\*](#)

[Formed in Christ: I Will Build My Church \(textbook and workbook\)\\*](#)

Formed in Christ: Streaming Homilies\*

### Supplemental Course Materials

[TAN Courses: The Spiritual Life Streaming Course\\*](#)

[TAN Courses: The Spiritual Life Course Guide\\*](#)

[Formed in Christ: I Have Called You: An Introduction to Vocations \(text and workbook\)\\*](#)

## Course Schedule: Preconciliar

This course includes a 29-week daily assignment schedule for the recommended books from the Fr. Laux series: *Catholic Morality* and *Catholic Apologetics*, as well as *Baltimore Catechism Three* (Lessons 20-37). To make the most of this important course, we suggest the following approach:

1. Follow the schedule to complete the material in a timely fashion. Although there are no tests in this course, you should answer the “Suggestions for Study and Review” after every chapter. This may be an oral or written exercise. Doing so will help you understand the concepts of the faith.
2. As this is a high school course, we recommend that you take notes as you read. Outlining the chapters is the best way to clearly grasp the arguments for each point of doctrine.
3. When you read unfamiliar or confusing words, write them down with the correct definition.
4. There are fewer writing assignments in the second semester. If you would like to enhance your learning, choose an additional course from the list of Supplement Course Materials to complete in tandem with or after finishing *Catholic Apologetics*.
5. For tips on customizing this course, be sure to talk to your parents about scheduling a consult with your TAN Academy coach.

<b>Week 1: Catholic Morality - Introduction</b>
Day 1: Read the Introduction, Parts 1-3. Outline as you read.
Day 2: Do Suggestions for Study and Review orally with a parent.
Day 3: <b>Optional:</b> Outline a short essay on #1, p. 4. Write your rough draft.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 2: Catholic Morality</b>
Day 1: Carefully read Ch. I, A. Free Will, pp. 5-8. Outline as you read.
Day 2: Do <i>in writing</i> Suggestions for Study and Review #1-8 on page 22.
Day 3: Read Ch. I, A. Free Will, pp. 8-10. Outline as you read.
Day 4: Do <i>in writing</i> Suggestions for Study and Review #9-11 on page 22. Discuss your answer to #11 with a parent.
<b>Week 3: Catholic Morality</b>
Day 1: Read Ch. I, B. Law, pp. 10-13. Outline as you read.
Day 2: Do the Suggestions for Study and Review for both “The Natural Law” and “The Positive Divine Law” on pp. 23-24 orally. <b>Optional:</b> Outline a short paper (300-500 words) on Natural Law using questions # 1-5 in that section.
Day 3: Finish reading Ch. I, B. Law, pp. 15-16. Outline as you read. Write your paper.
Day 4: Do Suggestions for Study and Review for “Human Positive Laws” on page 24. Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 4: Catholic Morality</b>
Day 1: Read Ch. I, C. Conscience, pp. 17-21. Outline as you read.
Day 2: Do Suggestions for Study and Review #1-10 on p. 24 in writing.
Day 3: Read Ch. I, D. Collision of Rights & Duties, pp. 21-22. Outline as you read and do Suggestions for Study and Review, #11-13 on p. 24 orally with a parent.
Day 4: Outline a short essay (250 - 500 words) on #13, p. 24. Write your essay today.

<b>Week 5: Catholic Morality</b>
Day 1: Read Ch. II, 1-3, pp. 25-29. Outline as you read. Review last week's essay for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Do Suggestions for Study and Review for "Elements of a Moral Act," "Virtue, or Moral Good as Habit," and "The Moral Virtues" on pp. 37-38 orally. <b>Optional:</b> Outline a short essay (250 - 500 words) on virtue using questions #1-5 under the section "Virtue."
Day 3: Finish reading Ch. II. Write your paper.
Day 4: Do Suggestions for Study and Review for the remaining sections on pp. 38-9. Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 6: Catholic Morality</b>
Day 1: Read Ch. III, Part I & 2. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday's sections orally.
Day 3: Finish reading Ch. III. Outline as you read.
Day 4: Do Suggestions for Study and Review for yesterday's sections orally.
Day 5: Begin working through the <i>Baltimore Catechism 3</i> (BC3). This text is also a great reference for clarifying any points of doctrine in Fr. Laux that you find confusing or interesting. Today, read Lesson 20, pp. 181-183.
<b>Week 7: Catholic Morality</b>
Day 1: Read the Introduction for Section II, "Special Moral." Do the Suggestions for Study and Review orally and read the "Solemn Proclamation of the Decalogue." Then read Matthew Chapter 5 in your Bible. Discuss with a parent: how does Christ present the Law of Moses?
Day 2: Read Section II, Chapter I, pp. 53-59. Outline as you read.
Day 3: Read Section II, Chapter I, pp. 59-63. Outline as you read.
Day 4: Do Suggestions for Study and Review for "The Three Theological Virtues" on pp. 92-93 orally. What is the relationship between love and duty?
Day 5: Read BC3, Lesson 21, pp. 185-192.
<b>Week 8: Catholic Morality</b>
Day 1: Read Ch. II, pp. 63-66. Outline as you read.
Day 2: Read Ch. II, pp. 66-72. Outline as you read.
Day 3: Read Ch. II, pp. 72-82. Outline as you read and begin Suggestions for Study and Review for this chapter. Start with the section on "The Three Theological Virtues," pp. 92-93.
Day 4: <b>Optional:</b> Using the outline on p. 93 under "Virtue of Religion," draft a long paper (500-750 words).
Day 5: Finish your paper. Read BC3, Lesson 22, pp. 193-199.
<b>Week 9: Catholic Morality</b>

