

## Art

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### Art: Level 8

2 times/week 45 min \_ □ | GRADE(S): 8–12

Skills Focus: Continue in the new expanded color wheel, as well as learn about contrasting colors, color charting, split complements, and analogous colors. Learn and apply new ways to create texture and value through hatching and stippling. Understand pointillism. Continue working on portraiture. Understand how to paint light in watercolor and continue to strengthen watercolor skills.

- ∞ If students are in grade 6 or above, they should begin with the fast-track lessons and then move on to Level 4.

Prerequisite: Level 7 or appropriate skill proficiency.

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### Art: Fast Track

2 times/week 30 min \* □ T | GRADE(S): 5–8

An accelerated course through art concepts covered in Art Levels 1–3.

- ∞ If students are in grade 6 or above or have prior experience with art, they should begin with the fast-track lessons and then move on to Level 4 Art.

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### ↔ Picture Study

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

Students study art from 1800–1900 through pieces by Edward Bannister, Vincent van Gogh, and Lillas 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.

# Bible

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## Bible: Grades 7-8

GRADE(S): 7-8

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### ↔ Old Testament: Grades 7-12

2 times/week 30 min \* ☒ (Grades 7-9)

GRADE(S): 7-12

2 times/week 30 min \* ☐ (Grades 10-12)

From 7th grade through high school, students read through the OT chronologically. With the aid of study Bible notes and selections from study helps such as the Old Testament Today or The Bible Project, this course allows students to meditate on Scripture and engage with the historical and cultural context of the Bible when it was written, as well as the way the OT continues to be relevant as God's word today.

- ⌘ Students in Grades 7-12 read the same passages of Scripture, but the lesson plans include a variety of discussion questions and extra study helps differentiated by grade to help students engage at various depths. This makes these lessons flexible for individual students and/or a multi-age context. Younger students in Grades 5-6 can be combined with older students if they have a good general understanding of the narratives and overarching story of the OT.

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### New Testament: Grades 7-8

1 time/week 30 min \* ☒

GRADE(S): 7-8

Students read through a harmonized version of the gospels over the year. Additional study helps assigned in the lesson plans provide background information and context to help students begin to dive deeper into the life, ministry, and message of Jesus.

- ⌘ Younger students in Grades 5-6 can be combined with older students if they have a good general understanding of the gospels. Ideal for HS students who are new to studying the Bible or unused to commentaries or discussions about cultural context or interpretive issues.

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### ↔ Church History: Grades 7-9

1 time/week 30 min \* ☐

GRADE(S): 7-9

Students read about important events and influential people from Church History using biographies and narrative-driven overviews of the time period. In this course, students delve into the 19th century and learn the stories of a variety of Christians.

- ⌘ Can be combined with Grades 5-6.

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### Spiritual Formation: Grades 7-8

1 time/week 30 min \* ☒

GRADE(S): 7-8

Spiritual formation courses help students think more deeply about various topics in the Christian life. In this course, students consider prayer and foundational disciplines such as Scripture reading, worship, journaling, serving, and more to encourage them in their faith.

- ⌘ Also appropriate for HS students.

# Citizenship

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## Citizenship: Grade 8 (U.S.)

GRADE(S): 8

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### ↔ Plutarch: Grades 6-8

1 time/week 30 min \*  | GRADE(S): 6-8+

Plutarch's Lives is a collection of biographies written 2,000 years ago, which has influenced prominent thinkers from Montaigne to Bacon to Shakespeare. Plutarch's stories are often difficult to read (and are therefore often dropped by teachers), but their value to help students evaluate the characteristics that define a good citizen cannot be overstated. The lesson plans will contain additional support to what is already included in the Anne White guides.

- ☞ Students in 5th grade or new to Plutarch may want to take the Beginner's Track, which covers the life of Publicola over two terms. It is advisable to have students read Beesly's Stories From the History of Rome and complete one year of Shakespeare before beginning Plutarch.

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### American Gov./ Economics: Grade 8


1 time/week 30 min \*  | GRADE(S): 8

Students spend a term learning the structure of our local and state governments, then turn to key primary source documents related to our government before ending the year with an introduction to economics, focusing on the history of money, the banking system, and personal finance.

- ☞ If a student hasn't studied the Constitution, consider having them take the 7th-grade government course first.

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### ↔ Ethics: Part 2

1 time/week 25 min \*  | GRADE(S): 8+

Explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters by continuing Charlotte Mason's text written directly to students.

- ☞ Ourselves by Charlotte Mason is scheduled over five years. In a multi-age context, students can jump into the book wherever the class is reading. Otherwise, students should begin the book in Part 1.

