

## Art

### Art: Level 6

2 times/week 30 min \*  | GRADE(S): 6+

Skills Focus: Practice applying drawing skills with the brush and watercolor techniques. Practice underpainting. Grow in watercolor abilities by continued practice. Draw spheres; study body proportions, foreshortening, curvature, overlapping, texture drawing, and highlighting. Color theory: notan, contrast, monochrome, color studies, and circular value scales.


 If students are in grade 6–8, they should begin with the fast-track lessons and then move on to Level 4.

Prerequisite: Level 5 or appropriate skill proficiency.

### Art: Fast Track

2 times/week 30 min \*  | 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.

### ↔ 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 Lilius 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

### Bible: Grades 4–6

GRADE(S): 4–6

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### ↔ Old Testament: Grades 3-6

2 times/week 20 min \* ☐ T | GRADE(S): 3-6

Students in Grades 3-6 read Old Testament narratives chronologically. Lesson plans also include selections from maps and books such as *The New Manners and Customs of Bible Times*, which teachers can read or share with their students to help understand the biblical context and gain insight into the culture and geography of Israel.

- ☞ Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

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### ↔ New Testament: Grades 3-6

2 times/week 20 min \* ☐ T | GRADE(S): 3-6

Each year, students in Grades 3-6 read one of the gospels. Lesson plans include map work and assigned selections of *The New Manners and Customs of Bible Times* for teachers to read with their students before or after Bible reading to help give context and insight into the culture and geography of Israel during Jesus' life.

- ☞ Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

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### Church History: Grades 4-6

1 time/week 20 min \* ☐ T | GRADE(S): 4-6

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).

- ☞ Those who wish to combine students in Grades 4-6 with younger students should choose either this course or the Church History for grades 1-3. If you have a 6th grader, they could be combined with the 7-8 Church History course.

## Citizenship

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### Citizenship: Grade 6

GRADE(S): 6

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#### ↔ Plutarch: Grades 6-8

1 time/week 30 min \* ☐ T | 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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### ↔ 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): 1-12

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.

## English

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### Language Study: Grade 6

GRADE(S): 6

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#### Grammar: Grade 6

2 times/week 15 min \* ☒ | GRADE(S): 6

Students deepen their understanding of the parts of speech.

🔗 If your student did not do Sentence Island the previous year, you should incorporate that book with the 6th-grade grammar book.

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#### Dictation: Grade 6

3 times/week 15 min \* ☒ | GRADE(S): 6

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

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#### Penmanship & Copywork: Grade 6

5 times/week 10 min \* ☐ | GRADE(S): 6

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

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#### Written Narration: Grade 6

5 times/week 10 min \* ☐ | GRADE(S): 6

Students continue to gain fluency in writing through written narrations.

🔗 Increase the number of written narrations at a pace at which your student can be successful.

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## Recitation: Grades 4-6


5 times/week 10 min \*  | GRADE(S): 4-6

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.

## Geography

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### Geography: Grades 4-6

2 times/week 25 min \*  | GRADE(S): 4-6

Travel along rivers, across continents, and along trade routes significant during this year's time period (1800-1900). Explore the physical and human geography (including economy and culture) of each region through reading, map work, and models. Students will also engage in map activities that focus on their local region.

 This course is the same for 4th-6th graders. Lesson plans may include more advanced map skills for older students.

## History

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### History: Grades 5-6 (U.S.)

GRADE(S): 5-6

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#### ↔ U.S. History: Grades 4-6

1 time/week 25 min \*  | GRADE(S): 4-6

Read United States and world 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.

 This course is the same for 4th-6th graders. In grade 5, students may begin their Book of Centuries.

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#### ↔ World History: Grades 4-6


1 time/week 25 min \*  | GRADE(S): 4-6

Through the reading of history stories and biographies, students experience what life was like in different times and places. They are exposed to the everyday experiences as well as the major events from our current history cycle (1800-1900). Students will also view images, reference maps, and work on their century charts and Book of Centuries as part of their lessons.

 This course is the same for 4th-6th graders. In grade 5, students may begin their Book of Centuries.

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#### ↔ Ancient History: Grades 5-6

1 time/week 25 min \*  | GRADE(S): 5-6

Study history stories about the ancient civilizations that lived from 100 BC to 350 AD. View images and reference atlases and maps to set the people and events in their time and place. Update History Charts and Book of Centuries as appropriate for student level.

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## History: Grades 5-6 (Canada)

GRADE(S): 5-6

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### Canadian History: Grades 5-6

1 time/week 25 min \*  | GRADE(S): 5-6

Read about Canadian history from 1800–1900 through a variety of texts: engaging narratives, history spines, primary source documents, and historical fiction. These books, which offer a range of perspectives, will immerse students in the time period and allow them to see the world through the eyes of those who lived it. Students will view images and reference atlases and maps to set the people and events in their time and place. Update History Charts and Book of Centuries as appropriate for student level.

