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## Art

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### Art: Level 2

2 times/week 20 min \*  GRADE(S): 2+

Skills Focus: New concepts covered are understanding design elements, the principle of proportion, and drawing cylindrical objects. Continue to use and understand the medium of soft pastels. Deeper study of color theory includes contrast, complementary colors, mixing colors, and changing values. Continue to build on understanding and manipulating watercolor. Build confidence and understanding in observation and communication that will translate across the curriculum.

- ∞ If students are in grade 5 and below and have not had formal art lessons, they should begin with Level 1. However, those with prior art knowledge can take the Level 1–3 fast-track lessons and then continue with Level 4. See course descriptions for specific content covered at each level.

Prerequisite: Level 1 or appropriate skill proficiency.

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### ↔ Picture Study

1 time/week 10 min \*  (Grades 1–3)      GRADE(S): 1–12  
1 time/week 15 min \*  (Grades 4–6)  
1 time/week 20 min \*  (Grades 7–8)  
1 time/week 20 min \*or\_  (Grades 9–12)

Students study art from 1800–1900 through pieces by Edward Bannister, Vincent van Gogh, and Lilias Trotter. The lesson plans include discussion prompts that tie the artwork to what is being learned in Art Instruction, and other books and resources help students further their relationship with the art studied and consider how art intersects with the large questions of life.

- ∞ There is one set of lesson plans for students in all grades, which makes this an ideal course to study in a multi-age setting. All lessons begin the same, but extensions increase the length and sophistication of the content.

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## Bible

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### Bible: Grade 2

GRADE(S): 2

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#### Old Testament: Grade 2

3 times/week 20 min \*  GRADE(S): 2

When students are young, we want them to come to know God through his stories. In Grade 2, students read the stories directly from the Bible, which they were introduced to in Grade 1. Lesson plans also include

occasional artwork illustrating the story read and suggested prep selections for teachers from resources such as the Bible Story Handbook, which provides biblical context, helps with interpretational issues, and points out mistakes to avoid when reading specific Bible passages.

- Students in Grade 2 may take this course, which reads straight from the Bible, or First Bible Stories. They may also combine with Grades 3–6 Bible if they are familiar with OT narratives.

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## New Testament: Grade 2

1 time/week 20 min \*  GRADE(S): 2

New Testament events from the life of Christ are read throughout the year, with beautiful artwork and teacher helps periodically included in the lesson plans to enrich and give context to the stories covered.

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## ↔ Church History: Grades 1–3

1 time/week 20 min \*  GRADE(S): 1–3

Each year in elementary grades, students read biographies of influential people from church history. This course features the stories of Christians from Alveary's modern history rotation for the years (1800–1900). The selections in these grades are chosen for their accessibility for younger students to learn about the lives and ministries of great men and women of faith.

- Those who wish to combine students in Grades 1–3 with older students should choose either this course or the Church History for grades 4–6.

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# English

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## Language Study: Grade 2

GRADE(S): 2

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### Reading Level 2

5 times/week 15 min \*  GRADE(S): 2

The goal of reading is comprehension – deriving meaning from printed text. The Alveary Level 2 Reading lessons build on the vocabulary, grammar, phonics, narration, dictation, and fluency of the Level 1 Reading lessons. The classic folk tales, fairy tales, Rosetti poems, and Mother Goose rhymes in the Free and Treadwell Reader for this course encourage development both of the child's imagination and the higher order thinking needed for comprehension. Lessons include work with counting and accenting syllables, decoding and spelling multi-syllable words, analyzing words with affixes, and the six syllable types. Students in this Level will typically read from the course Reader and other materials with increased fluency and expression. Spelling also improves with more knowledge of common letter patterns.

- Students who can already read may use the stories for reading practice but focus mainly on the spelling and grammar elements, including copywork and dictation.

Prerequisite: Beginning Reading & Lang. Level 1 or appropriate skill proficiency.

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## Penmanship & Copywork: Grade 2

5 times/week 10 min \*  GRADE(S): 2

Copy words and short sentences and write them from dictation.

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## Recitation: Grades 1-2

5 times/week 10 min \*  GRADE(S): 1-2

Each term, recite from memory or read beautifully 1 hymn, 1 Old Testament passage, 1 New Testament passage, 1 Psalm, and 1 poem.

# Geography

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## Geography: Grade 2 (U.S.)

2 times/week 20 min \*  GRADE(S): 2

Join the Page family as they travel from California to Washington, D.C. While this story is set in the U.S.A., the point of the book is really to explore basic geography concepts such as landforms, water bodies, maps, and regions, so it is suitable for students from any nation. Students use the globe, atlases, and models. Students also make models and draw maps of places important to them such as their neighborhood.

- ∞ This course progresses chronologically over two years. Students who did not take Geography Foundations may wish to incorporate those lessons into the afternoons. This course is intended as a precursor to Grade 3; however, the levels may be reversed in order to combine students.

