



# Home Educator's Activity Pac

Name

Fourth Edition

2021  
Revision

Date  
Issued

Test  
Score



In the *Home Educator's Manual*, you will learn how to set up and run a successful homeschool Learning Center using the A.C.E. School of Tomorrow® program. The manual also shows you how to set up your record-keeping system. Examples of many forms, including a Student Progress Chart, Master Record Sheet, Attendance Record, Student Progress Report, and Academic Record Card, are included.

Curriculum procedures are covered, including setting goals and correctly working PACEs. Other subjects are covered to ensure that your homeschooling experience will be complete and rewarding.

Carefully read through the manual and answer the questions in this Activity Pac.

**Complete the following activities as you read page 4.**

## INTRODUCTION

1. The five basic laws of learning on which the A.C.E. School of Tomorrow curriculum is based are:
  - a. In each subject, students must be placed at an \_\_\_\_\_ where they can best perform.
  - b. Students must set reasonable \_\_\_\_\_ each school day.
  - c. Students must be \_\_\_\_\_ and \_\_\_\_\_.
  - d. Learning must be \_\_\_\_\_.
  - e. Learning must be \_\_\_\_\_.
2. The A.C.E. School of Tomorrow curriculum objectives include:
  - a. A foundation of \_\_\_\_\_ principles found in Scripture.
  - b. A program incorporating \_\_\_\_\_ wisdom and \_\_\_\_\_ -building content.
  - c. A solid back-to-basics \_\_\_\_\_.
  - d. \_\_\_\_\_ to meet specific learning needs and capabilities.
3. Students using this curriculum score significantly higher than other students on standardized achievement \_\_\_\_\_.
4. A.C.E. was the first to develop a \_\_\_\_\_ curriculum that includes 12 \_\_\_\_\_ and integrates Biblical \_\_\_\_\_ and character \_\_\_\_\_ throughout.
5. A student can master the subject matter before he moves on because of \_\_\_\_\_.
6. \_\_\_\_\_ produces academic excellence.
7. The A.C.E. program prepares a student for the world of tomorrow while he is learning traditional moral \_\_\_\_\_ for today.

Refer to page 5. Match the following definitions and terms.

- |           |  |                        |
|-----------|--|------------------------|
| _____ 8.  | year-by-year and course-by-course outline of what a high school student must complete to earn a diploma      | a. PACE                |
| _____ 9.  | booklet containing the answers to activities in a PACE   | b. Checkup             |
| _____ 10. | having the same number of PACEs completed in each prescribed curriculum subject                              | c. Performance Level   |
| _____ 11. | academic level at which a student functions in the A.C.E. curriculum   | d. Self Test           |
| _____ 12. | vocabulary-controlled study of computer-selected words, root words, prefixes, suffixes, and so on (spelling) | e. Academic Projection |
| _____ 13. | bite-sized booklet of A.C.E. curriculum  | f. Diagnosis           |
| _____ 14. | mini-test within a PACE to help student determine comprehension on a particular section in a PACE            | g. Score Key           |
| _____ 15. | assigned to strengthen specific skill weaknesses revealed by diagnostic testing                              | h. Goals               |
| _____ 16. | a separate unit on which students record their answers to activity questions                                 | i. Activity Pac        |
| _____ 17. | a test designed to help a student measure his comprehension and mastery of PACE material                     | j. Word Building       |
| _____ 18. | PACE objectives set daily by a student   | k. Learning Center     |
| _____ 19. | designated room in which students complete academic work   | l. Gap PACEs           |
| _____ 20. | testing by which a student's performance level is determined   | m. Academic Balance    |

## HOW TO BEGIN

Complete the following activities as you read page 6.

### DIAGNOSTIC TESTING

21. All students who can read should be tested for accurate academic \_\_\_\_\_.
22. The tests cover material through the \_\_\_\_\_ level and Algebra I in the A.C.E. School of Tomorrow curriculum.
23. Diagnostic testing is necessary to identify learning \_\_\_\_\_.
24. The student who is testing should have a good night's \_\_\_\_\_ and a nutritional \_\_\_\_\_.
25. Testing should be done where it is quiet and comfortable with no \_\_\_\_\_.
26. Give the student a 10- to 15-minute break each hour while testing, or adjust his break schedule to meet his particular \_\_\_\_\_.
27. Students should not test more than \_\_\_\_\_ at a time.

## Preparing to Test, Utilizing the Paper Diagnostic Tests

28. \_\_\_\_\_ days should be used as testing days.
29. English and \_\_\_\_\_ are given on one day; \_\_\_\_\_ and Reading Tests are given the following day.

**Refer to page 6 and match the following items. There may be more than one answer for each question.**

- |                            |                         |
|----------------------------|-------------------------|
| _____ 30. begin on page 6  | a. Math, Levels 1–4     |
| _____ 31. begin on page 1  | b. English, Levels 1–4  |
| _____ 32. begin on page 22 | c. Math, Levels 5–8     |
| _____ 33. begin on page 5  | d. English, Levels 5–8  |
|                            | e. English, Levels 9–12 |

**Complete the following activities as you read pages 6–10.**

34. Students should begin on page 1 in the \_\_\_\_\_ Test.
35. The Reading Test measures a student's reading and comprehension \_\_\_\_\_, not subject \_\_\_\_\_.
36. The \_\_\_\_\_ Test is located on page 12 of the English Diagnostic Test Key.

## Administering the Tests

37. It is important that Diagnostic Tests be given without \_\_\_\_\_.
38. The only material to be read to the student is from the \_\_\_\_\_ Test.
39. If a student cannot answer a \_\_\_\_\_, he should skip it and go on to the next \_\_\_\_\_.
40. Continue reading from the lists on the Word Building Test until the words become too \_\_\_\_\_ for the student.

## Scoring the Tests

41. Use the \_\_\_\_\_ Chart to determine where the student may have learning gaps.
42. Any PACE number having scores lower than the \_\_\_\_\_ score should be circled.
43. A \_\_\_\_\_ found below a student's performance level is called a learning gap.

## Evaluating the Tests

44. All circled numbers below the performance level on the Diagnostic Test Results chart represent \_\_\_\_\_ and must be completed before a student starts on his performance level.
45. Three PACE numbers in a row that are circled on the example diagnostic chart indicates this is the student's \_\_\_\_\_.