Day 1: Review last week's paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read Ch. II, pp. 82-86. Outline as you read.
Day 3: Finish reading Ch. II. Outline as you read. Do the Suggestions for Study and Review for "Veneration of the Saints" orally.
Day 4: <b>Optional:</b> Write a short summary (250-400 words) using Fr. Laux's outline on p. 96 on "Acts of Indirect Worship."
<b>Week 10: Catholic Morality</b>
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read Ch. II, pp. 98-103. Outline as you read.
Day 3: Read Ch. II, pp. 103 - 107. Outline as you read.
Day 4: Do Suggestions for Study and Review for "The Dignity of the Human Body" on pp. 118-119 orally.
Day 5: Read BC3, Lesson 23, pp. 201-205.
<b>Week 11: Catholic Morality</b>
Day 1: Read Ch. II, pp. 107-112. Outline as you read. Do Suggestions for Study and Review for "Chastity and Its Violation" on pp. 119-120 orally with a parent.
Day 2: Read Ch. II, pp. 112-118. Outline as you read.
Day 3: Do Suggestions for Study and Review for "Duties Concerning Material Goods" on pp. 120-121 orally.
Day 4: Using your outline from Week 11, Day 2, write a brief summary (250-500 words) of the Church's teaching on both socialism and capitalism.
<b>Week 12: Catholic Morality</b>
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read Ch. III, pp. 122-125. Outline as your read.
Day 3: Do Suggestions for Study and Review for sections 1-3 on pp. 141-143 orally.
Day 4: Read Ch. III, pp. 126-132. Outline as you read. Do Suggestions for Study and Review for sections 4 and 5 on pp. 143-144 orally.
Day 5: Read BC3, Lesson 24, pp. 207-216.
<b>Week 13: Catholic Morality</b>
Day 1: Read Ch. III, pp. 133-137. Outline as you read.
Day 2: Do Suggestions for Study and Review for sections 6 and 7 on pp. 144-145 orally.

Day 3: Finish reading Ch. III. Outline as you read.
Day 4: Finish Suggestions for Study and Review for this chapter orally.
Day 5: Read BC3, Lesson 25, pp. 217-230.
<b>Week 14: Catholic Morality</b>
Day 1: Read Ch. IV, pp. 147-150. Outline as you read. Do the Suggestions for Study and Review #1-12 on p. 157 orally and read the selection from St. Augustine's <i>Confessions</i> on Filial Piety, pp. 157-159.
Day 2: Finish reading Ch. IV. Outline as you read.
Day 3: Do the Suggestions for Study and Review for "Masters and Servants" and "Sancta Mater Ecclesia" on pp. 159-160 orally. <b>Optional:</b> Using the questions for "Rights and Duties of Citizens" on p. 159, outline a short paper (300-500 words).
Day 4: Write your paper.
<b>Week 15: Catholic Morality (Review)</b>
Day 1: Review last week's paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: With a parent, review the Suggestions for Study and Review from each chapter in Section I in <i>Catholic Morality</i> . Ask your parent to pick and choose only those questions you most need to review.
Day 3: With a parent, review the Suggestions for Study and Review from each chapter in Section II, Chapters 1-2, in <i>Catholic Morality</i> .
Day 4: With a parent, review the Suggestions for Study and Review from each chapter in Section II, Chapters 3-4, in <i>Catholic Morality</i> .
<b>Week 16: Catholic Morality (Final Paper - optional)</b>
Day 1: <b>Optional:</b> For your final paper, choose one of these two options:
<ul style="list-style-type: none"> <li>• Re-read "The Christian Ideal" on pp. 155 - 156. Reflect on Fr. Laux's claim that it is "an admirable summary" of Catholic ethics and an excellent guide to the attainment of the Christian Ideal." Outline an essay proving or disproving his claim. Be sure to quote extensively from the passage.</li> <li>• Re-read the Suggestions for Summary and Review on p. 4. Use them to outline a paper summarizing the foundation and conditions of Catholic Morality using everything you have learned this semester.</li> </ul>
Day 2: Write your paper.
Day 3: Write your paper.
Day 4: Review your final paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
<b>Week 17: Catholic Apologetics</b>

Day 1: Read the Introduction to <i>Catholic Apologetics</i> . Outline as you read.
Day 2: Do Suggestions for Study and Review in writing.
Day 3: Read Section I, Chapter 1, pp. 1-3 “The Arguments for the Existence of God in General.” Outline as you read.
Day 4: Do Suggestions for Study and Review for yesterday’s reading selection in writing.
Day 5: Read BC3, Lesson 26, pp. 231-244.
<b>Week 18: Catholic Apologetics</b>
Day 1: Read Ch. 1, pp. 4-9, “The Teleological Argument.” Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday’s reading selection in writing.
Day 3: Read Ch. 1, pp. 10-13, “The Cosmological Argument.” Outline as you read.
Day 4: Do Suggestions for Study and Review for yesterday’s reading selection in writing. Discuss your answers with a parent and be sure you understand the difference between the two arguments.
Day 5: Read BC3, Lesson 27, pp. 245-256.
<b>Week 19: Catholic Apologetics</b>
Day 1: Read Ch. 1, pp. 14-16, “The Moral Argument.” Outline as you read.
Day 2: Read Ch. 1, pp. 17-24. Outline as you read.
Day 3: Finish the Suggestions for Study and Review for Ch. 1.
Day 4: Review the five arguments for God’s existence with a parent. Be sure to be able to identify the <b>starting point</b> of each argument, the <b>steps</b> (premises and evidence) for each argument, and the conclusion ( <b>what</b> attributes of God they demonstrate) for each. <b>Optional:</b> Compose a written summary (250-500 words) of one of the arguments for God’s existence from reason.
Day 5: Read BC3, Lesson 28, pp. 257-262.
<b>Week 20: Catholic Apologetics</b>
Day 1: Read Ch. II, pp. 25-31. Outline as you read. Review last week’s summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Do Suggestions for Study and Review for yesterday’s reading selection in writing.
Day 3: Finish reading Ch. II. <b>Optional:</b> Outline a long paper (500-750 words) summarizing the Church’s teaching on the origins of man (sections C and D in this chapter). Begin writing your paper.
Day 4: Finish the Ch. II Suggestions for Study and Review in writing. Finish your paper.
Day 5: Read BC3, Lesson 29, pp. 263-267.
<b>Week 21: Catholic Apologetics</b>

