

## Architecture

### Architecture: Grades 9-12

1 time/week 30 min \*  GRADE(S): 9-12

The focus of the course in this rotation is on answering the question, "Why do buildings stand up?" The main text of that name offers the history of great monuments and the architectural technology that makes them possible. Famous buildings from 1800–1900 and 100 BC–350 AD are mentioned as well.

- ∞ Suitable for Grade 8 students with minimal adjustment if combining.

## Art

### Art: Level 1

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

Skills Focus: Students learn "to see correctly, to set down truthfully and freely the facts seen, and to store the mind with definite mental images for future reference" (Glass 13). Draw using large arm movements—differentiating between writing and drawing skills. Be introduced to silhouettes and observational drawing. Begin understanding the medium of soft pastels. Learn foundational concepts in painting such as proper brush etiquette, drawing with a brush through simple brush forms, and controlling watercolor. Students will also learn basic color theory skills such as color mixing. Skills covered are foundational to all preceding visual art skills.

- ∞ 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.

### 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.

## **Art: Level 3**

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

Skills Focus: Students continue to strengthen their brush forms and apply those forms to different plant and animal images, moving from copying the book to using the mind's eye and trained hand to create their pieces of art. Students continue to strengthen their color theory through value scales and monochromatic painting with watercolors, acrylic paint, and pastels. In drawing, students study the design principle of proportion and begin learning perspective through the study of ellipses with many opportunities to apply this understanding through drawing and other projects.

- ∞ 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.

Prerequisite: Level 2 or appropriate skill proficiency.

## **Art: Level 4**

2 times/week 30 min \*  GRADE(S): 4+

Skills Focus: New skills introduced are simple perspective, landscape drawing, light source, shadows, tonal variations, and drawing board use. Charcoal is introduced as a new medium. Mathematical drawing is explored through tessellations. More complex color theory is explored with tertiary and complementary colors, an expanded color wheel, mixing browns, and value change in color. New watercolor skills: wash, graduated wash, and lifting. Continue strengthening skills with soft pastels. Brush drawing assignments span the year as opposed to one term.

- ∞ 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.

Prerequisite: Level 3 or appropriate skill proficiency.

## **Art: Level 5**

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

Skills Focus: Learn design elements (shape, line, form, etc.) using an eraser as a drawing tool and geometrical object drawing through drawing landscapes and still lifes. Begin learning to draw the human figure in action as well as facial proportions and drawing the human bust. Continue with color theory, learn how adding neutral brings down the intensity of a color, and create multiple shades of a color. Apply color theory through projects. Strengthen brush drawing and watercolor skills through projects. New watercolor technique of layering.

- ∞ 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.

Prerequisite: Level 4 or appropriate skill proficiency.

## **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.

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## Art: Level 7

2 times/week 45 min \_  GRADE(S): 7+

**Skills Focus:** Learn a new color wheel by introducing new primary colors, mixing new browns, as well as understanding and applying color intensity and color tone. Continue mastering watercolor skills through brush drawing projects as well as learning the salt technique. Focus on composition and applying texture and tonal value to still life drawing using specific light sources. Revisit all of the basics with the new medium of graphite.

- ∞ 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 6 or appropriate skill proficiency.

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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 \*  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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## Art: High School Fast Track

2 times/week 45 min \_  GRADE(S): 9-12

These High School Fast Track for Art lessons are designed for students with minimal background in Art and/or just beginning Alveary during the high school years. Students will complete all previous eight levels of art lessons in a fast-paced sequence. Students will need a variety of art materials on hand to successfully complete this course.

- OO** Students can slow down the pace of lessons to their own pace and spread the course over multiple years if desired. Because of this flexibility, younger students interested in art could also choose to take this course instead of the Fast Track for lower grades.

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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 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.

- OO** 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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## Art History

2 times/week 45 min \*

GRADE(S): 9–12

This is a High School elective course. Students study Art History through hands-on projects. Each term will focus on a different breadth of history and the art that was important to that time, bringing together and putting in chronological order many of the art pieces we have studied during Picture Study. Each term, students will be assigned four to six projects based on the history they are surveying. The projects will range from sculpture to fresco to abstract painting. Students will need a variety of art materials on hand to successfully complete this course.