46. If a student begins to make rapid \_\_\_\_\_ through his gap PACEs, the Diagnostic test may be reissued.
47. A student who scores below the minimum score at one level but achieves an acceptable score at a higher level should be placed at the \_\_\_\_\_ level up to his normal \_\_\_\_\_ grade level.
48. A student must correctly spell \_\_\_\_\_ of the 15 words in a Word Building Test list to achieve the minimum score.
49. When the minimum score is not achieved, the student has reached his \_\_\_\_\_ level.
50. Even if a student tests at a higher level, do not advance him beyond his \_\_\_\_\_ level.

**Ordering**

51. Prepare the order after determining which \_\_\_\_\_ are to be prescribed.
52. Subjects such as Literature and Creative Writing and some high school courses require additional resource \_\_\_\_\_.
53. If your student is enrolled in an \_\_\_\_\_, the academic prescription and ordering may be done for you.
54. Materials needed to keep records are contained in a \_\_\_\_\_ (item #700212).

PACE CONVERSION CHART

Level	Corresponding Level of PACEs											
<b>1</b>	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012
<b>2</b>	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024

55. THINK! From the sample PACE Conversion Chart above, how many PACEs in each subject will a student need to do to complete one level per year? \_\_\_\_\_
56. THINK! To complete the fourth level, a student would have to complete PACEs \_\_\_\_\_.

Score activities 1-56. <input style="width: 50px; height: 20px;" type="text"/>	Correct mistakes. <input style="width: 50px; height: 20px;" type="text"/>	Rescore. <input style="width: 50px; height: 20px;" type="text"/>
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# CHECKUP

**Match the following definitions and terms.**

- |       |  |                        |
|-------|--|------------------------|
| _____ | 1. test designed to help student measure his mastery of the PACE   | a. Gap PACES           |
| _____ | 2. a separate unit on which students record their answers to activity questions                                  | b. Academic Balance    |
| _____ | 3. bite-sized booklet of A.C.E. curriculum   | c. Academic Projection |
| _____ | 4. assigned to strengthen specific skill weaknesses revealed by diagnostic testing                               | d. PACE                |
| _____ | 5. booklet containing the answers to activities in a PACE  | e. Learning Center     |
| _____ | 6. year-by-year and course-by-course outline of what a high school student must complete to earn a diploma       | f. Self Test           |
| _____ | 7. having the same number of PACES completed in each prescribed curriculum subject                               | g. Goals               |
| _____ | 8. mini-test within a PACE to help the student determine his comprehension on a particular section in a PACE     | h. Checkup             |
| _____ | 9. PACE objectives set daily by a student  | i. Score Key           |
| _____ | 10. designated room in which students complete academic work   | j. Activity Pac        |
| _____ | 11. academic level at which a student functions in the curriculum  | k. Performance Level   |
| _____ | 12. vocabulary-controlled study of computer-selected words, root words, prefixes, suffixes, and so on (spelling) | l. Word Building       |

**Fill in the blanks with the correct words from the list below.**

rewarded
level
school day
motivated
measurable

## FIVE LAWS OF LEARNING

13. A student must be placed at an academic \_\_\_\_\_ in each subject where he can best perform.
14. A student must set reasonable goals each \_\_\_\_\_.
15. A student must be controlled and \_\_\_\_\_.
16. Learning must be \_\_\_\_\_.
17. Learning must be \_\_\_\_\_.

**Fill in the blanks.**

18. The A.C.E. School of Tomorrow curriculum objectives include a program with character-  
\_\_\_\_\_ content and Godly wisdom.
19. \_\_\_\_\_ allows a student to master subject matter before moving on.
20. Learning \_\_\_\_\_ are identified by diagnostic testing.
21. English and \_\_\_\_\_ Tests are given on one day while Math  
and \_\_\_\_\_ Tests are given the next day.
22. If your student is in Levels 5–8, he should begin on page \_\_\_\_\_ in the English Diagnostic Test.
23. The Reading Test measures a student's \_\_\_\_\_ and comprehension ability,  
not subject content.

**Underline the correct answers.**

24. It is important to give Diagnostic Tests without (testing, coaching, breakfast, paper).
25. If a student cannot answer a (phone, PACE, question, number), he should move on to the next one.
26. A (learning, test, performance, scoring) gap is a weakness found below a student's performance level.
27. Circled numbers below the performance level on the Test Results Chart represent  
(science PACEs, tests, words, gap PACEs).
28. If a student begins to make rapid progress through his gap PACEs, the Diagnostic Test may be  
(revoked, failed, filed, reissued).
29. Place a student at the (middle, highest, lowest, minimum) level up to his normal chronological level  
if he scores below the minimum score at one level but achieves an acceptable score at a higher level.
30. A student must correctly spell (7, 8, 9, 10) out of 15 words in a Word Building Test list to achieve  
the minimum score.
31. Do not advance a student beyond his chronological (grade, age, social, diagnostic) level, even if he  
tests at a higher level.
32. A (*Homeschool Manual*, PACE Conversion Chart, Master Record Log, Homeschool  
Record-Keeping Set) contains homeschool record-keeping materials.
33. Some high school courses require additional (resource books, initiative, grades, supervisors).
34. A student needs to do (4, 7, 11, 12) PACEs in each subject to complete one level per school year.

Score activities 1–34. <input type="text"/>	Correct mistakes. <input type="text"/>	Rescore. <input type="text"/>
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Complete the following activities as you read pages 10–12.

### SETTING UP YOUR LEARNING CENTER

1. The Learning Center where the student works should have minimal \_\_\_\_\_ and good \_\_\_\_\_.
2. The student office could be the corner of the \_\_\_\_\_ or a spare \_\_\_\_\_.
3. The student office should have a bulletin \_\_\_\_\_ on which to place the student's Goal \_\_\_\_\_ and Student Progress \_\_\_\_\_.
4. Furnish an \_\_\_\_\_ office for each student.
5. A separate area such as a sewing machine table or a corner of the kitchen \_\_\_\_\_ should be provided for the students to score and \_\_\_\_\_.

### SETTING UP YOUR RECORD-KEEPING SYSTEM

6. Maintaining accurate \_\_\_\_\_ is an important responsibility.

#### Student Progress Chart

7. The Student Progress Chart lists the \_\_\_\_\_ for the progress report period.
8. The name of the student should be printed in large, brightly colored letters neatly across the \_\_\_\_\_ of the chart.
9. A \_\_\_\_\_ is placed opposite the PACE subject in the proper column representing the week in which a PACE Test was passed.