Day 1: Read Section II, Ch. I. Outline as you read. Review last week’s paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Do Suggestions for Study and Review for yesterday’s reading in writing.
Day 3: Read Section II, Ch. II, Section A, “Non-Christian Sources.” Outline as you read.
Day 4: Do Suggestions for Study and Review for yesterday’s reading in writing. Discuss this week’s questions with a parent.
Day 5: Read BC3, Lesson 30, pp. 269-280.
<b>Week 22: Catholic Apologetics</b>
Day 1: Read Section II, Ch. II, Section B, “Christian Sources.” Outline as you read.
Day 2: Discuss this week’s questions with a parent. Do Suggestions for Study and Review for yesterday’s reading in writing.
Day 3: Using your own Bible, look up and re-read the Scripture references Laux cites from the New Testament.
Day 4: Read BC3, Lesson 31, pp. 281-287.
<b>Week 23: Catholic Apologetics</b>
Day 1: Read Section II, Ch. III. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday’s reading in writing.
Day 3: Discuss this week’s questions with a parent. Using your own Bible, look up and re-read the Scripture references Laux cites from the Gospels.
Day 4: Read BC3, Lesson 32, pp. 289-296.
<b>Week 24: Catholic Apologetics</b>
Day 1: Read Section II, Ch. IV. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday’s reading in writing.
Day 3: Discuss this week’s questions with a parent. Using your own Bible, look up and re-read the Scripture references Laux cites from the Gospels.
Day 4: Read BC3, Lesson 33, pp. 297-302.
<b>Week 25: Catholic Apologetics</b>
Day 1: Read Section III, Ch. I. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday’s reading in writing.
Day 3: Discuss this week’s questions with a parent. Using your own Bible, look up and re-read the Scripture references Laux cites from the Gospels.
Day 4: Read BC3, Lesson 34, pp. 303-308.
<b>Week 26: Catholic Apologetics</b>

Day 1: Read Section III, Ch. II. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday's reading in writing.
Day 3: Read Section III, Ch. III and IV. Outline as you read.
Day 4: Do Suggestions for Study and Review for yesterday's reading in writing.
Day 5: Discuss this week's questions with a parent. Read BC3, Lesson 35, pp. 309-314.
<b>Week 27: Catholic Apologetics</b>
Day 1: Read Section III, Ch. V. Outline as you read. Do Suggestions for Study and Review in writing.
Day 2: Discuss this week's questions with a parent.
Day 3: Read BC3, Lesson 36, pp. 315-319.
Day 4: Read BC3, Lesson 37, pp. 321-326.
<b>Week 28: Catholic Apologetics</b>
Day 1: Read Section III, Ch. VI. Outline as you read.
Day 2: Do Suggestions for Study and Review for yesterday's reading in writing.
Day 3: <b>Optional:</b> Outline a short summary (250-300 words) defending this statement: "Outside the Catholic Church, there is no salvation." Use citations from Laux to explain the meaning of this saying.
Day 4: Write your summary.
Day 5: Review BC3, Lessons 20-29.
<b>Week 29: Catholic Apologetics (Review)</b>
Day 1: Review last week's summary for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: With a parent, review the Suggestions for Study and Review from each chapter in Section I in <i>Catholic Apologetics</i> . In particular, review the arguments for the existence of God.
Day 3: With a parent, review the Suggestions for Study and Review from each chapter in Section II in <i>Catholic Apologetics</i> .
Day 4: With a parent, review the Suggestions for Study and Review from each chapter in Section III in <i>Catholic Apologetics</i> .
Day 5: Review BC3, Lessons 30-37.

## Course Schedule: Postconciliar

This course includes a 33-week daily assignment schedule for the recommended *Formed in Christ* books: *That You Might Have Life* and *I Will Build My Church*. This course also recommends *Baltimore Catechism Three*. To make the most of this important course, we suggest the following approach:

1. The following schedule incorporates the recommended textbooks, workbooks, and accompanying streamed videos. Prior to beginning the course, familiarize yourself with each resource.
2. To check for mastery of the concepts in each chapter, students should answer the review questions and take the chapter quiz. Also, be familiar with the key terms for each chapter to better understand the concepts presented. A final quiz is included at the end of the *Formed in Christ* books.
3. Students have access to accompanying streamed videos. These short, relevant homilies should be viewed after studying each section (or Parts 1-6) unless otherwise noted in the lesson plan.