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## Geography: Grade 2 (Canada)

2 times/week 20 min \*  GRADE(S): 2

Explore each region of Canada, its geological features, cultural geography, symbols, and varied ecosystems. Along the way, students practice their mapping skills by making models and drawing places local to them, such as their neighborhood.

- ∞ This course progresses chronologically over two years, studying half of Canada's provinces and territories each year. This course is intended as a precursor to Grade 3; however, the levels may be reversed in order to combine students.  
Students who did not take Geography Foundations may wish to incorporate those lessons into the afternoons.

# History

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## History: Grades 2-3 (U.S.)

1 time/week 20 min \*  GRADE(S): 2-3

Read United States history stories from the current history cycle (1800–1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.

- ∞ History courses are on a four-year rotation. Students should follow the current Alveary rotation.

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## **History: Grades 2-3 (Canada)**

GRADE(S): 2-3

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### **↔ Canadian History: Grades 2-4**

1 time/week 20 min \*  GRADE(S): 2-4

Read Canadian history stories from the current history cycle (1800-1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.

- ∞ History courses are on a four-year rotation. Students should follow the current Alveary rotation.  
Students in grades 2-4 will take the same course.

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## **Life Skills**

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### **Sloyd: Level 1**

1 time/week 15 min \*  GRADE(S): 2+

Complete assigned models, focusing on craftsmanship. 1st-Year Models include simple boxes and envelopes based mainly on the square or rectangular prism.

- ∞ Grade 2 students who are new to sloyd should take Sloyd: Intro and then continue the courses in sequence.

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### **↔ Handicrafts**

1 time/week 20 min \*  (Grades 2-3) GRADE(S): 2-12

1 time/week 30 min -  (Grades 4-12)

We follow Mason's model and do clay modeling every year for one term. We are revamping our clay modeling program with a focus on one hand-building technique per year for younger and inexperienced students and more connections across the curriculum in observation and narration assignments. During the second term, students will learn how to do Sashiko work as they did in Japan and Redwork as was done in the United States and Europe. These are hand-stitching techniques that incorporate different stitches to create beautiful patterns. For the 3rd term, students will learn the art of cloisonné, which regained popularity in the West during that time. Cloissone is an enameling technique that uses metal strips to create delicate designs.

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### **Sewing: Level 1**

1 time/week 20 min \*  GRADE(S): 1-3

Learn basic sewing skills. Choose at least two projects per term. Make gifts.

- ∞ Beginners complete Lessons 1-12, which teach basic skills needed for projects.

# Literature

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## Literature: Grade 2

GRADE(S): 2

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### Mythology: Grade 2

1 time/week 15 min \*  GRADE(S): 2

Introduce students to foundational Greek myths through Nathaniel Hawthorne's A Wonder Book for Boys and Girls.

 Students in Grades 1-3 can share these lessons if combining.

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### Classic Lit.: Grade 2

1 time/week 15 min \*  GRADE(S): 2

This course introduces students to John Bunyan's classic work, Pilgrim's Progress, building their vocabulary and furnishing their imaginations along the way.

 Students in Grades 1-3 can share these lessons if combining.

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### ↔ Community Read Alouds: Grades 1-12

1 time/week 20 min+  GRADE(S): 1-12

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.

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# Math

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## Mathematics: Grade 2

GRADE(S): 2

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### Math Lessons: Grade 2

5 times/week 20 min \*  GRADE(S): 2

Discover mathematical concepts using manipulatives. Learn strategies and build agility through mental math. RightStart B Primary Skill Focus: Addition, Subtraction

- OO** Students who are new to RightStart Math should take the placement test on the RightStart website ([rightstartmath.com](http://rightstartmath.com)).  
Prerequisite: RightStart A or appropriate skill proficiency

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### ↔ Math Games: Grades 1-8

3 times/week 15 min+  GRADE(S): 1-8

Practice and learn math facts through games.

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## Modern Language

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### Lower French: Grades 1-6

3 times/week 20 min \*  (Grades 1-3) GRADE(S): 1-6  
5 times/week 20 min \*  (Grades 4-6)

Alveary Modern Language Lessons are designed to mirror the way children acquire their first language, using methods like gestures, picture recognition, songs, repeated phrases, and storytelling to create meaningful connections and context. These foundational approaches are seamlessly adapted to teach school-age children a second language.

The lessons are designed to be open-and-go with optional video/audio file support. They do not require any background in the target language for the parent/teacher or students. They only take about 15-20 min a day and can be easily adjusted to meet a variety of grade ranges from 1st to 6th grades.

- OO** Three lessons each week are shared between Grades 1-6, but students in Grades 4-6 add two additional grammar lessons. This course is on a six-year rotation of lessons, so it is suitable for students who took Lower French last year or students just starting their studies.

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### Lower Spanish: Grades 1-6

3 times/week 20 min \*  (Grades 1-3) GRADE(S): 1-6  
5 times/week 20 min \*  (Grades 4-6)

Alveary Modern Language Lessons are designed to mirror the way children acquire their first language, using methods like gestures, picture recognition, songs, repeated phrases, and storytelling to create meaningful connections and context. These foundational approaches are seamlessly adapted to teach school-age children a second language.