- OO** Suitable for interested 8th graders, though concepts are better understood with greater age development. No prior Art Instruction or Picture Study experience is required to complete this course.

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# Bible

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## Bible: Grade 1

GRADE(S): 1

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### Bible Stories

4 times/week 20 min \*

GRADE(S): 1

This course uses Bible stories to introduce children to the beauty and flow of Scripture.

- OO** Those who wish to combine first graders and older students should choose either this course or any of the Bible courses for grades 2–6. Older students who are unfamiliar with Bible stories may wish to read these stories independently.

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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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## 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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## Bible: Grade 3

GRADE(S): 3

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## ↔ Old Testament: Grades 3-6

2 times/week 20 min \*  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 \*  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 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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## Bible: Grades 4-6

GRADE(S): 4–6

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### ↔ Old Testament: Grades 3-6

2 times/week 20 min \*  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 \*  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 \*  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.

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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 the book of Acts 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 the early church.

- ⦿ 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 such as prayer, studying the Bible, and other spiritual disciplines.

- ❖ Also appropriate for HS students.

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### **Bible: Grade 9**

GRADE(S): 9

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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: Grade 9**

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

Each year in High School, students read one of the gospels along with several other New Testament epistles. Using their study Bibles and other resources, students encounter scripture and seek to understand the cultural, historical, and theological context of their readings in order to more deeply appreciate the richness of the Bible and the humility needed in order to live out God's word today.

- ❖ Appropriate for any HS grades. Students new to reading the Bible for themselves or unused to commentaries or study notes may find the lessons in Grades 7–8 a gentler introduction to these study practices.

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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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### Bible History: Grade 9

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

This course uses the book God's Big Picture to give students a zoomed-out view of Bible history and show the outline of God's Kingdom plan from beginning to end.

- ∞ Appropriate for any HS grades.

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## Bible: Grades 10-11

GRADE(S): 10-11

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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 10-11

1 time/week 30 min \*  GRADE(S): 10-11

Each year in High School, students read one of the gospels along with several other New Testament epistles. Using their study Bibles and other resources, students encounter scripture and seek to understand the cultural, historical, and theological context of their readings in order to more deeply appreciate the richness of the Bible and the humility needed in order to live out God's word today.

- ∞ Lessons in one of the gospels are shared across HS grades. The epistles scheduled in Grades 10–11 are a little more thematically challenging than those in Grade 9, but lessons may be combined with Grade 9 or Grade 12 if desired. Students new to reading the Bible for themselves or unused to commentaries or study notes may find the lessons in Grades 7–8 a gentler introduction to these study practices.

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### ↔ Church History: Grades 10-12

1 time/week 30 min \*  GRADE(S): 10-12

Using a survey of key events in the American church, articles, and extra resources on Christianity across the world in the lesson plans, this course gives students a personal and big picture look at church history during

the 19th century. A second text is used to bring the people and events of the early church to life.

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## **Spiritual Formation: Grades 10-11**

1 time/week 30 min \*  GRADE(S): 10-11

Spiritual formation courses cover particular topics in the Christian life to encourage and deepen students' faith. This course focuses on reading, understanding, and following God's Word along with looking at how the things of this world point us to God.

- ∞ Can be combined with Grade 12 students. Students new to spiritual formation topics should begin with Spiritual Formation: Grades 7-8 or Bible History in Grade 9.

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## **Bible: Grade 12**

GRADE(S): 12

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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: Grade 12**

1 time/week 30 min \* GRADE(S): 12

Each year in high school, students read one of the gospels along with several other New Testament epistles. Using their study Bibles and other resources, students encounter scripture and seek to understand the cultural, historical, and theological context of their readings in order to more deeply appreciate the richness of the Bible and the humility needed in order to live out God's word today.

- ∞ Lessons in one of the gospels are shared across HS grades. Some epistles studied in Grade 12 are more challenging than those in younger grades, but lessons can be combined if desired. Students new to reading the Bible for themselves or unused to commentaries or study notes may find the lessons in Grades 7-8 a gentler introduction to these study practices.

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### **↔ Church History: Grades 10-12**

1 time/week 30 min \*  GRADE(S): 10-12

Using a survey of key events in the American church, articles, and extra resources on Christianity across the world in the lesson plans, this course gives students a personal and big picture look at church history during the 19th century. A second text is used to bring the people and events of the early church to life.