Match the subject with the color of star or type of sticker.

- |                            |           |
|----------------------------|-----------|
| _____ 10. All Others       | a. Blue   |
| _____ 11. English          | b. Bible  |
| _____ 12. Math             | c. Green  |
| _____ 13. Science          | d. Purple |
| _____ 14. Scripture Memory | e. Red    |
| _____ 15. Social Studies   | f. Silver |
| _____ 16. Word Building    | g. Yellow |



**Complete the following activity.**

17. The star or Bible sticker represents tangible \_\_\_\_\_ and reward and contains built-in motivational \_\_\_\_\_.

**Complete the following activities as you read pages 12–18.**

**Master Record Sheet**

18. The Master Record Sheet is an instant \_\_\_\_\_ of a student's grades in each subject for the year and an \_\_\_\_\_ record.
19. The \_\_\_\_\_ is entered in the top half of each divided box, and the PACE \_\_\_\_\_ is entered in the bottom half.
20. The PACE program has no \_\_\_\_\_ or \_\_\_\_\_ Test.
21. Averaging the first 6 grades determines the First Term \_\_\_\_\_; averaging the 12 unit grades determines the \_\_\_\_\_.
22. The minimum passing score on a PACE Test is \_\_\_\_\_ percent.
23. A score below this percent demonstrates inadequate \_\_\_\_\_ or insufficient mastery of \_\_\_\_\_.
24. If a student scores below the minimum score, he should rework an entirely new \_\_\_\_\_ and retake the \_\_\_\_\_.
25. If the new score is above the minimum, it replaces the \_\_\_\_\_ score.
26. You must review the \_\_\_\_\_ Test and \_\_\_\_\_ with the student to be certain that he is ready to test.
27. The Master Record Sheet must be accurate and include all test \_\_\_\_\_ because all of the information is transferred to the \_\_\_\_\_ /Academic Record.

**Attendance Record**

28. The Attendance Record should be filled in on a \_\_\_\_\_ basis using the letter \_\_\_\_\_.
29. It is your official \_\_\_\_\_.

## Student Progress Report

30. The Student Progress Report should be filled out each \_\_\_\_\_.
31. When the student performs a self-evaluation with your guidance, use the section entitled “\_\_\_\_\_.”
32. The marks used for the self-evaluation are as follows:
  - a. “S” is \_\_\_\_\_.
  - b. “G” indicates an area of \_\_\_\_\_.
  - c. “E” means \_\_\_\_\_.
  - d. “N” means needs \_\_\_\_\_.
33. Help the student develop desirable traits and habits by discussing them during the first progress reporting \_\_\_\_\_.
34. Enter the evaluations in \_\_\_\_\_.
35. Guide the student to a realistic conclusion for each rating as he may downgrade or \_\_\_\_\_ himself because of limited \_\_\_\_\_.
36. Next quarter, cover the responses from the previous quarter and repeat the \_\_\_\_\_.
37. Compare evaluations, and see how the student has \_\_\_\_\_ on his personal habits and traits.

**Refer to pages 14 and 15. Match the following definitions and terms. Some terms may be used more than once.**

### WORK HABITS:

- |   |                                  |
|---|----------------------------------|
| _____ 38. does not distract others with talking                 | a. Follows directions            |
| _____ 39. works according to steps and instructions             | b. Works well independently      |
| _____ 40. consistently completes computer work in time allotted | c. Does not disturb others       |
| _____ 41. works with minimum supervision                        | d. Takes care of materials       |
| _____ 42. PACEs, books, etc., are kept neat and in good repair  | e. Completes work required       |
| _____ 43. consistently finishes goals in time allotted          | f. Achieves computer assignments |
| _____ 44. maintains steady work habits and does not waste time  |                                  |

SOCIAL TRAITS:

- \_\_\_\_\_ 45. does not refuse to accept discipline
  - \_\_\_\_\_ 46. controls his temper
  - \_\_\_\_\_ 47. shows proper respect for adults
  - \_\_\_\_\_ 48. treats adult authority courteously
  - \_\_\_\_\_ 49. deals unselfishly with others
- a. Is courteous
  - b. Gets along well with others
  - c. Exhibits self-control
  - d. Shows respect for authority
  - e. Responds well to correction

PERSONAL TRAITS:

- \_\_\_\_\_ 50. maintains positive attitude toward computer learning
  - \_\_\_\_\_ 51. able to set reasonable goals
  - \_\_\_\_\_ 52. attitude toward schoolwork
  - \_\_\_\_\_ 53. achieves goals despite obstacles
  - \_\_\_\_\_ 54. creative solutions to difficult situations
  - \_\_\_\_\_ 55. accepts changes in routine
- a. Ability to establish own goals
  - b. Successfully reaches goals
  - c. Displays flexibility
  - d. Shows creativity
  - e. General overall progress
  - f. Attitude toward computer learning

**Complete the following activities as you read page 19.**

**Permanent/Academic Record (Transcript)**

- 56. The Permanent/Academic Record is a permanent \_\_\_\_\_ of a student's academic achievement and will later be required when applying to colleges.
- 57. The Permanent/Academic Record should include information such as PACE numbers with test grades and \_\_\_\_\_.
- 58. One credit is equal to \_\_\_\_\_ PACEs completed in a subject above number \_\_\_\_\_.
- 59. The student's \_\_\_\_\_ equals the total points for all completed courses divided by the total number of courses.
- 60. Keep records neat and professional because your homeschool's \_\_\_\_\_ goes with every Permanent/Academic Record.
- 61. Permanent/Academic Records are to be retained \_\_\_\_\_.

Score activities 1-61. <input type="checkbox"/>	Correct mistakes. <input type="checkbox"/>	Rescore. <input type="checkbox"/>
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# CHECKUP

Fill in the blanks with the correct answers from the list below.