<b>Week 1: Formed in Christ: That You Might Have Life - The Goodness of Creation</b>
Day 1: Read Part I Introduction and Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 20, pp. 181-183 from <i>Baltimore Catechism Three</i> .
<b>Week 2: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 21, pp. 185-192 from <i>Baltimore Catechism Three</i>
<b>Week 3: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part I. Read Lesson 22, pp. 193-199 from <i>Baltimore Catechism Three</i> .
<b>Week 4: Formed in Christ: That You Might Have Life - The Promise of a Messiah</b>
Day 1: Read Part II, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 23, pp. 201-205 from <i>Baltimore Catechism Three</i> .
<b>Week 5: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 24, pp. 207-216 from <i>Baltimore Catechism Three</i> .
<b>Week 6: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part II. Read Lesson 25, pp. 217-230 from <i>Baltimore Catechism Three</i> .
<b>Week 7: Formed in Christ: That You Might Have Life - The Light of Salvation</b>
Day 1: Read Part III, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.

Day 5. Take the chapter quiz. Check your answers. Read Lesson 26, pp. 231-244 from <i>Baltimore Catechism Three</i> .
<b>Week 8: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 27, pp. 245-256 from <i>Baltimore Catechism Three</i> .
<b>Week 9: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part III. Read Lesson 28, pp. 257-262 from <i>Baltimore Catechism Three</i> .
<b>Week 10: Formed in Christ: That You Might Have Life - Christ Redeems Us</b>
Day 1: Read Part IV, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 29, pp. 263-267 from <i>Baltimore Catechism Three</i> .
<b>Week 11: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 30, pp. 269-280 from <i>Baltimore Catechism Three</i> .
<b>Week 12: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part IV. Read Lesson 31, pp. 281-287 from <i>Baltimore Catechism Three</i> .
<b>Week 13: Formed in Christ: That You Might Have Life - The Paschal Mystery</b>
Day 1: Read Part V, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 32, pp. 289-296 from <i>Baltimore Catechism Three</i> .
<b>Week 14: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 33, pp. 297-302 from <i>Baltimore Catechism Three</i> .
<b>Week 15: Formed in Christ: That You Might Have Life</b>

Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part V. Read Lesson 34, pp. 303-308 from <i>Baltimore Catechism Three</i> .
<b>Week 16: Formed in Christ: That You Might Have Life - Prayer in the Life of a Believer</b>
Day 1: Read Part VI, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 35, pp. 309-314 from <i>Baltimore Catechism Three</i> .
<b>Week 17: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Read Lesson 36, pp. 315-319 from <i>Baltimore Catechism Three</i> .
<b>Week 18: Formed in Christ: That You Might Have Life</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part VI. Read Lesson 37, pp. 321-326 from <i>Baltimore Catechism Three</i> .
<b>Week 19: Formed in Christ - That You Might Have Life (Final Exam)</b>
Day 1: Read the Appendix (Challenges). Discuss with a parent.
Day 2-4: Study for the final exam: <i>That You Might Have Life</i> from <i>Formed in Christ</i> .
Day 5: Take the final exam for <i>That You Might Have Life</i> from <i>Formed in Christ</i> . Check your answers; make necessary corrections.
<b>Week 20: Formed in Christ: I Will Build My Church - Christ Establishes His Church</b>
Day 1: Read Part I, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 21: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.

Day 5. Take the chapter quiz. Check your answers.
<b>Week 22: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part I.
<b>Week 23: Formed in Christ: I Will Build My Church - Images of the Church</b>
Day 1: Read Part II, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 24: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 25: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part II.
<b>Week 26: Formed in Christ: I Will Build My Church - Marks of the Church</b>
Day 1: Read Part III, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 27: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 28: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part III.
<b>Week 29: Formed in Christ: I Will Build My Church - The Church in the World</b>

Day 1: Read Part IV, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 30: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 31: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part IV.
<b>Week 32: Formed in Christ: I Will Build My Church - The Church and the Life of the Believer</b>
Day 1: Read Part V, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 33: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
<b>Week 34: Formed in Christ: I Will Build My Church</b>
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part V. Read the Appendix (Challenges). Discuss with a parent.
<b>Week 35: Formed in Christ: I Will Build My Church</b>
Day 1-4: Study for the final exam for <i>I Will Build My Church</i> from <i>Formed in Christ</i> .
Day 5. Take the final exam. Check your answers; make necessary corrections.

## Literature Introduction

Welcome to TAN Academy's Ancient Literature course based on Homer's *Odyssey* and Virgil's *Aeneid*.

These classic works focus on the journeys of two Greek heroes: Odysseus and Aeneas. They represent both the Greek and Latin foundations of the Western canon of literature.

In the first semester, you will read Homer's early ancient epic poem, a saga surrounding the events that followed the Trojan War. In the second semester, you will read Virgil's epic narrative that follows survivors after Troy is sacked. Both works display the heroic nature of man and the intervention of the Greek gods in human affairs.

This course is ideal for students in the tenth grade. Students will write two essays per semester based on weekly lectures by Dr. Henry Russell and reading. Streaming access is included in this course.

## Course Materials

### Recommended

*Odyssey* by Homer

*Aeneid* by Virgil

[Odyssey lectures by Dr. Henry Russell: streaming videos\\*](#)

[Aeneid lectures by Dr. Henry Russell: streaming videos\\*](#)

## Course Schedule

This lesson plan includes a week-by-week assignment schedule for the recommended books. To make the most of this important course, we suggest the following approach:

1. Read daily from the recommended readings. Summarize each chapter. When you read unfamiliar or confusing words, write them down with the correct definition.
2. Take notes as you listen to the lectures.
3. Complete all exercises recommended in the course.
4. Two essays are assigned per semester. You should plan to complete these essays within one week. Make time to preview the grading rubric, outline your essay, write a rough draft, and edit your draft into its final form before submission. Students should verify examples with citations and practice using a standard citation method (MLA is the preferred format for humanities papers and essays).
5. Instructions for writing and rubrics for grading essays are included in this guide in the Essay Guide.