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## **Spiritual Formation: Grade 12**

1 time/week 30 min \* | GRADE(S): 12

Spiritual formation courses cover particular topics in the Christian life to encourage and deepen students' faith. This course helps students use their imaginations to be changed by God, reflect on what it means to be an embodied soul made in God's image, and deepen their delight in God.

- ❖ Appropriate for interested students in Grades 10–11.

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# **Citizenship**

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## **Citizenship: Grade 4**

GRADE(S): 4

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### **First Citizen Stories**

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

Students will read engaging and accessible stories from Roman history that introduce big ideas about what it means to be a citizen. This provides a foundation for further study in Plutarch.

- ❖ Sensitive students may wait a year to begin Citizen Stories. (The book used in this course contains some violent scenes.)

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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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## **Citizenship: Grade 5**

GRADE(S): 5

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### **Plutarch: Beginner Track**

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

This set of lesson plans eases students into Plutarch lessons with one of his most engaging and accessible lives so that students don't miss this important book that Mason valued so highly.

- ❖ Older students beginning Plutarch for the first time may wish to start with this level as a replacement for other Plutarch lessons.

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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.

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## Citizenship: Grade 6

GRADE(S): 6

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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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#### ↔ 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.

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## Citizenship: Grade 7 (U.S.)

GRADE(S): 7

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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 Government: Grade 7

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

Students will gain a better understanding of the foundation of American democracy as they learn about the key principles of the Constitution, including the separation of powers, checks and balances, and the responsibilities of each branch of government. There will be a special focus on the Bill of Rights so students understand their rights as citizens and the limits of the government. Supplemental material is provided through articles, videos, and Supreme Court cases. Students will engage with these ideas using their Citizenship notebook.

- ∞ If 8th-grade students have not taken this course or studied the Constitution, they should consider taking it instead of the 8th-grade option.

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## ↔ Ethics: Part 1

1 time/week 25 min \*  GRADE(S): 7+

One of Mason's main pillars is that the student is born a "person." Ourselves is the book in which she defines that term, and it is the only volume she wrote directly to students. The book is divided into two parts. We use Ourselves Part 1 in Grades 7-9 and Part 2 in Grades 10-11, as Mason did in her own schools. In these books, students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters with 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): 1-12

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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## Citizenship: Grade 7 (Canada)

GRADE(S): 7

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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 Government: Grade 7

1 time/week 25 min \*  | GRADE(S): 7

Students learn about the electoral process, the different aspects of parliamentary government, the Canadian legal system, and the concept of citizenship. They will spend the final term learning about the structure of our local and provincial authorities.

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### ↔ Ethics: Part 1

1 time/week 25 min \*  | GRADE(S): 7+

One of Mason's main pillars is that the student is born a "person." Ourselves is the book in which she defines that term, and it is the only volume she wrote directly to students. The book is divided into two parts. We use Ourselves Part 1 in Grades 7-9 and Part 2 in Grades 10-11, as Mason did in her own schools. In these books, students will explore characteristics shared by all Image-Bearers and learn how to guard against good servants becoming bad masters with 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.
- 

### ↔ 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.

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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.
- 

## 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.
- 

### ↔ Ethics: Part 2

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

Students will 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.
- 

## ↔ 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.

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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 will spend the first two terms on the history and structure of Canada's constitutional monarchy and on the Charter of Rights and Freedoms. They will then end the year with an introduction to economics, focusing on the history of money, the banking system, and personal finance.

- The book *\_Canada's Constitutional Monarchy\_* will be read over two years (Grades 8 and 9). However, since this is the first year this book will be introduced, Grades 8 and 9 will have the same readings in 2026-2027.  
If a student hasn't studied Canada's government yet, consider having them take the Grade 7 government course first.

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## ↔ Ethics: Part 2

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

Students will 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): 1-12

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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### Citizenship: Grade 9 (U.S.)

GRADE(S): 9

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#### Plutarch/Government: Grade 9 (U.S.)

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

Students study a life by Plutarch for two terms and then spend the rest of the year exploring topics of government through historical documents and decisions from this rotation.