80	credit	official	Self Test
attendance	history	PACE	six
average	Mid-Term	PACE Test	star
Chart	neat	record	test
Checkups	office	reward	twelve

1. Each student should have his own individual \_\_\_\_\_.
2. The Student Progress \_\_\_\_\_ lists the subjects for each progress report period.
3. When a PACE is passed, a \_\_\_\_\_ is placed on the Student Progress Chart opposite the PACE subject.
4. A star or Bible sticker represents a tangible achievement and \_\_\_\_\_.
5. The Master Record Sheet is a \_\_\_\_\_ of a student's grades and an \_\_\_\_\_ record.
6. The PACE program has no \_\_\_\_\_ or Final Tests.
7. The First Term Average is determined by averaging the first \_\_\_\_\_ grades, and the Final Grade is determined by averaging the \_\_\_\_\_ unit grades.
8. The minimum passing grade on a PACE Test is \_\_\_\_\_ percent; anything below this demonstrates insufficient mastery of skills.
9. If a student scores below the minimum score, he should rework the entire \_\_\_\_\_ and retake the \_\_\_\_\_.
10. Review the \_\_\_\_\_ and \_\_\_\_\_ to ensure that the student is ready to test.
11. The Attendance Record of the Master Record Sheet is the \_\_\_\_\_ attendance record.
12. The Permanent/Academic Record is a permanent \_\_\_\_\_ of a student's achievement.
13. The Permanent/Academic Record includes attendance and PACE numbers with \_\_\_\_\_ grades.
14. In subjects above 1097, one \_\_\_\_\_ is equal to twelve PACEs.
15. The student's grade point \_\_\_\_\_ is the total points from all completed courses divided by the total number of courses.
16. All records should be kept \_\_\_\_\_ and professional.

Score activities 1-16. <input style="width: 50px; height: 20px;" type="text"/>	Correct mistakes. <input style="width: 50px; height: 20px;" type="text"/>	Rescore. <input style="width: 50px; height: 20px;" type="text"/>
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Home Educator's  
Activity Pac Test



Name

537

Date Issued

Test Score



TEST

# PACE TEST

(2½ points each answer)

## Match the following definitions and terms.

- |   |                        |
|---|------------------------|
| _____ 1. having the same number of PACEs completed in each prescribed subject         | a. Academic Balance    |
| _____ 2. vocabulary-controlled study of words, prefixes, and suffixes                 | b. Academic Projection |
| _____ 3. testing to determine student's performance level                             | c. Activity Pac        |
| _____ 4. strengthens specific skill weaknesses shown by diagnostic testing            | d. Checkup             |
| _____ 5. test to help student measure his knowledge of a PACE                         | e. Diagnosis           |
| _____ 6. a separate unit on which students record their answers to activity questions | f. Gap PACEs           |
| _____ 7. mini-test within PACE  | g. Goals               |
| _____ 8. course outline of what a high school student must complete to graduate       | h. Learning Center     |
| _____ 9. booklet containing answers to PACE activities                                | i. PACE                |
| _____ 10. bite-sized booklet of A.C.E. curriculum                                     | j. Performance Level   |
| _____ 11. academic level at which a student functions                                 | k. Score Key           |
| _____ 12. PACE objectives set daily by the student                                    | l. Self Test           |
| _____ 13. designated room in which a student completes academic work                  | m. Word Building       |

## Underline the correct answers.

14. The Five Laws of Learning include:
- A student must be placed at the proper academic (level, control, goal, skill) in each subject where he can perform.
  - A student must set reasonable (learning, goals, projections, rewards) each (hour, day, time, minute).
  - A student must be (skilled, questioned, controlled, tested) and motivated.
  - Learning must be (controlled, measurable, complete, academic).
  - Learning must be (diplomatic, level, reasonable, rewarded).
15. Learning (PACEs, ages, gaps, tests) are weaknesses found below a student's performance level.
16. Place a student at the highest level up to his normal (performance, age, test, chronological grade) level if he scores low at a level but achieves an acceptable score at a higher level.
17. A student should do (4, 10, 12, 14) PACEs in each subject to complete one grade per school year.

# Home Educator's Manual

## Score Key

### Page 1

1. a. academic level  
b. goals  
c. controlled . . . motivated  
d. measurable  
e. rewarded
  2. a. Biblical  
b. Godly . . . character  
c. education  
d. Individualization
  3. tests
  4. self-instructional . . . levels . . . truths . . . values
  5. individualization
  6. Individualization
  7. values
- 

### Page 2

8. e
  9. g
  10. m
  11. c
  12. j
  13. a
  14. b
  15. l
  16. i
  17. d
  18. h
  19. k
  20. f
  21. placement
  22. eighth
  23. gaps
  24. sleep . . . breakfast
  25. distractions
  26. needs
  27. 3 hours
- 

### Page 3

28. Midweek
29. Word Building Tests . . . Math
30. d
31. a, b
32. e
33. c

34. Reading
  35. ability . . . content
  36. Word Building
  37. coaching
  38. Word Building
  39. question . . . question
  40. difficult
  41. Test Results
  42. minimum
  43. weakness
  44. gap PACEs
  45. performance level
- 

### Page 4

46. progress
  47. highest . . . chronological
  48. 10
  49. performance
  50. chronological grade
  51. PACEs
  52. books
  53. academy
  54. Homeschool Record-Keeping Set
  55. 12
  56. 1037 . . . 1048
- 

### Page 5

1. f
  2. j
  3. d
  4. a
  5. i
  6. c
  7. b
  8. h
  9. g
  10. e
  11. k
  12. l
  13. level
  14. school day
  15. motivated
  16. measurable
  17. rewarded
-

**Page 6**

18. building
  19. Individualization
  20. gaps
  21. Word Building . . . Reading
  22. 6
  23. reading
  24. coaching
  25. question
  26. learning
  27. gap PACEs
  28. reissued
  29. highest
  30. 10
  31. grade
  32. Homeschool Record-Keeping Set
  33. resource books
  34. 12
- 

**Page 7**

1. distractions . . . lighting
  2. family room . . . bedroom
  3. board . . . Card . . . Chart
  4. individual
  5. counter . . . test
  6. records
  7. subjects
  8. top
  9. star
  10. f
  11. e
  12. g
  13. a
  14. b
  15. c
  16. d
- 

**Page 8**

17. achievement . . . value
18. record . . . attendance
19. PACE number . . . Test score
20. Mid-Term Test . . . Final
21. Average . . . Final Grade
22. 80
23. learning . . . skills
24. PACE . . . PACE Test
25. original
26. Self . . . Checkups