Essays are assigned in weeks 8 and 16 for both semesters.

<b>FIRST SEMESTER</b>	
<b>Week 1: The Odyssey</b>	
Watch Class 1 lecture. Take notes. No reading required.	
<b>Week 2: The Odyssey</b>	
Watch Class 2 lecture. Take notes. No reading required.	
<b>Week 3: The Odyssey</b>	
Watch Class 3 lecture. Take notes. No reading required.	
<b>Week 4: The Odyssey</b>	
Read the <i>Odyssey</i> : All of Bk I and Bk II (lines 1-118 only). Summarize the readings.	
Watch Class 4 lecture. Take notes.	
<b>Week 5: The Odyssey</b>	
Read the <i>Odyssey</i> : Bk. II, lines 119 to the end of Book III. Summarize the readings.	
Watch Class 5 lecture. Take notes.	
<b>Week 6: The Odyssey</b>	
Read the <i>Odyssey</i> , Bk. IV. Summarize the readings.	
Watch Class 6 lecture. Take notes.	
<b>Week 7: The Odyssey</b>	
Read the <i>Odyssey</i> , Bk. V and Bk. VI. Summarize the readings.	
Watch Class 7 lecture. Take notes.	
<b>Week 8: The Odyssey</b>	
Read the <i>Odyssey</i> , Bk. VII-VIII. Summarize the readings.	
Watch Class 8 lecture. Take notes.	
<b>Essay Assignment:</b> Answer the following essay question due in <u>one week</u> . Follow the guidelines for the essays found in the “How to Write an Essay” section.	
<b>Essay Prompt:</b> The protagonist of Homer’s <i>Odyssey</i> is Odysseus. Generally, protagonists are made to be likable to the audience or at least possible for the audience to sympathize with. Does this observation hold true for the <i>Odyssey</i> ? Examining what you have read to this point, write a powerful essay citing examples to back up your opinion. What positive character traits has the protagonist demonstrated and do these traits make him interesting to the reader? Why or why not?	
<b>Week 9: The Odyssey</b>	
Read the <i>Odyssey</i> , Bk. IX. Summarize the readings.	
Watch Class 9 lecture. Take notes.	
<b>Week 10: The Odyssey</b>	
Read the <i>Odyssey</i> , Bk. X. Summarize the readings.	
Watch Class 10 lecture. Take notes.	

<b>Week 11: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XI and Bk. XII, lines 1-338. Summarize the readings.
Watch Class 11 lecture. Take notes.
<b>Week 12: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XII lines 339 through Bk. XIV. Summarize the readings.
Watch Class 12 lecture. Take notes.
<b>Week 13: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XV, XVI and XVII. Summarize the readings.
Watch Class 13 lecture. Take notes.
<b>Week 14: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XVIII, XIX, XX. Summarize the readings.
Watch Class 14 lecture. Take notes.
<b>Week 15: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XXI-XXII. Summarize the readings.
Watch Class 15 lecture. Take notes.
<b>Week 16: The Odyssey</b>
Read the <i>Odyssey</i> , Bk. XXIII-XXIV. Summarize the readings.
Watch Class 16 lecture. Take notes.
<b>Essay Assignment:</b> Answer the following essay question due in <u>one</u> week. Follow the guidelines for the essays found in the “How to Write an Essay” section.
<b>Essay Prompt:</b> Homer wrote the <i>Odyssey</i> in a pre-Christian era and many of the moral virtues are not the same ones we understand now. However, this popular work still manages to provide an invaluable perspective from ancient times. As you examine some of the elements of this epic work of literature, write about what truths it yields today through a modern Christian perspective. Is Odysseus a good man by Christian standards? Cite examples to defend your position.
<b>SECOND SEMESTER</b>
<b>Week 1: The Aeneid</b>
Watch Class 1 lecture. Take notes. No reading required.
<b>Week 2: The Aeneid</b>
Watch Class 2 lecture. Take notes. No reading required.
<b>Week 3: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. I all. Summarize the readings.
Watch Class 3 lecture. Take notes.
<b>Week 4: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. II Lines 1-771. Summarize the readings.

Watch Class 4 lecture. Take notes.
<b>Week 5: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. II Lines 772 to the end of Bk. II. Summarize the readings.
Watch Class 5 lecture. Take notes.
<b>Week 6: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. III all. Summarize the readings.
Watch Class 6 lecture. Take notes.
<b>Week 7: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. IV. Summarize the readings.
Watch Class 7 lecture. Take notes.
<b>Week 8: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. V Lines 1-626. Summarize the readings.
Watch Class 8 lecture. Take notes.
<b>Essay Assignment:</b> Answer the following essay question due in <u>one week</u> . Follow the guidelines for the essays found in the “How to Write an Essay” section.
<b>Essay Prompt:</b> Historically, one of the purposes of Virgil’s <i>Aeneid</i> was to give Rome a heritage by making the culture, empire, and people appear glorious. This tale is one of tremendous hardships, challenges, and triumphs. Yet, there are elements that Virgil utilizes to show the genius of Rome. How does Virgil’s epic tale validate the glory of Rome?
<b>Week 9: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. V Lines 627 to the end of Bk. V. Summarize the readings.
Watch Class 9 lecture. Take notes.
<b>Week 10: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. VI Lines 1-605. Summarize the readings.
Watch Class 10 lecture. Take notes.
<b>Week 11: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. VI Lines 606 to the end of Bk VI. Summarize the readings.
Watch Class 11 lecture. Take notes.
<b>Week 12: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. VII. Summarize the readings.
Watch Class 12 lecture. Take notes.
<b>Week 13: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. VIII. Summarize the readings.
Watch Class 13 lecture. Take notes.
<b>Week 14: The Aeneid</b>