- ☞ Plutarch lessons are shared with Grades 6-8, and the final term of government lessons is shared with Grades 10-11, and are also suitable for inquisitive 8th graders.
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#### ↔ Ethics: Part 3

1 time/week 25 min \*  GRADE(S): 9+

Students will 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. Students finish Book I of Ourselves by the end of the course.

- ☞ 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 9-12

1 time/week 20 min \_ GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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## Citizenship: Grade 9 (Canada)

GRADE(S): 9

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### Plutarch/Government: Grade 9 (Canada)

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

Students study a life by Plutarch for two terms and spend the other term exploring the history and structure of Canada's constitutional monarchy.

- ∞ The book *\_Canada's Constitutional Monarchy\_* is intended to be read over two years (Grades 8 and 9). However, since this is the first year this book will be used in the curriculum, Grades 8 and 9 will have the same readings in 2026–2027.  
If a student hasn't studied Canada's government yet, consider having them take the Grade 7 government course first.

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### ↔ Ethics: Part 3

1 time/week 25 min \*  GRADE(S): 9+

Students will 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. Students finish Book I of *Ourselves* by the end of the course.

- ∞ *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 9-12

1 time/week 20 min \_ GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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## Citizenship: Grade 10 (U.S.)

GRADE(S): 10

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### Econ/Civics: Grade 10 (U.S.)

1 time/week 40 min \*  GRADE(S): 10

This covers a variety of citizenship topics. Students spend the first term reflecting on the value of thinking for the Christian life or on building helpful habits. The second term focuses on government as students explore the historical documents and decisions from this rotation. The year finishes with a term of economics where students learn a variety of economic theories.

- Lessons are occasionally integrated with composition lessons. Term 2 Government lessons are shared with Grades 9 and 11.

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#### ↔ Ethics: Part 4

1 time/week 20 min \*  GRADE(S): 10+

Students will 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. Students begin Book II in this course and finish it in Part 5.

- 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 9-12

1 time/week 20 min \_ GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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## Citizenship: Grade 10 (Canada)

GRADE(S): 10

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#### Econ/Civics: Grade 10 (Canada)

1 time/week 40 min \*  GRADE(S): 10

This covers a variety of citizenship topics. Students spend the first term reflecting on the value of thinking for the Christian life or on building helpful habits. The second term focuses on government as students explore topics of government through a historical survey of Canada's Prime Ministers. The year finishes with a term of economics where students learn a variety of economic theories.

- Lessons are occasionally integrated with composition lessons.  
The book \_The Prime Ministers: Canada's Leaders and the Nation They Shaped\_ will be read over two years (Grades 10 and 11). However, since this is the first year this book will be used, Grades 10 and 11 will have the same readings in 2026-2027.

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#### ↔ Ethics: Part 4

1 time/week 20 min \*  | GRADE(S): 10+

Students will 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. Students begin Book II in this course and finish it in Part 5.

- ∞O 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 9-12

1 time/week 20 min \_ | GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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### Citizenship: Grade 11 (U.S.)

GRADE(S): 11

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#### Econ/Civics: Grade 11 (U.S.)

1 time/week 40 min \*  | GRADE(S): 11

This course covers a variety of citizenship topics. Students spend the first term learning the art of asking questions as a means of relationship building. The second term focuses on government as students explore the historical documents and decisions from this rotation. The year finishes with a term of economics where students learn a variety of economic theories.

- ∞O Lessons are occasionally integrated with composition lessons. Government lessons in Term 2 are shared with Grades 9-10, and the economics lessons finish the book begun in Term 3 of Grade 10.

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#### ↔ Ethics: Part 5

1 time/week 20 min \*  | GRADE(S): 11+

Students will 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. Students finish Book II in this course.

- ∞O 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 9-12

1 time/week 20 min \_ | GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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### Citizenship: Grade 11 (Canada)

GRADE(S): 11

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#### Econ/Civics: Grade 11 (Canada)

1 time/week 40 min \*  GRADE(S): 11

This course covers a variety of citizenship topics. Students spend the first term learning the art of asking questions as a means of relationship building. The second term focuses on government as students explore topics of government through a historical survey of Canada's Prime Ministers. The year finishes with a term of economics where students learn a variety of economic theories.