The lessons are designed to be open-and-go with optional video/audio file support. They do not require any background in the target language for the parent/teacher or students. They only take about 15-20 min a day and can be easily adjusted to meet a variety of grade ranges from 1st to 6th grades.

- OO** Three lessons each week are shared between Grades 1-6, but students in Grades 4-6 add two additional extension day lessons. This course is on a six-year rotation of lessons, so it is suitable for students who took Lower Spanish last year or students just starting their studies.

Students in grades 4+ who feel anxious about speaking a new language may benefit from taking a year without the added extension days. This approach allows them to build confidence and comfort before focusing on speaking and writing.

# Music

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## Music: Level 1

GRADE(S): 2+

- ∞ All music lessons except sol-fa are shared between Grades 2–12, making them ideal lessons for multi-age groups.

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### ↔ Composer Study

1 time/week 10 min \*  (Grades 2–4)      GRADE(S): 2–12  
1 time/week 15 min \*  (Grades 5–12)

In this course students are immersed into the 19th century via its composers, instruments, and musical performances. Term 1 focuses on several influential instruments/instrument families, including valved brass, the veena, and the guitar, and the musicians that made them famous. In Term 2, students will grow to know and love the Norwegian Romantic composer, Edvard Grieg. Students conclude the year in Term 3 with the comic operas of Gilbert & Sullivan and their choice between two composers who turned what they saw or heard into music: Modest Mussorgsky and Thomas ("Blind Tom") Wiggins.

- ∞ These Composer Study lessons are shared across grades 2–12 with extensions provided for older students. Students in Grades 2–3 with no classical music background may choose to take Intro to Music Appreciation first, but the composers in this rotation are particularly accessible for a wide range of ages.

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### ↔ Hymns & Spirituals

1 time/week 10 min \*       GRADE(S): 1–12

Students sing hymns and spirituals to build their faith and appreciation of God's work across time. Hymns and spirituals are connected to the historical time period as appropriate.

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### ↔ Folk Songs

1 time/week 10 min \*       GRADE(S): 1–12

Students sing folk songs connected to the time period (1800–1900).

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### Sol-fa: Level 1

1 time/week 10 min \*       GRADE(S): 2+

March, imitate, and play games with music. Explore how simple melodic patterns and rhythms build into scales. Finish with an understanding of dynamics, basic rhythms, and the sol-fa scale. Audio lessons are provided with the lesson plans.

Skill Focus: Rhythm, melody, scales, dynamics, and sol-fa syllables ("do" – "so").

- ∞ Grade 3 students with no experience with sol-fa or sight-reading music may start with Level 1.

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### ↔ Afternoon Listening

1 time/week 10 min \_       GRADE(S): 1–12

# Physical Education

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## PE: Grades 1-3

GRADE(S): 1-3

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### Playground Songs & Rhymes

1 time/week 20 min \*  | GRADE(S): 1-3

Develop hand-eye coordination while playing with words and rhythm using ball-bouncing, passing, and clapping games.

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### Jump Rope

1 time/week 20 min \*  | GRADE(S): 1-3

Using jump-rope games, students work on hand-eye coordination while playing with words and rhythm.

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### Free Play

2 times/week 20 min \* or  | GRADE(S): 1-3

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### ↔ Folk Dancing

1 time/week 20 min \*  | GRADE(S): 1-6

Learn basic steps for individual, couple, and/or group dances using traditional folk songs.

# Science

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## Science: Grade 2

GRADE(S): 2

In level 2, learners are developing familiarity and friendship with Creation through a broader scope of Things, more challenging text, and slightly more abstract concepts.

- ∞ For second-grade students or possibly hungry first-graders and third-graders taking their time. If combining grades is desirable, it is recommended that the combined grades begin at the appropriate level and move forward together.

### General Science: Grade 2

1 time/week 15 min \*  | GRADE(S): 2

A primarily practical course, students explore the idea of biome, first their own and then others. They also 'meet' some less familiar creatures from their own, such as insect larva and mammals, through picture books. Coordinating afternoon activities are provided in Outdoor Work.

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## **Natural History: Grade 2**

1 time/week 10 min \*  | GRADE(S): 2

Students learn to observe a variety of creatures through their Nature Reader, including insects, insect larvae, mammals, and some aquatic species. Coordinating afternoon activities are provided in Outdoor Work.

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## **Nature Notebook: Grade 2**

1 time/week 10 min+  | GRADE(S): 2

Students spend time at least once each week recording their observations. Prompts that coordinate with curricular content can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

- ∞ Learners may be combined and share prompts or follow their own interest. Support through varied media, scribing observations, or notebooking in tandem.
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## **↔ Nature Walks & Scouting: Grades 1-8**

1 time/week 30 min+  | GRADE(S): 1-8

Students spend time once each week on a longer excursion. Prompts can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

- ∞ Learners may be combined and share prompts or follow the plan of their local scouting troop or natural history club. Support accessibility and sensory development as appropriate.