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### ↔ Current Events: Grades 5-8

1 time/week 15 min \*or\_  | GRADE(S): 5-8

Students are exposed to current events by reading from a variety of sources and having age-appropriate conversations with teachers. Topics such as scientific discoveries, the arts, and human interest stories are generally suitable.

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

1 time/week 20 min+ \_  | GRADE(S): 1-5

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

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## Citizenship: Grade 8 (Canada)

GRADE(S): 8

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### ↔ Plutarch: Grades 6-8


1 time/week 30 min \*  | GRADE(S): 6-8+

Plutarch's Lives is a collection of biographies written 2,000 years ago, which has influenced prominent thinkers from Montaigne to Bacon to Shakespeare. Plutarch's stories are often difficult to read (and are therefore often dropped by teachers), but their value to help students evaluate the characteristics that define a good citizen cannot be overstated. The lesson plans will contain additional support to what is already included in the Anne White guides.

- ⌘ Students in 5th grade or new to Plutarch may want to take the Beginner's Track, which covers the life of Publicola over two terms. It is advisable to have students read Beesly's Stories From the History of Rome and complete one year of Shakespeare before beginning Plutarch.

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### Canadian Gov./ Economics: Grade 8

1 time/week 25 min \*  | GRADE(S): 8

Students spend a term learning the structure of our local and provincial authorities, then turn to key primary source documents related to our government before ending the year with an introduction to economics, focusing on the history of money, the banking system, and personal finance.

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### ↔ Ethics: Part 2

1 time/week 25 min \*  | GRADE(S): 8+

Explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters by continuing Charlotte Mason's text written directly to students.

- ⌘ Ourselves by Charlotte Mason is scheduled over five years. In a multi-age context, students can jump into the book wherever the class is reading. Otherwise, students should begin the book in Part 1.

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### ↔ Current Events: Grades 5-8

1 time/week 15 min \*or\_  | GRADE(S): 5-8

Students are exposed to current events by reading from a variety of sources and having age-appropriate conversations with teachers. Topics such as scientific discoveries, the arts, and human interest stories are generally suitable.

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

1 time/week 20 min+ \_  | GRADE(S): 1-5

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.

# English

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## Language Study: Grade 8

GRADE(S): 8

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### Written Narration: Grade 8

10 times/week 15 min \* ☐ | GRADE(S): 8

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### Grammar/Comp: Grade 8

2 times/week 20 min \* ☒ | GRADE(S): 8  
2 times/week 15 min \* ☐

Students spend two lessons each week deepening their understanding of the parts of speech. During the other two lessons, students grow their writing skills with composition assignments from their books. Throughout the year they explore literary concepts such as point of view and experiment with multiple forms of writing, including letters, descriptions, short accounts, and poetry.

☞ If your student did not do Paragraph Town last year, you should incorporate that book with the 8th-grade grammar book.

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### Dictation: Grade 8

2 times/week 15 min \* ☒ | GRADE(S): 8

Students use selected passages to practice dictation skills. (Alveary Copywork & Dictation Books provide selected passages).

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### Copywork: Grade 8

5 times/week 10 min \*or\_ ☐ | GRADE(S): 8

Students copy passages from their books. (Alveary Copywork & Dictation Books provide selected passages).

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### Recitation: Grades 7-8

5 times/week 10 min \*or\_ ☐ | GRADE(S): 7-8

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

☞ Students new to recitation may want to choose shorter passages or use those in Grades 4-6.

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# Geography

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## Geography: Grade 8 (U.S.)

2 times/week 30 min \* ☐ | GRADE(S): 8

Students focus on world and US geography using maps, illustrations, and historical narratives about travelers during the 19th century.

- ∞ This course is different for each of the historical time periods, but always retains a topical focus on US geography.

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## Geography: Grade 8 (Canada)

2 times/week 30 min \* ☐ | GRADE(S): 8

Students study various natural features of Canada's provinces and territories and create a detailed, illustrated map over the course of the year. They also read a travelogue from the year's historical period.

- ∞ The Canadian mapping exercises are the same each year, but the reading component changes for each of the historical time periods.

## History

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### History: Grades 7-8 (U.S.)

GRADE(S): 7-8

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#### U.S. History: Grades 7-8

2 times/week 30 min \* ☐ | GRADE(S): 7-8

Read about U.S. history from 1800-1900 through books that immerse students in the time period and allow them to see the world through the eyes of those who lived it. Through engaging narratives, history spines, primary source documents, and books that show different perspectives, students come to see history as more than dates and events and develop relationships with people from the past. Viewing images, looking at maps, and working on one's Book of Centuries are also part of developing this relationship.