- Lessons are occasionally integrated with composition lessons.  
The book *\_The Prime Ministers: Canada's Leaders and the Nation They Shaped\_* will be read over two years (Grades 10 and 11). However, since this is the first year this book will be used, Grades 10 and 11 will have the same readings in 2026-2027.
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#### ↔ Ethics: Part 5

1 time/week 20 min \*  GRADE(S): 11+

Students will 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. Students finish Book II in this course.

- 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 9-12

1 time/week 20 min \_ | GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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## Citizenship: Grade 12

GRADE(S): 12

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### Economics: Grade 12

1 time/week 40 min \*  GRADE(S): 12

Students study basic principles of economics.

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### Civics/Ethics: Grade 12

1 time/week 40 min \*  GRADE(S): 12

Students study citizenship topics of political engagement as a way to love our neighbors, relationships in a technological world, and understanding our consciences.

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## ↔ Current Events: Grades 9-12

1 time/week 20 min  GRADE(S): 9-12

Students are exposed to current events by reading from a variety of sources and having 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.

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# English

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## Language Study: Grade 1

GRADE(S): 1

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### Reading Level 1

5 times/week 15 min \*  GRADE(S): 1

The first years of reading instruction set a child on a path leading to a love of stories and books. The Alveary Level 1 Reading lessons integrate phonological awareness, phonics, and vocabulary within the traditional folk

tales in the first Free and Treadwell Reader. Teacher read-alouds, shared reading, and independent reading are included throughout the course. Narration follows reading. Use of a Word Journal begins in the first term; children record new words and groups of similar words. They also add copywork, and later, short sentence dictations. Lessons include prediction, word work, and grammar topics such as sentence structure, nouns, verbs, punctuation, and capitalization. By the end of Level 1, children will decode and spell single sounds and syllables and read the stories with appropriate fluency.

- 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: Students should recognize upper- and lower-case letters and know most of their sounds prior to starting this course.

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### **Penmanship & Copywork: Grade 1**

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

Copy letters and words and write them from dictation.

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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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### **Language Study: Grade 3**

GRADE(S): 3

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## **Reading Level 3**

5 times/week 15 min \*  GRADE(S): 3

The Alveary Reading Level 3 lessons feature captivating folk tales, fairy tales, fables, and wonder tales from around the world. The Free and Treadwell Reader for this course also includes the poetry of Robert Louis Stevenson and Christina Rossetti. By this Level, readers will typically have mastered basic word decoding. They will continue to practice higher-level phonics, learn less common spelling patterns, and investigate the morphology and etymology of new words. Fluency (the ability to read text quickly, easily, and accurately) is emphasized. Grammar concepts introduced in Levels 1 and 2 will be taught in more detail and new topics will be added. The intent of the lessons is that they serve as a bridge to independent reading by providing students with the capability for becoming self-directed, insightful, thinking readers.

- 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 2 or appropriate skill proficiency.

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## **Penmanship & Copywork: Grade 3**

5 times/week 10 min \*  GRADE(S): 3

Copy short sentences and write them from dictation.

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## **Written Narration: Grade 3**

1 time/week 10 min \*  GRADE(S): 3

Students begin writing narrations or a part of a narration as appropriate.

- Students who are not yet secure with their penmanship are not yet ready for written narration. Instead of written narrations, use the time to have students work on skills that will better support their development.

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## **Language Study: Grade 4**

GRADE(S): 4

- Grade 4 students who did not complete all three levels of the Alveary Reading Lessons, who are having difficulty with spelling, who cannot read well enough to narrate, or who make more than 10 errors in a 100-word passage should continue the reading lessons while the teacher dials back on the amount of reading required in other subjects.

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## **Grammar: Grade 4**

2 times/week 15 min \*  GRADE(S): 4

Students learn the parts of speech through a four-part analysis.

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## **Dictation: Grade 4**

3 times/week 15 min \*  GRADE(S): 4

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

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### **Penmanship & Copywork: Grade 4**

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

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

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### **Written Narration: Grade 4**

1 time/week 10 min \*  GRADE(S): 4

Students begin to make written narrations a weekly habit.

- ∞ Students who are not yet secure with their penmanship are not yet ready for written narration. Instead of written narrations, use the time to have students work on skills that will better support their development. Also, be sure to include typing in life skills!