27. scores . . . Permanent
  28. daily . . . codes
  29. attendance record
- 

**Page 9**

30. quarter
  31. Desirable Habits and Traits
  32. a. satisfactory  
b. strength  
c. excellent  
d. improvement
  33. period
  34. pencil
  35. overrate . . . insight
  36. process
  37. progressed
  38. c
  39. a
  40. f
  41. b
  42. d
  43. e
  44. b
- 

**Page 10**

45. e
  46. c
  47. a
  48. d
  49. b
  50. f
  51. a
  52. e
  53. b
  54. d
  55. c
  56. history
  57. attendance
  58. 12 . . . 1097
  59. grade point average
  60. image
  61. PERMANENTLY *or* permanently
- 

**Page 11**

1. office
2. Chart
3. star
4. reward



TEST KEY

Home Educator's  
Activity Pac





# Home Educators' Manual

## Test Key

(2 1/2 points each answer)

1. a
2. m
3. e
4. f
5. l
6. c
7. d
8. b
9. k
10. i
11. j
12. g
13. h
14. a. level
  - b. goals . . . day
  - c. controlled
  - d. measurable
  - e. rewarded
15. gaps
16. chronological grade
17. 12
18. achievement
19. attendance
20. Individualization
21. Mid-Term . . . Final
22. 6 . . . 12
23. 80
24. attendance
25. history
26. points
27. Checkups
28. student
29. solution
30. measure
31. chronology
32. Projection
33. ACT

HOME EDUCATOR'S  
HOME EDUCATOR'S

HOME EDUCATOR'S  
HOME EDUCATO

HOME EDUCATOR

HOME EDUCATO

HOME EDUCATOR'S

HOME EDUCATO

HOME EDUC

HOME ED

HOME EDUCATOR'S

HOME EDUCATO

5. record . . . attendance
  6. Mid-Term
  7. six . . . twelve
  8. 80
  9. PACE . . . PACE Test
  10. Self Test . . . Checkups
  11. official
  12. history
  13. test
  14. credit
  15. average
  16. neat
- 

**Page 12**

1. b
  2. b
  3. a, b
  4. a
  5. a
  6. a
  7. a
  8. b
  9. b
  10. return/claim . . . ten
  11. lowest
  12. PACE Test . . . folder
  13. Score
  14. Card
  15. three . . . complete and test
- 

**Page 13**

16. two . . . three
17. two . . . week
18. math . . . science
19. two-sided
20. actual page numbers . . . actual page numbers . . . complexity
21. Test . . . Review
22. Self
23. diagonal line
24. goals . . . Goal Card
25. measures . . . illness . . . disruptions
26. break
27. 7
28. 4
29. 1
30. 3
31. 2

32. 5
  33. 6
- 

**Page 14**

34. mini-test
  35. scored
  36. activities . . . Checkups
  37. open book
  38. 90
  39. school day
  40. Checkups
  41. understood . . . memorized
  42. testing
  43. Test Key
  44. subtracting
  45. 80
  46. PACE . . . Test
  47. 80
  48. Master Record Sheet . . . PACE . . . Test
  49. maintain
- 

**Page 15**

50. 3 . . . 5
  51. definitions
  52. text
  53. noise
  54. nutrition
  55. screening
  56. double-checking
  57. emotionally
  58. two
  59. love . . . inspire
  60. attitude
  61. encouraging
  62. student . . . questions
  63. independently
  64. independent
  65. inflections . . . comments . . . drain
- 

**Page 16**

66. projects
67. visual
68. practical
69. learning skills
70. memorizing
71. guided
72. measure
73. campus-based
74. fourth . . . thoughts

- 75. academic
  - 76. art
  - 77. music . . . choir
- 

**Page 17**

- 78. character . . . spiritual growth . . . academic achievement
  - 79. Scripture memory
  - 80. BLESS
  - 81. regional . . . Student
  - 82. Adventure
  - 83. Educational Assistance
  - 84. 1097
  - 85. requirements . . . units
  - 86. chronology
  - 87. completed
  - 88. gap
  - 89. high school
  - 90. semester
- 

**Page 18**

- 91. SAT . . . ACT
  - 92. junior
  - 93. Geometry . . . Physical Science
- 

**Page 19**

- 1. Kindergarten
  - 2. ABCs
  - 3. two
  - 4. diagonal
  - 5. weakness
  - 6. Self Test
  - 7. open book
  - 8. Master
  - 9. text
  - 10. difficult
  - 11. question
  - 12. compliment
  - 13. Biblical
  - 14. measure
  - 15. regional
  - 16. subjects
  - 17. requirements
  - 18. achievement
  - 19. Projection
  - 20. ACT
- 

**Page 20**

- 1. j
  - 2. i
  - 3. k
  - 4. b
  - 5. g
  - 6. h
  - 7. d
  - 8. c
  - 9. l
  - 10. f
  - 11. e
  - 12. m
  - 13. a
  - 14. a. level
    - b. goals
    - c. controlled
    - d. measurable
  - 15. Individualization
  - 16. gaps or weaknesses
- 

**Page 21**

- 17. ability
  - 18. coaching
  - 19. gaps
  - 20. Chart . . . gaps
  - 21. chronological
  - 22. level
  - 23. achievement
  - 24. Sheet
  - 25. 6 . . . 12
  - 26. skills
  - 27. attendance
  - 28. average
  - 29. two
- 

**Page 22**

- 30. Checkups
  - 31. Record
  - 32. question
  - 33. measure
  - 34. achievement
  - 35. SAT
-

18. A star or Bible sticker represents a tangible (space, activity, test, achievement) and reward.

19. The Master Record Sheet is both a grade record and an (official, average, attendance, outline) record.

Fill in the blanks with the correct answers from the list below.

12	attendance	history	points
6	Checkups	individualization	Projection
80	chronology	measure	solution
ACT	Final	Mid-Term	student

20. \_\_\_\_\_ allows a student to master subject matter before he continues.

21. The PACE program has no \_\_\_\_\_ or \_\_\_\_\_ Tests.

22. The First Term Average is found by averaging the first \_\_\_\_\_ unit grades and the Final Grade by averaging the \_\_\_\_\_ unit grades.