- ∞ U.S. history may be suitable for 9th graders as well if combining.

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#### ↔ World History: Grades 7-8

1 time/week 30 min \* ☐ | GRADE(S): 7-8

One of the most powerful truths that history can teach us is that the past was different from the present. The way things are now is not the way they have always been, which should make us aware of the likelihood that the way things are now is not how they will be. The study of world history exposes students to what life was like in different places and at different times. As students read about people and events from 1800-1900 through history spines, historical novels, and primary source documents, they will get a better picture of the way people viewed the world, the challenges they faced, and the legacy they left behind. Students will also view images, reference maps, and work on their Book of Centuries as part of their lessons.

- ∞ Suitable for Grade 9. However, Grade 9 does include a term of lessons on historical thinking skills, which should not be skipped. So if combining 9th graders in this course, be sure to have them read that book next year.

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#### ↔ Ancient History: Grades 7-9

1 time/week 30 min \* ☐ | GRADE(S): 7-9

Read about ancient history from 100 BC–350 AD through biographies, primary source documents, historical fiction, and history spines. Students will view images, reference maps, and update their Book of Centuries as part of the lessons.


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## History: Grades 7-8 (Canada)


GRADE(S): 7-8

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### Canadian History: Grades 7-8

2 times/week 30 min \*  | GRADE(S): 7-8

Read about Canadian history from 1800–1900 through books that immerse students in the time period and allow them to see the world through the eyes of those who lived it. Through engaging narratives, biographies, history spines, primary source documents, oral histories, historical fiction, and books that show different perspectives, students come to see history as more than dates and events and develop relationships with people from the past. Viewing images, looking at maps, and working on one's Book of Centuries are also part of developing this relationship.


 Canadian history may be suitable for grade 9 students if combining.

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### ↔ World History: Grades 7-8


1 time/week 30 min \*  | GRADE(S): 7-8

One of the most powerful truths that history can teach us is that the past was different from the present. The way things are now is not the way they have always been, which should make us aware of the likelihood that the way things are now is not how they will be. The study of world history exposes students to what life was like in different places and at different times. As students read about people and events from 1800–1900 through history spines, historical novels, and primary source documents, they will get a better picture of the way people viewed the world, the challenges they faced, and the legacy they left behind. Students will also view images, reference maps, and work on their Book of Centuries as part of their lessons.

 Suitable for Grade 9. However, Grade 9 does include a term of lessons on historical thinking skills, which should not be skipped. So if combining 9th graders in this course, be sure to have them read that book next year.

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### ↔ Ancient History: Grades 7-9

1 time/week 30 min \*  | GRADE(S): 7-9

Read about ancient history from 100 BC–350 AD through biographies, primary source documents, historical fiction, and history spines. Students will view images, reference maps, and update their Book of Centuries as part of the lessons.

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## Latin

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### Latin 2 (Independent Study)

2 times/week 45 min \*  | GRADE(S): 8+

Develop Latin reading proficiency through narratives about a Roman family. Study Latin grammar and vocabulary. Build mastery through copywork, composition, narration, and dictation.

🔗 Prerequisite: Level 1. Students just beginning Latin should start at Level 1.

This course may be counted as 1/2 credit for High School and is based on the same text as the Latin 2 Video Course, but without the accountability and structure of an online course platform and recorded class videos. Students work through lesson plans for this course as in other subjects.

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## Latin 2 (Video Course)

2 times/week 45 min \* ☐      GRADE(S): 8+  
2 times/week 15 min \*or\_ ☐

Develop Latin reading proficiency through narratives about a Roman family. Study Latin grammar and vocabulary. Build mastery through copywork, composition, narration, and more. This video course uses the same key text as the Latin 2 Independent Study course but is structured as a self-paced video course on an online course platform where students watch recorded class videos with Living Latin instructor Magistra Angela Reed, submit narrations, complete quizzes, and track their work.

🔗 Prerequisite: Level 1. Students just beginning Latin should start at Level 1. This course may be counted as 1/2 credit for High School.

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## Life Skills

### Sloyd: Level 7

1 time/week 45 min \_ ☐      GRADE(S): 8+

Focusing on their craftsmanship, students spend time honing their work in cardboard, choosing models to work on from a range of options.

🔗 Grade 8 students who are new to sloyd should begin with Sloyd: Level 1 and then continue courses in sequence.

Prerequisite: Sloyd: Level 6

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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)

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### Lettering: Level 2

1 time/week 20 min \_      GRADE(S): 8+

Continue building an artistic toolbox to create hand-lettered art. Students learn to make banners, frames, and borders and practice a variety of lettering styles, including retro, faceted, vintage circus, bubble, ribbon styles, and more. Skills can be used to create beautiful collections of mottoes and quotes in a Commonplace Book or for display or gifts.