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### **Language Study: Grade 5**

GRADE(S): 5

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#### **Grammar: Grade 5**

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

Students review the parts of speech and learn the components involved in writing a good sentence.

- ∞ Students can take this course even if they haven't taken grammar before. The beginning is written with a built-in review.

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#### **Dictation: Grade 5**

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

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

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### **Penmanship & Copywork: Grade 5**

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

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

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### **Written Narration: Grade 5**

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

Students continue to gain fluency in writing through written narrations.

- ∞ Increase the number of written narrations at a pace that your student can be successful.

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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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## **Language Study: Grade 7**

GRADE(S): 7

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### **Grammar/Comp: Grade 7**

2 times/week 20 min \*  GRADE(S): 7

2 times/week 15 min \*

Students spend two lessons a week reviewing the parts of speech and learning how to construct a good paragraph. During the other two lessons, students begin to expand 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.

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### **Dictation: Grade 7**

2 times/week 15 min \*  GRADE(S): 7

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

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### **Written Narration: Grade 7**

6 times/week 15 min \*    |   GRADE(S): 7

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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### **Copywork: Grade 7**

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

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

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### **Language Study: Grade 8**

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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### **Written Narration: Grade 8**

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

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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### **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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## Language Study: Grade 9

GRADE(S): 9

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### Grammar/Comp: Grade 9

2 times/week 20 min \*      GRADE(S): 9  
2 times/week 30 min \*

This course works alongside Michael Clay Thompson's Essay Voyage lessons. It invites students to explore writing concepts such as tone, style, point of view, and more. Students also experiment with multiple written forms and gain familiarity with key habits of academic writing.

- ∞ New students entering Grade 9 without much former Grammar instruction should complete MCT's Grammar and Practice Voyage scheduled in Grade 8. Composition prompts often reference Alveary lessons in Literature, History, Geography, Bible, etc., so it is ideal if students are using Alveary subjects across the curriculum. However, lessons include the lesson topic and target skill/form, along with ideas for substitution when possible to make the lessons flexible for teachers and students.

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### Dictation: Grade 9

1 time/week 20 min \*      GRADE(S): 9

Students use passages from their books to practice dictation skills.

- ∞ Depending on the student, dictation may or may not be necessary at this level.

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### ↔ Commonplace: Grades 9-12

1 time/week 10 min \_      GRADE(S): 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

- ∞ Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

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## Language Study: Grade 10

GRADE(S): 10

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### Grammar: Grade 10

1 time/week 40 min \*      GRADE(S): 10

This course, based on Michael Clay Thompson's Caesar's English II, takes students through a delightful study of words that includes a mix of Latin stems, classic words, grammar, history, and writing.

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### Composition: Grade 10

3 times/week 40 min \*      GRADE(S): 10

Students build experience with multiple forms of writing and writing concepts such as dialogue, scene writing, point of view, outlining, various types of analysis, and more while honing their revision and editing skills with Williams' and Bizup's classic text.

- ⦿ Prerequisite: Students with no background in the essay form should begin with Essay Voyage from the Grade 9 lessons.

Composition prompts often reference Alveary lessons in Literature, History, Geography, Bible, etc., so it is ideal if students are using Alveary subjects across the curriculum. However, lessons include the lesson topic and target skill/form, along with ideas for substitution when possible to make the lessons flexible for teachers and students.

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#### ↔ Commonplace: Grades 9-12

1 time/week 10 min \_ | GRADE(S): 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

- ⦿ Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

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### Language Study: Grade 11

GRADE(S): 11

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#### Composition: Grade 11

4 times/week 40 min \* | GRADE(S): 11

Students continue to practice writing poetry and prose of various kinds while working on a few longer projects each term. Lessons topics include: logical fallacies, research and citation habits, narrative techniques, the ethics of communication, and more.

- ⦿ Prerequisite: Students with little background in the essay form should begin with Essay Voyage from the Grade 9 lessons. And students new to the concept of revision and editing should take the Grade 10 courses.

Composition prompts often reference Alveary lessons in Literature, History, Geography, Bible, etc., so it is ideal if students are using Alveary subjects across the curriculum. However, lessons include the lesson topic and target skill/form, along with ideas for substitution when possible to make the lessons flexible for teachers and students.