23. The minimum passing grade on a PACE Test is \_\_\_\_\_ percent.

24. The Attendance Record of the Master Record Sheet is the official \_\_\_\_\_ record.

25. The Permanent/Academic Record is a permanent \_\_\_\_\_ of a student's achievement.

26. The grade point average is the total \_\_\_\_\_ for all completed courses divided by the total number of courses.

27. Initial a Self Test after all activities and \_\_\_\_\_ are completed, scored, and corrected.

28. Learning is the responsibility of the \_\_\_\_\_.

29. Help the student find the \_\_\_\_\_ rather than answer his question.

30. A standardized test is a tool used to \_\_\_\_\_ the student's progress.

31. Achievement, not \_\_\_\_\_, determines graduation.

32. An Academic \_\_\_\_\_ must be filled out for every high school student.

33. The SAT and the \_\_\_\_\_ are the most popular college examinations.

HOME EDUCATOR'S  
HOME EDUCATOR'S

HOME EDUCATOR'S  
HOME EDUCATO

HOME EDUCATOR

HOME EDUCATO

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HOME EDUCATOR'S

HOME EDUCATO



## READING PROGRAMS

Refer to page 22. Match the following definitions with the programs. There may be more than one correct answer.

- |       |  |                                      |
|-------|--|--------------------------------------|
| _____ | 1. memory, visual, auditory, and coordination skills are strengthened  | a. Kindergarten with Ace and Christi |
| _____ | 2. pass Post Test at the completion of the program with a score of 100 percent   | b. ABCs with Ace and Christi         |
| _____ | 3. ABCs with Ace and Christi Pretest   |                                      |
| _____ | 4. learns the phonetic sounds of all letters to facilitate reading when child is ready   |                                      |
| _____ | 5. complements the ABCs with Ace and Christi program   |                                      |
| _____ | 6. features a complete scope and sequence of concepts and skills needed for readiness to read  |                                      |
| _____ | 7. scores below 80 percent on the ABCs with Ace and Christi Pretest Test A and below 100 percent on Test B                             |                                      |
| _____ | 8. cartoon animal songs and stories, poems, character development activities, and physical activities                                  |                                      |
| _____ | 9. used in conjunction with Word Building PACEs 1001–1012, Math PACEs 1001–1003, Animal Science 1001-1012, and Bible Reading 1001-1012 |                                      |

## CURRICULUM PROCEDURES

Complete the following activities as you read pages 23 and 24.

### ISSUE A PACE IN EACH SUBJECT

10. If there are missing or incorrect items in your order, fill out a \_\_\_\_\_/\_\_\_\_\_ form and submit a claim within \_\_\_\_\_ days of receipt of shipment.
11. The first PACE of each subject is the one with the \_\_\_\_\_ number.
12. Before giving a PACE to a student, remove the \_\_\_\_\_ that is stapled in the middle and place it in the student's test \_\_\_\_\_.
13. Remove Test Keys from the middle of the \_\_\_\_\_ Keys, and store both in a secure place.
14. Help the student fill out his Goal \_\_\_\_\_, which can be found in the Homeschool Record-Keeping Set.
15. It is important that the student take no more than \_\_\_\_\_ weeks to \_\_\_\_\_ on a PACE.

16. A student with learning limitations may need to work in only \_\_\_\_\_ or \_\_\_\_\_ subjects at a time.
17. For proper academic progress, the student should take at least \_\_\_\_\_ PACE Tests each \_\_\_\_\_.
18. The student with learning limitations should work in \_\_\_\_\_ and social studies first and then English, \_\_\_\_\_, and Word Building.

## SETTING GOALS

19. Goal Cards are \_\_\_\_\_ and can be used for two weeks.
20. The student enters \_\_\_\_\_ for math, English, and Word Building; but for science and social studies, he may enter either \_\_\_\_\_ or \_\_\_\_\_ sections, depending on the page arrangement or \_\_\_\_\_ of problems and equations.
21. Goals such as “\_\_\_\_\_” or “\_\_\_\_\_” should not be entered two days in a row.
22. The student scores his PACE work according to a “score strip” command and before and after a Checkup and after the \_\_\_\_\_ Test.
23. After the student has completed a goal, scored, and rescored in a subject, he draws a forward \_\_\_\_\_ through each completed goal and immediately writes the next day’s goals in blue ink.
24. At the end of the day, the student should have completed all of his \_\_\_\_\_, marked them on the \_\_\_\_\_, and set new ones for the next day.
25. Corrective \_\_\_\_\_ can be provided for incomplete goals, but consideration should be given for \_\_\_\_\_, unusually difficult problems, \_\_\_\_\_, and “idealistic goals.”
26. A student who is sitting idle and not working may need a short \_\_\_\_\_ or encouragement.

## WORKING THE PACE

Refer to pages 25 and 26. Number the following statements in order.

### Scoring Procedures

- \_\_\_\_\_ 27. The student corrects any wrong answers and rescores at the scoring station.
- \_\_\_\_\_ 28. The student checks his answers with the Score Key and marks a wrong answer with a red “X” beside the question number.
- \_\_\_\_\_ 29. The student comes to a score strip.
- \_\_\_\_\_ 30. Scan the pages to be scored to be sure all of the answers are complete.
- \_\_\_\_\_ 31. The student asks permission to score.
- \_\_\_\_\_ 32. When the pages are scored, the student puts a red “X” in the first box of the score strip.
- \_\_\_\_\_ 33. The student returns the red pen and Score Key to their proper places and returns to his office.

Complete the activities as you read pages 26 and 27.

### Checkups

34. A Checkup is a \_\_\_\_\_ that will reveal any weakness in the mastery of a subject area.
35. Be sure all activities before the Checkup are completed and \_\_\_\_\_ before allowing a student to begin the Checkup.

### Self Test

36. Be sure all \_\_\_\_\_ and \_\_\_\_\_ are completed, scored, and corrected before initialing the Self Test and allowing a student to begin.
37. The Self Test is not an \_\_\_\_\_ test, and the student should not look back at previous pages.
38. A score of less than \_\_\_\_\_ percent indicates that more review of the concepts is necessary.
39. Upon completion of the review, take the PACE from the student and issue the PACE Test to the student the following \_\_\_\_\_.