Read the <i>Aeneid</i> : Bk. IX. Summarize the readings.
Watch Class 14 lecture. Take notes.
<b>Week 15: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. X. Summarize the readings.
Watch Class 15 lecture. Take notes.
<b>Week 16: The Aeneid</b>
Read the <i>Aeneid</i> : Bk. XI-XII. Summarize the readings.
Watch Class 16 lecture. Take notes.
<b>Essay Assignment:</b> Answer the following essay question due in <u>one</u> week.
<b>Essay Prompt:</b> The <i>Aeneid</i> chronicles the exile and journey of a group of Trojans after the Trojan War and how they seek to build a new nation, a nation which will become Rome. The key themes introduce the importance of heritage and how the wanderer endures suffering. Cite examples for each element. How does the <i>Aeneid</i> demonstrate the theme of people needing a home and heritage, specifically the Romans?

# Essay Guide

## Essays

The student will write four essays for our tenth grade literature course. Each essay should be approximately 750 words long. We provide essay prompts for the recommended books the student will read. The student should write an essay in response to the specific prompt found in the lesson plan; however, the student may also choose to write from one of four generic prompts found below.

## Generic Essay Prompts

The following generic essay prompts may be used for our list of alternative reading options or for the recommended literature if preferred.

Essay Prompt 1: A good story shows character development. It will highlight full character arcs of the primary characters or at least the protagonist. How has the book's protagonist, or even one of the primary cast, changed throughout the course of the book's narrative?

Essay Prompt 2: Almost every story has themes. They run beneath the surface giving meaning to the text and to our lives with their subtext. What is one of the primary themes of the story, how has the author demonstrated it, and what conclusion does it offer?

Essay Prompt 3: Many stories have subtle style elements which contribute to the story. These style elements include specific types of prose, tone, illusion, metaphor, imagery, or allegory. Please explain how the author's use of one of these elements has heightened the story. Explain which part of the book highlights literary elements citing specific instances in the book and tell how it elevates the story.

Essay Prompt 4: Many stories are written to demonstrate or contain a moral lesson or warning to the reader. Authors can subtly show such lessons through illustrations of virtues or vices that characters experience. Sometimes authors use symbolism, metaphor, allegory, satire, or overt dialogue and events to express intended moral lessons. Write how moral themes or lessons were expressed in the book and what you think the author's purpose was in enveloping lessons or warning in the narrative.

## Content Guide for Recommended Essay Prompts

### *Odyssey*

**Essay 1: What positive character traits does Odysseus demonstrate, and do these traits make him interesting to the reader? Why or why not?**

Textual evidence:

1. He does not give up no matter the difficulties he faces: cyclops, sea monster, angry gods, jealous gods, going to the underworld, etc.
2. He is creative and intelligent: outsmarts the cyclops, comes up with the Trojan horse.
3. He takes action: he does not hesitate to attack the cyclops, he starts his plans right away.

Possible conclusions or insights:

1. We only like him because he tries to make the most of difficult situations.
2. We are impressed by his resilience.
3. We like him because he just wants to get to his home and his wife.
4. He is not a likeable character because he only acts as he does to avoid dying and to continue being king of Ithaca.

**Essay 2: Is Odysseus a good man by Christian standards?**

Textual evidence:

1. Odysseus wants to return home.
2. He tries to end the war.
3. He sleeps with other women besides his wife.
4. He fails to show reverence for gods.
5. He lies when escaping the cyclops.
6. He lies to get into his home.
7. He kills the suitors.

Possible conclusions or insights:

1. Odysseus is not a good person by Christian standards.
2. He cannot be judged on Christian standards because he exists in a pre-Christian world. He does the best he can without Christian enlightenment.
3. He works hard to uphold the values of his time, like hospitality and home.

### ***Aeneid***

#### **Essay 1: How does Virgil's epic tale validate the glory of Rome?**

Textual evidence:

1. Rome has the heritage that they come from the Trojans.
2. Rome was founded by Aeneas, who is a powerful, brave, and intelligent man.
3. The people who founded Rome are tough, they endured numerous hardships to found the nation. Some hardships include plagues, bad omens, harpies, storms.
4. Aeneas and his people hold funeral games when they arrive in Sicily.
5. Carthage, one of Rome's great enemies, is founded by a woman who falls in love with Aeneas and kills herself on top of a pile of the Trojans' castaway possessions.
6. In the underworld, Aeneas sees a pageant foretelling the glory of Rome.
7. Aeneas sees gods and is given weapons forged by a god.

Possible conclusions and insights:

1. The Romans are made more impressive since they have a longer heritage which includes Troy, and they are descended from people who were tough and tenacious, people who could conquer.
2. The Roman games were validated by the funeral games which show how old many of their traditions are.
3. Aeneas is shown by divine powers how magnificent Rome will be, this would affirm the beliefs of the Romans.
4. Carthage is shown to want to be like Rome and pine after the greatness that is theirs. This is illustrated by Dido, who personifies Carthage, who can't live without Rome's influence and treasures even the scraps from the people who would found Rome.