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#### ↔ Commonplace: Grades 9-12

1 time/week 10 min \_ | GRADE(S): 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

-  Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

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## Language Study: Grade 12

GRADE(S): 12

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### Composition: Grade 12

4 times/week 40 min \* | GRADE(S): 12

Students continue to build experience with multiple forms of writing and practice healthy writing habits. This course especially focuses on the ethical dimension of words today, the role of technology, and the craft of research and academic writing, so students learn to show the significance of their ideas within a scholarly conversation.

-  Prerequisite: Students with little background in the essay form should begin with Essay Voyage from the Grade 9 lessons.

Students new to the concept of revision and editing should take the Grade 10 lessons through Style: The Basics of Clarity and Grace and may want to substitute the other revision/editing lessons in Grade 10 to build their skills.

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### ↔ Commonplace: Grades 9-12

1 time/week 10 min \_ | GRADE(S): 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

-  Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

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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.

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## Recitation: Grade 3

5 times/week 10 min \*  | GRADE(S): 3

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

-  Except for some Bible passages, recitation selections are shared with Grades 1-2.

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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.

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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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## **Recitation: Grade 9**

3 times/week 10 min \*or\_ GRADE(S): 9

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.

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## **Recitation: Grade 10**

3 times/week 10 min \*or\_ GRADE(S): 10

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.

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## **Recitation: Grade 11**

3 times/week 10 min \*or\_ GRADE(S): 11

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.

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## **Recitation: Grade 12**

3 times/week 10 min \*or\_ GRADE(S): 12

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.

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# **Geography**

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## **Geography: Grade 1**

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

Discover the earth's continents, the changing seasons, latitude and longitude, map-making, and topographical features. Use a globe, wall maps, and models to explore the concept of place by taking an in-depth look at

"home" in North America. Students make models and maps of places that are important to them such as their room, home, and yard.

- ∞ All students in Grade 1 should take this course. Students in Grades 2–3 who have never studied geography may also benefit, though they could likely work at a faster pace.

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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.

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## Geography: Grade 3 (U.S.)

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

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 to follow Grade 2; however, the levels may be reversed in order to combine students.

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## Geography: Grade 3 (Canada)

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

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 (Grades 2 and 3), studying half of Canada's provinces and territories each year. This course is intended to follow Grade 2; 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.

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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.

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## Geography: Grade 7 (U.S.)

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

Students read about the story of cartography from ancient Mesopotamia up through the discovery of Antarctica in the late 1800s and draw maps along the way. The course finishes with a term of historical geography where students follow the steps of travelers from the 19th century.

- ∞ The first two terms are the same every year and shared between both US and Canadian courses. Term 3 changes for each historical time period.

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## Geography: Grade 7 (Canada)

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

Students read about the story of cartography from ancient Mesopotamia up through the discovery of Antarctica in the late 1800s and draw maps along the way. The course finishes with a term of historical geography where students follow the steps of Canadian explorers from the 19th century and learn about Canadian provinces through map work.

- ∞ The first two terms are the same every year and shared between both US and Canadian courses. Term 3 brings in resources from the historical time period and is specific to Canadian students.

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

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

Students focus on 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.

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## **Geography: Grade 9**

2 times/week 30 min \*  GRADE(S): 9

Students learn current and historical aspects of regional and world geography with map work.

- ∞ Also suitable for students in Grades 10-12.

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## **Geography: Grade 10-11**

2 times/week 40 min \*  GRADE(S): 10-11

Students learn current and historical aspects of regional and world geography with map work.

- ∞ Suitable for 12th grade, and several books are shared with both 12th and 9th grade. If combining with 9th grade, it would be best to follow 9th grade lessons and add in other books as desired.

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## **Geography: Grade 12**

2 times/week 40 min \*  GRADE(S): 12

Focusing mainly on travelers and places important to the year's time period, students learn regional and world geography and practice mapwork. Additionally, students spend a term on North American regional geography and dive into political geography and the ramifications of national and regional borders, which continue into the present day.

- ∞ Can easily be combined with 10-11th grade.

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# **History**

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## **History: Grade 1 (U.S.)**

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

Get to know the diverse people who inhabited North America before Columbus arrived. Learn how they used what was available around them for food, shelter, clothing, and protection. Observe their customs and hear their stories.