🔗 Prerequisite: Lettering Level 1



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## Keyboarding

2 times/week 30 min  | GRADE(S): 4-8

Learn typing skills with guided instruction. Includes games for practice and reinforcement. Students learn the position of each letter, number, and symbol on the keyboard and advance from typing individual letters to simple words, then paragraphs and documents. Fluency is encouraged through word-per-minute goals.


 The Typing.com website contains a placement test. Take this first, and then progress at your own pace.

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## Literature

### Literature: Grades 7-8

GRADE(S): 7-8


 Poetry lessons are also an integral part of the whole Literature program, so look at both literature and poetry selections together when placing students.

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### Lit./Mythology: Grades 7-8


1 time/week 30 min \*  | GRADE(S): 7-8

Students get a glimpse of the world beyond English with a poetic biography and then focus on stories and myths created and collected in the 19th century, including Russian fairy tales, short stories from a variety of authors, and Dicken's famous text, *A Christmas Carol*.


 Several readings are shared with Grades 5-6 though lesson plans include more advanced work for older students.

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### General Lit: Grades 7-8


1 time/week 30 min \*  | GRADE(S): 7-8

Students spend extended time with a 19th century novel and personal narrative and will find rich opportunities for discussion and inspiration.


 Suitable for Grades 9-10. Due to more challenging content, we do not advise using these lessons with younger students if combining.

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### Shakespeare: Beginner Track


1 time/week 30 min \*  | GRADE(S): 4-8

Lessons for Grade 4 and/or those new to Shakespeare who would like a gentle on-ramp to the bard. Lessons cover *A Midsummer Night's Dream* over two terms.

 Older students can jump into any term of the regular Shakespeare lessons after finishing these, or just read this play and take off one term.

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## Shakespeare: Grades 5-8

1 time/week 30 min \*  | GRADE(S): 5-8

As foundational and influential English texts, students read three Shakespeare plays per year – usually a tragedy, comedy, and a history (occasionally also connected to the historical time period). This year's plays are The Tempest, Henry IV Part 2, and The Winter's Tale.

- ☞ Most Shakespeare lessons are shared with Grades 5-12. Students new to Shakespeare may choose to start with the Shakespeare Beginner Track lessons for two terms to ease into the plays.


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## Poetry: Grade 8

GRADE(S): 8

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### Poetry Study: Grade 8

1 time/week 20 min \*  | GRADE(S): 8

Students study poetic devices and forms and practice writing poetry themselves.

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### Poetry Reading: Grade 8

4 times/week 5 min \*or\_  | GRADE(S): 8

Students continue to develop their relationship with words through ongoing exposure to a variety of poetic forms, poet biographies, and 19th century poems.

- ☞ Students in Grades 5-8 can easily be combined for these lessons as all grades use nearly the same texts this year, although Grades 7-8 read additional selections and have corresponding composition assignments. Poetry lessons are also an integral part of the whole Literature program, so look at both literature and poetry selections together when placing students. Students in Grades 9+ new to poetry should begin here.

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# Math


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## Mathematics: Grade 8

GRADE(S): 8

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### Algebra 1: Part 1

3 times/week 40 min \*  | GRADE(S): 8


Students discover and practice algebraic concepts through real-world narratives and problem-solving.

- ☞ Even students in Grade 8 who have not taken Pre-Algebra should take this course to keep on pace for earning high school credits.


Prerequisite: RightStart F or mastery of basic arithmetic, fractions, decimals, and percents.

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### Geometry: Grade 8


2 times/week 40 min \*  | GRADE(S): 8

Students will discover geometric concepts by constructing drawings.

 RightStart G Primary Skill Focus: Geometry. This course progresses through the book over two years. Continue from Grade 7.

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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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## Mathematics: Grade 8 (Denison)

GRADE(S): 8


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### Math Lessons: Grade 8 (Denison)

5 times/week 40 min \*  | GRADE(S): 8

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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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## Story of Geometry: Part 2

1 time/week 15 min \_  | GRADE(S): 8

This course gives students a glimpse into how the ideas that guide our study of geometry were first discovered.


 This course is intended to follow Part 1; however, the order may be reversed to facilitate combining students.

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## Modern Language

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### Upper French: Level 2


5 times/week 30 min \*  | GRADE(S): 8+

Study target language using interactive readings and grammar exercises.

 Prerequisite: French: Level 1

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### Upper Spanish: Level 2

5 times/week 30 min \*  | GRADE(S): 8+

Study target language using interactive readings and grammar exercises.