**Essay 2: How does the Aeneid demonstrate the theme of people needing a home and heritage, specifically the Romans?**

Textual evidence:

1. The founders of Rome are Trojan.
2. The Trojans seek to find a home, regardless of how difficult it is.
3. The Trojans have to fight the native people to found their nation.
4. Carthage was founded by someone who felt she did not have a home.
5. The Trojans were chased out of the wrong places to found their city by plagues, omens, harpies, and storms.
6. The Trojan women who were tired of traveling tried to burn the ships, but rains put out the fires.
7. The gods remind Aeneas of his duty to found a city.

Possible conclusions or insights:

1. People need to have a sense of belonging and having valid roots. The Aeneid helped the Romans achieve this by showing them they were descended from Trojans who had undergone an epic journey to found their nation.
2. The founding of Rome had some divine influence, and so having a home is linked to divine will.
3. A people must have the right home, not any place will do. It must be your own and truly belong to you. The epic illustrates this by having the Trojans continually spurred by events and deities to establish Rome in the right place.
4. People without a home are miserable. The Trojans cannot be happy, because of their hardships which act as a manifestation of the emptiness that comes from not having a home, until they found their own city. If you do not have a home, you will perpetually feel like an exile.

### Example Essay

Example essay prompt: Please explain how *The Little Prince* by Antoine de Saint Exupery illustrates the modern world's need for innocence and simplicity.

*The Little Prince* by Antoine de Saint Exupery is a beautiful children's story which is filled with the simple wisdom of innocence in a world mired by modern machines and thinking. The story often resembles a satire in its criticisms of the modern world. However, it lacks the bitterness and anger of a true satire. Instead, there is a powerful sadness pervading the novel. Through the narrator of the story and his interactions with the Little Prince, and the stories the Little Prince tells, the reader is informed about the blindness of the modern world, the power of finding happiness in simple things, and a reflection on what is most essential. These reflections by the author and the title character share one theme: there is a great need for innocence and simplicity.

According to the narrator, there is a profound lack of depth in the modern world and a true understanding that only comes with childlike innocence. Early in the book, the author explains that if a child made a new friend and mentioned it to adults, the adults would become preoccupied with questions about figures. The narrator states "grown-ups love figures. When you tell them that you have a new friend, they never ask you questions about essential matters" (16). Adults are blind to important things. Only a child would know to be interested in things that matter: "What does his voice sound like, what games does he love best, does he collect butterflies?" (16). These questions would illuminate the personality of the person. Children could make a flourishing friendship with their questions, whereas adults are blinded by the modern world and its utilitarian fascination with figures and facts. Only children can see what is truly valuable on account of their innocence and because they have not yet lost themselves in the world.

Because children have not lost their innocence to the world, they can enjoy the simple pleasures therein. The Little Prince relates to the narrator one time he encountered a salesman who sold pills that would remove the need to drink water. The salesman explained that one could save approximately fifty-three minutes every week. The Little Prince responds that "if I had fifty-three minutes to spend as I liked, I should walk at my leisure towards a spring of fresh water" (90). The Little Prince understands the value of enjoying simple pleasures like getting a drink of water. The salesman, on the other hand, has lost touch with the simple pleasures of life as he is concerned with figures as illustrated by his exact number. He is not alone in his fascination with numbers and precise calculations either. Similar fascination appears from characters found through-

out the narrative, such as the business man on the fourth planet (52). In all the bustle of hectic adult life, most would seize an opportunity to make things more efficient and save time at the expense of a little simple pleasure like taking a walk. Only children know that is not what is essential. They understand in their simplicity the beauty of getting a glass of water.

Children understand what is essential and cannot be seen or calculated. The Little Prince informs the narrator of a great piece of wisdom he was once told. A secret to the modern world, he says this: “It is only with the heart that one can see rightly; what is essential is invisible to the eye . . . men have forgotten this truth” (87). The most important things in our lives are those we cannot see: love, virtue, values, and innocence. A child is not blinded by all the figures, facts, and concerns which make men forget this truth. Children, because of their innocence, can still see what is essential, still make true friends, ask the right questions, and enjoy a drink of water.

*The Little Prince* is about an innocent child who can enjoy the beauties of life, and through the child’s words, and the commentary of the narrator, there also is a cautionary message told about the modern world. One of the great tragedies of the modern world is that as people age, they are drawn away from innocence and the wisdom of simplicity. They are seduced by efficiency, productivity, and other quantitative things. As children, or grown-ups, we must seek out our inner wonder and hopefully upon discovering it we can also find the wisdom of simplicity. We must recall what is essential and balance business with living life to its fullest, and sometimes that means taking a step back to enjoy a moment away from noise and numbers.

## Essay Grading

For this course, we provide two rubrics to help assign a grade to a written essay. Choose from the simple rubric or the expanded version. While both offer the same criteria and points, the expanded rubric provides more details for extra grading guidance.

If you read a book from the recommended book list for this course, we provide a specific reading prompt in the course schedule of the lesson plan. We have included content guides to help grade the essay properly. For each specific essay prompt, we offer textual evidence and possible conclusions or insights for the essays. It must be noted, however, on account of the nature of literary analysis, the student may or may not draw these same conclusions or use these specific points of evidence. The important element is not so much their conclusion, but the quality of the evidence they bring to bear defending their chosen position.

### Simple Rubric

**How to use:** This rubric is simple and straightforward and ideal for those familiar with grading essays. This guide offers the three elements of a good essay: organization, content, and clarity. The main components and point values are located in the middle column. We recommend reading the essay and then assigning point values from the middle column. Tally up the totals of each category for the right column. Add the points in the right column to score the essay based on 100 points.