 This course is the same for students in grades 5 and 6. In grade 5, students may begin their Book of Centuries. It could be easily modified for students in grade 4, if combining.

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### ↔ World History: Grades 4-6


1 time/week 25 min \*  | GRADE(S): 4-6

Through the reading of history stories and biographies, students experience what life was like in different times and places. They are exposed to the everyday experiences as well as the major events from our current history cycle (1800–1900). Students will also view images, reference maps, and work on their century charts and Book of Centuries as part of their lessons.

 This course is the same for 4th–6th graders. In grade 5, students may begin their Book of Centuries.

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### ↔ Ancient History: Grades 5-6

1 time/week 25 min \*  | GRADE(S): 5-6

Study history stories about the ancient civilizations that lived from 100 BC to 350 AD. View images and reference atlases and maps to set the people and events in their time and place. Update History Charts and Book of Centuries as appropriate for student level.


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## Life Skills

### Sloyd: Level 5

1 time/week 30 min \_  | GRADE(S): 6+

Complete assigned models, focusing on craftsmanship. Students work with cardboard to create 3-dimensional geometric shapes.

 Grade 6 students who are new to sloyd should begin with Sloyd: Level 1 and then continue 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. Cloisonné is an enameling technique that uses metal strips to create delicate designs.


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## Sewing: Level 2

1 time/week 20 min \_ 

GRADE(S): 4–6

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

 Students with no sewing experience should complete Lessons 1–12 of 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

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## Literature: Grades 5–6

GRADE(S): 5–6

Overview note: Literature selections are chosen to encourage students to engage with rich ideas in literature and history and also to help them to gain independence in their reading and lessons.

 Overview note: Poetry lessons are 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: Grade 5–6

1 time/week 25 min \* 

GRADE(S): 5–6

Students read Roman, Norse, and Eastern mythology, Dickens’ A Christmas Carol, and a selection of short stories and fairy tales written or collected in the 19th century.

- ☞ Suitable for hungry 4th graders. A Christmas Carol and some stories and tales shared with Grades 7–8.

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### General Lit.: Grades 5-6

1 time/week 20 min \* ☐ | GRADE(S): 5-6

Read living books full of memorable characters, surprising plot twists, and heartwarming endings. Due to the rise of Children's Literature in the 19th century, students read period literature rather than historical fiction this year and will spend about a term and a half each with *Little Women* and *Hans Brinker*.

- ☞ Easily combined with Grade 4.

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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, a 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: Grades 5-6

5 times/week 5 min \* ☐ | GRADE(S): 5-6

Students learn to love the sight and sound of words and appreciate history through daily poetry reading covering a wide variety of authors and poems from the 19th century.

- ☞ Students in Grades 5-8 can easily be combined for these lessons as all grades use nearly the same texts this year, although older grades read additional selections and have corresponding composition assignments.

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## Math

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### Mathematics: Grade 6

GRADE(S): 6

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## Math Lessons: Grade 6

5 times/week 20 min \* ☐ | GRADE(S): 6

Discover mathematical concepts using manipulatives. Learn strategies and build agility through mental math. RightStart F Primary Skill Focus: Division, Decimals

- ∞ Students who are new to RightStart Math should take the placement test on the RightStart website (rightstartmath.com).  
Prerequisite: RightStart E 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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## Story of Arithmetic: Part 2

1 time/week 15 min \_ ☐ | GRADE(S): 6

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

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

# 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.

- ∞ 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.

- ☞ 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 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)

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 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.

## Physical Education


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### PE: Grades 4-6


GRADE(S): 4-6

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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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### ↔ 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 6


GRADE(S): 6

In level 6, learners expand their knowledge of science in their world and continue building personal connections as they discover a variety of topics from oceanography, architecture, and more. Reading level, historical context, and time required are transitional as we gently prepare for the middle grades.

 For sixth-grade students or possibly hungry fifth-graders or seventh-graders taking their time. If combining grades is desirable: the combined grades may begin at the appropriate level and move forward together, 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 6

2 times/week 30 min \*  | GRADE(S): 6

Learners are introduced to scientific activities and technology with a nod toward historical context. Specifically, students learn about plate tectonics, anatomy and medicine, and architectural engineering. The lab component is required for this course. Coordinating afternoon activities are provided in Outdoor Work.

 For sixth-grade students or possibly hungry fifth-graders or seventh-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 6

1 time/week 15 min \*  | GRADE(S): 6

Students learn about oceanography, predator-prey relationships, and the impact of pollution as they consider man's stewardship of the natural world. Coordinating afternoon activities are provided in Outdoor Work.

 For approximately sixth-grade students based on a balance of complexity and reading level. However, learners may be freely combined, or sequence reordered based on needs and preferences.

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### **Labs: Grade 6**

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

This is the required lab component for level 6 General Science. This course includes our custom laboratory book which will 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 6**

1 time/week 15 min+ \_  | GRADE(S): 6

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.