∞ Prerequisite: Spanish Level 1

## Music

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### Music: Level 5

GRADE(S): 6–12

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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)

Students listen to music from a number of composers from this year's historical period and learn to listen for musical ideas.

∞ 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.

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#### ↔ Hymns & Spirituals

1 time/week 10 min \* ☐ T

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 \* ☐ T

GRADE(S): 1–12

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

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### Sol-fa: Level 5

1 time/week 15 min \* ☐

GRADE(S): 6–12

Learn to sight-sing in new keys, time signatures, and rhythms. Continue studying the basics of music theory. Train ears with melodic and rhythmic ear tests, learn how to compose music, and gain further freedom and facility in sight-singing. Audio lessons are included in the lesson plans.

Skills Focus: Time signatures, note values, scales, and dictation.

∞ Prerequisite: Sight-Singing with Sol-fa Level 4 or appropriate skill proficiency. Students in Grades 4+ with no experience with sol-fa or sight-reading music should start with Level 2.

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#### ↔ Afternoon Listening

1 time/week 10 min \_ ☐

GRADE(S): 1–12


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## Sol-fa: Fast Track

1 time/week 15 min \*  | GRADE(S): 5-12

An accelerated course through sol-fa concepts covered in levels 1-3. Through video instruction, students will practice ear-training, Curwen hand-signs, and singing intervals from the solfa ladder. The lessons include exercises in multiple keys, time signatures, and with various rhythms. Students should already be loosely familiar with foundational music concepts such as note duration, time signatures, and how to read music on the staff.

Skills Focus: ear-training, interval recognition, sol-fa syllables, Curwen hand signs, sight-reading.

 May be suitable for a 4th grader who has knowledge of basic music concepts.

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## Physical Education

### PE: Grades 7-12


GRADE(S): 7-12

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#### ↔ Playground Games

1 time/week 20 min \*or\_  | GRADE(S): 4-12

Play group playground games.


 Suitable for interested younger students.

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#### ↔ Sports


1 time/week 20 min \*or\_  | GRADE(S): 4-12

This year, students will learn how to play football, badminton, and softball through participating in a variety of games, skills, and activities. Activities are geared for smaller groups of students, but can be adjusted to any size.


 Minimal supplies are required.

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#### ↔ Free Play/ Circuits

2 times/week 20 min \*or\_  | GRADE(S): 4-12

Make fitness-building routines a habit.


 Students may also choose to take a local Pilates or Yoga class.

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#### Historic Dancing

1 time/week 20 min \*or\_  | GRADE(S): 7-12

Students will learn dances that were popular in the historical period being studied and perform them to some music of that period.

 This course is suitable for interested students in Grades 5-6 if combining.

# Science

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## Science: Grade 8

GRADE(S): 8

In level 8, learners study science in its historical, political, and cultural context, and with a growing understanding that science is an ever-changing process rather than a static body of knowledge. Reading level and expectations increase from previous levels.

- ∞ Learners may stay at their appropriate level for General Science while combining Natural History and Outdoor Work, or teachers can adapt the laboratory content and reading level to meet their needs.

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## General Science: Grade 8

3 times/week 30 min \* ■ | GRADE(S): 8

This is the second of a two-year Physical Science course (i.e., introductory physics and chemistry). The fullness of the course includes topics in earth science, history, politics, and more. The completion of this course provides a gentle yet robust transition into the high school disciplines. The lab component is required for this course. Coordinating afternoon activities are provided in Outdoor Work.

- ∞ For eighth-grade students or possibly hungry seventh graders or ninth graders taking their time. If combining grades is desirable: the combined grades may begin at the appropriate level and move forward together, or teachers can adapt the reading level and laboratory content to meet their needs.

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## Natural History: Grade 8

1 time/week 30 min \* ■ | GRADE(S): 8

Learners explore considerations from the history of microbiology and infectious disease. Coordinating afternoon activities are provided in Outdoor Work.

- ∞ For approximately eighth-grade students based on a balance of complexity and reading level, however, learners may be freely combined based on needs and preferences.

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## Labs: Grade 8

1 time/week 45 min \*or\_ ■ | GRADE(S): 8

This is the required lab component for level 8 General Science. This course includes our custom laboratory book to build foundational and progressive skills and habits.

- ∞ The ideas and skills in this component are progressive, like math or grammar. Teachers should read the lab book thoroughly to understand what concepts might need to be supplemented, should they choose a different sequence, or a substitution.

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## Nature Notebook: Grade 8

1 time/week 20 min+ \_ □ | GRADE(S): 8

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 interests. 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.