Category	Description and point allotment	Points earned
<b>Organization</b>	<p><b>Thesis</b> - there is a thesis statement providing the main argument of the essay <b>(5 points)</b></p> <p><b>Body</b> - there are at least three primary points of evidence with analysis, each is a full paragraph <b>(15 points)</b></p>	__ / 20
<b>Content</b>	<p><b>Textual evidence</b> - there are quotes from the text being examined, or descriptions of evidence <b>(30 points)</b></p> <p><b>Analysis</b> - the quotes are explained and an argument as to why they support the thesis is made <b>(30 points)</b></p>	__ / 60
<b>Clarity</b>	<p><b>Paragraph unity</b> - every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph <b>(5 points)</b></p> <p><b>Topical unity</b> - the entire paper stays on topic and addressed the thesis <b>(5 points)</b></p> <p><b>Transitions</b> - the transitions between sentences is smooth as well as between paragraphs <b>(2 points)</b></p> <p><b>Spelling and grammar</b> - every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. <b>(8 points)</b></p>	__ / 20
<b>Total Points Earned: ____ /100</b>		

### Expanded Rubric

**How to use:** This expanded rubric is essentially the same as the simple rubric, only with more detail. It is ideal for those who prefer to grade essays with components broken down even more. The left column lists each component of the essay, while the next column offers the description of each component with allotted points. Additional columns detail which elements of the essay are done well or poorly. The far right column provides the placement of points the student earned for each component of their essay. Add all the points to determine the student's score based on a total of hundred points.

Category	Description and point allotment	Good	Poor	Points earned
<b>Thesis</b>	There is a thesis statement providing the main argument of the essay. <b>(5 points)</b>	The thesis is clear, fully explains the argument, and takes a position.	The thesis is unclear, fails to relay the whole argument, and does not take a stance.	__ /5
<b>Body</b>	There are at least three paragraphs outlining the primary points of the argument. <b>(15 points)</b>	Each paragraph, three body paragraphs in total, takes an idea, illustrates it in a topic sentence, expands upon it with evidence and explanation, then concludes with how it supports the thesis.	The paragraphs do not explore the main topic well. The writer goes on tangents or provides unrelated information, and they do not support the thesis statement. Fundamentally, they do not articulate their arguments clearly.	__ /15
<b>Textual evidence</b>	There are quotes from the text being examined, or descriptions of evidence. <b>(30 points)</b>	The quotes are correctly taken from the text and are in their proper context. The events, character descriptions, or other details are accurately depicted. Ideally, there is at least one piece of evidence supporting each part of the argument made in the essay: one per paragraph.	The quotes are out of context. Details from the story are poorly articulated, or key information ignored to make the information suggest something that it does not support.	__ /30
<b>Analysis</b>	The quotes, or other details, are explained and an argument as to why they support the thesis is made. <b>(30 points)</b>	The quote, or detail, is restated. Then the important and relevant characteristic is noted. Afterwards, that piece of information is analyzed. Finally, an argument as to why this information supports the thesis is made.	The quote, or detail, is left without an interpretation. Or a conclusion is drawn from the evidence without showing the rationale behind the conclusion.	__ /30
<b>Paragraph Unity</b>	Every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph. <b>(5 points)</b>	Every paragraph is at least five sentences long. The paragraph has a topic sentence. Every other sentence in the paragraph relates to the topic sentence. The ideas progress from sentence to sentence, expanding as it goes until the paragraph is concluded.	There is no clear point to the paragraph. It has unrelated sentences. It lacks a topic sentence. The main idea does not progress.	__ /5
<b>Topical Unity</b>	The entire paper stays on topic and addressed the thesis. <b>(5 points)</b>	Every paragraph in the essay relates to the thesis and supports the argument it makes. With the progression of the essay, the position is made clear, then it is supported with evidence and analysis, and finally it is concluded and inferences and insights are drawn.	There are multiple ideas which are not related back to the thesis. There could be a tangent of an idea which adds nothing to the overall scheme of the essay. Ideas or details from the text are explored which are not relevant.	__ /5

Category	Description and point allotment	Good	Poor	Points earned
<b>Transitions</b>	The transitions between sentences is smooth as well as between paragraphs. <b>(2 points)</b>	Between sentences, the ideas are easy to follow and the flow makes sense. Between paragraphs, the move from one main idea to another is logical. This is often performed by having the last sentence of one paragraph and the start of the next share terms and a similar or related idea and why those two ideas are related.	Sentences are disjointed. The point of one sentence does not appear relevant to the next. Paragraphs are jarring in how much they shift from one idea to the next idea, usually with no explanation why the two are linked.	-- /2
<b>Spelling and Grammar</b>	Every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. <b>(8 points)</b>	Each sentence starts with a capital letter and the proper nouns are also capitalized. Every sentence has subject-verb agreement as well as tense agreement across the whole essay. There are no run-on or fragment sentences. Every punctuation is correctly used, and there are no comma splices. All words are correctly spelled.	Lack of capitalization. Lack of subject verb agreement. Changing tenses. Run on sentences and fragment sentences. Incorrect punctuation. Misspelled words and typos.	-- /8
<b>Total Points Earned: ____ /100</b>				

A note on letter grades:

Each essay is graded on a 100-point scale. Corresponding letter grades will be at the discretion of each individual parent. Traditionally, the scores and their associated letter grades are as follows:

Score:	Letter Grade:
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F





# CERTIFICATE of COMPLETION

*is presented to*

NAME \_\_\_\_\_

*on the completion of*

GRADE \_\_\_\_\_

*Conor Gallagher*

CEO OF TAN ACADEMY

DATE \_\_\_\_\_