### PACE Test

40. Quiz the student from the \_\_\_\_\_ and Self Test to prepare him for the PACE Test.
41. Have the student review any concepts or materials not \_\_\_\_\_, and check to see that the required Scripture has been \_\_\_\_\_ along with the reference.
42. The student should take the PACE Test at a designated \_\_\_\_\_ table where you can observe him during the Test.
43. Score the PACE Test later with the \_\_\_\_\_.
44. Find the Test score by \_\_\_\_\_ the amount of points missed from 100.
45. If a student scores below the minimum of \_\_\_\_\_ percent, he has not adequately learned the material.
46. The student needs to rework the entire \_\_\_\_\_ and retake the \_\_\_\_\_.
47. If the new score is \_\_\_\_\_ percent or higher, it will replace the original score.
48. Record the score on the \_\_\_\_\_, file the completed Test in a file folder, keep the \_\_\_\_\_ for at least one year, but keep the \_\_\_\_\_ indefinitely in case the student transfers to another school.
49. The student should work in all subjects each day in order to \_\_\_\_\_ academic balance.

Score activities 1-49.	<input type="checkbox"/>	Correct mistakes.	<input type="checkbox"/>	Rescore.	<input type="checkbox"/>
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Complete the following activities as you read pages 27–37.

### Tips for Achieving Higher Test Scores

50. The student should work \_\_\_\_\_ to \_\_\_\_\_ pages per day for each subject.
51. The student should memorize important vocabulary, \_\_\_\_\_, and math/science formulas.
52. The student should read the \_\_\_\_\_ for the day's goals, then reread it and answer the questions.
53. Keep \_\_\_\_\_ and distractions to a minimum.
54. Good \_\_\_\_\_ helps the student be alert.
55. Once a year, have a visual \_\_\_\_\_ for each student.
56. The student needs to check over the PACE Test after he completes it, \_\_\_\_\_ every answer.
57. Check to make sure the student is not \_\_\_\_\_ upset so that he may perform well.
58. Schedule no more than \_\_\_\_\_ PACE Tests per day, giving difficult ones on separate days.

### ASSISTING THE STUDENT IN LEARNING

59. Your consistency, \_\_\_\_\_, and interest will build your student's self-image and \_\_\_\_\_ and motivate him to achieve.
60. Set rules to control your student, but do not communicate a distrustful \_\_\_\_\_ that would discourage his confidence in himself and you.
61. Build the character of the student by praising, complimenting, and \_\_\_\_\_ him.

### ANSWERING QUESTIONS BY ASKING QUESTIONS

62. Learning is the responsibility of the \_\_\_\_\_, and you should help the student find the solution rather than answer his PACE \_\_\_\_\_.
63. A.C.E. curriculum is designed to allow a student to learn \_\_\_\_\_ of your academic knowledge of the subject matter.
64. Praising a student for answering his own question builds self-confidence in \_\_\_\_\_ learning.

### GIVING A POSITIVE RESPONSE

65. Your facial expressions, voice \_\_\_\_\_, gestures, and \_\_\_\_\_ will be either a motivation or negative energy \_\_\_\_\_ on the student, affecting his academic performance.

## PACE PROJECTS

66. Some science, social studies, and Animal Science PACEs contain \_\_\_\_\_ that are fun, challenging, and exciting.
67. The project may provide a \_\_\_\_\_ that relates to some aspect or feature of the PACE.
68. A project may also be a \_\_\_\_\_ application or reinforcement of an important concept explained in the PACE.
69. A project should be used as an opportunity to build the child's \_\_\_\_\_.

## BIBLE MEMORIZATION

70. A proven way of reaching children's hearts with Biblical truths is through \_\_\_\_\_ Scriptures.
71. As students mature, they will be \_\_\_\_\_ by Biblical truths and be more able to analyze and evaluate what they memorized.

## STANDARDIZED ACHIEVEMENT TESTING

72. A standardized test should be administered to \_\_\_\_\_ the student's progress.
73. Standardized achievement tests can only be administered during specific times in \_\_\_\_\_ schools using the A.C.E. curriculum.

## EXTRACURRICULAR ACTIVITIES

### HOMESCHOOL JOURNAL OR DIARY

74. A diary is encouraged to be kept by students above the \_\_\_\_\_ level in order to strengthen their ability to write their \_\_\_\_\_ and observations.

### FIELD TRIPS

75. Field trips are an opportunity for a student to learn about the world and a good way to motivate students to accomplish their \_\_\_\_\_ goals.

### SUPPORT GROUPS

76. Support groups can plan field trips, physical education activities, \_\_\_\_\_, music, and cultural events.

### MUSIC AND ART

77. Develop a music and/or art class by taking advantage of classes in art and music offered by your community, taking \_\_\_\_\_ or voice lessons, or joining a \_\_\_\_\_ or local singing group.

## AWARDS PROGRAM

78. An Awards Program, with emphasis on \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_  
\_\_\_\_\_, is the culminating event of the academic year.
79. Make \_\_\_\_\_ awards the pinnacle of the Awards Program.

## STUDENT PROGRAMS

80. \_\_\_\_\_ is the mission outreach that gives children around the world the gift of literacy as they are introduced to the love of Jesus Christ.
81. Students compete at the \_\_\_\_\_ level to qualify for the International \_\_\_\_\_ Convention.
82. Service \_\_\_\_\_ is a short-term mission project challenging students to serve the Lord and others in a practical way in schools and orphanages.
83. \_\_\_\_\_ is an exciting opportunity for high school graduates and adults to help meet the needs of children and schools in many countries.

## HIGH SCHOOL DISTINCTIVES

### DEFINITION

84. When a student begins PACE \_\_\_\_\_ in all subjects, he is considered a high school student.

### CREDITS REQUIRED

85. The number of credits required for high school graduation depends on each state's own \_\_\_\_\_ and its method of calculating academic \_\_\_\_\_.

### COURSES OF STUDY

86. Achievement, not \_\_\_\_\_, determines graduation.
87. Time is not the factor—learning is. Therefore, students remain in the curriculum until they have \_\_\_\_\_ the prescribed course of study.
88. A graduation program for students from previous schools cannot be developed without assessment of \_\_\_\_\_ PACEs.

### ACADEMIC PROJECTIONS

89. A projection needs to be filled out for every \_\_\_\_\_ student, discussed with him, and a copy given to him.
90. Review the projection at the beginning of each year or \_\_\_\_\_.

## COLLEGE ENTRANCE EXAMINATIONS

91. The most popular tests are the \_\_\_\_\_ and the \_\_\_\_\_.
92. Have the student take the test during the first semester of his \_\_\_\_\_ year.
93. Students who do not complete Algebra I, \_\_\_\_\_, Biology, \_\_\_\_\_, and Physics or Chemistry will probably not do as well on college entrance examinations.

Score activities 50–93.	<input type="checkbox"/>	Correct mistakes.	<input type="checkbox"/>	Rescore.	<input type="checkbox"/>
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## CHECKUP

Fill in the blanks with the correct answers from the list below.

ABCs	compliment	Master	question	subjects
achievement	diagonal	measure	regional	text
ACT	difficult	open book	requirements	two
Biblical	Kindergarten	Projection	Self Test	weakness

1. \_\_\_\_\_ with Ace and Christi features a complete sequence of concepts and skills needed for readiness to read.
2. \_\_\_\_\_ with Ace and Christi strengthens memory, visual, auditory, and coordination skills.
3. A student should take at least \_\_\_\_\_ tests each week for proper academic progress.
4. After the student completes his goal, scores, and rescores, he draws a forward \_\_\_\_\_ line through the goal on his Goal Card.
5. A Checkup is a mini-test that will reveal any \_\_\_\_\_ in the mastery of a subject area.
6. The \_\_\_\_\_ is initialed only after you are sure all activities and Checkups are completed, scored, and corrected.
7. The Self Test is not an \_\_\_\_\_ test, so the student should not look back at past pages.
8. A PACE Test score is recorded on the \_\_\_\_\_ Record Sheet.
9. The student reads the \_\_\_\_\_ for the day's goals, rereads it, and answers the questions.
10. Give no more than two PACE Tests a day, and schedule \_\_\_\_\_ Tests on separate days.
11. Help the student find the solution rather than answer his PACE \_\_\_\_\_.
12. Praise, \_\_\_\_\_, and encourage the student in order to build character.
13. A proven way of reaching children's hearts with \_\_\_\_\_ truths is through memorizing Scripture.
14. A standardized test is a tool to \_\_\_\_\_ a student's progress.
15. Students compete at the \_\_\_\_\_ level to qualify for International Student Convention.
16. When a student begins PACE 1097 in all \_\_\_\_\_, he is considered a high school student.
17. The number of credits for high school graduation depends on your state's \_\_\_\_\_.
18. Graduation is determined by \_\_\_\_\_, not chronology.
19. An Academic \_\_\_\_\_ must be filled out for every high school student.
20. The most popular college entrance examinations are the SAT and the \_\_\_\_\_.

Score activities 1-20.	<input type="text"/>	Correct mistakes.	<input type="text"/>	Rescore.	<input type="text"/>
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# SELF TEST

(2½ points each answer)

My score \_\_\_\_\_

## Match the following items.

- |  |                        |
|--|------------------------|
| _____ 1. academic level at which a student functions   | a. Academic Balance    |
| _____ 2. bite-sized booklet of A.C.E. curriculum   | b. Academic Projection |
| _____ 3. booklet containing answers to activities in a PACE  | c. Activity Pac        |
| _____ 4. year-by-year and course-by-course outline of what a student must complete to earn a diploma | d. Checkups            |
| _____ 5. PACE objectives set daily by a student  | e. Diagnosis           |
| _____ 6. designated room in which a student completes academic work                                  | f. Gap PACEs           |
| _____ 7. mini-test within a PACE   | g. Goals               |
| _____ 8. a separate unit used to record answers to activities  | h. Learning Center     |
| _____ 9. test designed to help student to test his mastery of the PACE                               | i. PACE                |
| _____ 10. strengthens specific skill weaknesses shown by diagnostic testing                          | j. Performance Level   |
| _____ 11. testing to determine student's performance level   | k. Score Key           |
| _____ 12. vocabulary-controlled study of words, prefixes, and suffixes                               | l. Self Test           |
| _____ 13. working at the same rate on academic grade level in all subjects                           | m. Word Building       |

## Fill in the blanks.

14. The Five Laws of Learning on which A.C.E. School of Tomorrow curriculum is based are:
- A student must be placed at the proper academic \_\_\_\_\_ in each subject where he can perform.
  - A student must set reasonable \_\_\_\_\_.
  - A student must be \_\_\_\_\_ and motivated.
  - Learning must be \_\_\_\_\_.
  - Learning must be rewarded.
15. \_\_\_\_\_ allows a student to master subject matter before he moves on.
16. Diagnostic testing helps identify learning \_\_\_\_\_.

Fill in the blanks with the correct answers from the list below. Some answers are used more than once.

12	attendance	chronological	measure	SAT
6	average	coaching	question	Sheet
ability	Chart	gaps	PACE	skills
achievement	Checkups	level	Record	two

17. The Reading Test measures a student's reading and comprehension \_\_\_\_\_.
18. Diagnostic Tests must be given without \_\_\_\_\_.
19. Academic weaknesses found below a student's performance level are called learning \_\_\_\_\_.
20. Circled numbers below the performance level on the Test Results \_\_\_\_\_  
represent learning \_\_\_\_\_.
21. Place a student at the highest level up to his normal \_\_\_\_\_ grade level if he scores low at one level but achieves an acceptable score at a higher level.
22. Do not advance a student beyond his chronological grade \_\_\_\_\_, even if he tests higher.
23. A star or Bible sticker represents tangible \_\_\_\_\_ and reward.
24. The Master Record \_\_\_\_\_ is a yearly record of grades in each subject and an attendance record.
25. The First Term Average is the average of the first \_\_\_\_\_ grades; the Final Grade is an average of the \_\_\_\_\_ unit grades.
26. A score below the minimum of 80 percent demonstrates inadequate or insufficient mastery of \_\_\_\_\_.
27. The Attendance Record of the Master Record Sheet is your official \_\_\_\_\_ record.
28. The grade point \_\_\_\_\_ is the total points for all completed courses divided by the total number of courses.
29. A student should take at least \_\_\_\_\_ Tests each week for proper academic progress.

30. Initial a Self Test after all activities and \_\_\_\_\_ are completed, scored, and corrected.
31. A PACE Test score is recorded on the Master \_\_\_\_\_ Sheet.
32. Help the student find the solution rather than answer his PACE \_\_\_\_\_.
33. A standardized test is a tool used to \_\_\_\_\_ the student's progress.
34. Graduation is determined by \_\_\_\_\_, not chronology.
35. The most popular college entrance examinations are the \_\_\_\_\_ and the ACT.

Score activities 1-35.	<input type="checkbox"/>	Correct mistakes.	<input type="checkbox"/>	Rescore.	<input type="checkbox"/>
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