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## **History: Grade 1 (Canada)**

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

Get to know the diverse people who inhabited North America before the European explorers arrived. Learn how they used what was available around them for food, shelter, clothing, and protection. Observe their customs, hear

their stories, and discover how they pass on their traditional knowledge today.

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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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## History: Grade 4 (U.S.)

GRADE(S): 4

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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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## **History: Grade 4 (Canada)**

GRADE(S): 4

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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.

---

### **↔ 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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## **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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## **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.

- OO 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.

---

#### ↔ 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: Grade 9 (U.S.)

GRADE(S): 9

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#### ↔ U.S. History: Grades 9-12

1 time/week 40 min \* GRADE(S): 9-12  
1 time/week 30 min \*

Read about U.S. history from 1800 to 1900 through primary source documents, creative nonfiction, and history spines. 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.

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#### ↔ World History: Grade 9

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

Reading about the lives of people and events from the time period in many different parts of the world gives students a sense of the growing interconnectedness of the world at this time. A Little Book for New Historians in the third term casts a vision for what it means to think Christianly and historically as a student of history. It raises important questions of complexity, nuance, perspective, empathy, and humility as students enter the HS years.

- OO All the books are appropriate for any HS student. If a HS student is new to the Alveary, especially consider assigning the third term book, A Little Book for New Historians, no matter their grade.

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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: Grade 9 (Canada)

GRADE(S): 9

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## ↔ Canadian History: Grades 9-10

1 time/week 40 min \*      GRADE(S): 9-10  
1 time/week 30 min \*

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.

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## ↔ World History: Grade 9

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

Reading about the lives of people and events from the time period in many different parts of the world gives students a sense of the growing interconnectedness of the world at this time. A Little Book for New Historians in the third term casts a vision for what it means to think Christianly and historically as a student of history. It raises important questions of complexity, nuance, perspective, empathy, and humility as students enter the HS years.

- ∞ All the books are appropriate for any HS student. If a HS student is new to the Alveary, especially consider assigning the third term book, A Little Book for New Historians, no matter their grade.

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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 10-12 (U.S.)

GRADE(S): 10-12

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## ↔ U.S. History: Grades 9-12

1 time/week 40 min \*      GRADE(S): 9-12  
1 time/week 30 min \*

Read about U.S. history from 1800 to 1900 through primary source documents, creative nonfiction, and history spines. 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.

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## ↔ World History: Grades 10-12

1 time/week 30 min \*      GRADE(S): 10-12

Read about world history from 1800-1900. 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.

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## ↔ Ancient History: Grades 10-12

1 time/week 30 min \*      GRADE(S): 10-12  
1 time/week 40 min \*

Drawing on material culture, primary sources, and wider overviews, this course delves into the time period from 100 BC to 350 AD.

- ∞ Inquisitive 9th graders could enjoy this course, but the main texts have an advanced reading level, so students would likely want to move at a slower pace.

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## History: Grade 10 (Canada)

GRADE(S): 10

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## ↔ Canadian History: Grades 9-10

1 time/week 40 min \*      GRADE(S): 9-10  
1 time/week 30 min \*

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.

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## ↔ World History: Grades 10-12

1 time/week 30 min \*      GRADE(S): 10-12

Read about world history from 1800–1900. 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.

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## ↔ Ancient History: Grades 10-12

1 time/week 30 min \*      GRADE(S): 10-12  
1 time/week 40 min \*

Drawing on material culture, primary sources, and wider overviews, this course delves into the time period from 100 BC to 350 AD.

- ∞ Inquisitive 9th graders could enjoy this course, but the main texts have an advanced reading level, so students would likely want to move at a slower pace.

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## History: Grades 11-12 (Canada)

GRADE(S): 11-12

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## Canadian History: Grades 11-12

1 time/week 40 min \*      GRADE(S): 11-12  
1 time/week 30 min \*

Read about Canadian history from 1800-1900 through biographies, primary source documents, history spines, and historical fiction. 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.

- ∞ This course is the same for Grade 11 and Grade 12.

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### ↔ World History: Grades 10-12

1 time/week 30 min \* | GRADE(S): 10-12

Read about world history from 1800-1900. 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.

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### ↔ Ancient History: Grades 10-12

1 time/week 30 min \* | GRADE(S): 10-12

1 time/week 40 min \*

Drawing on material culture, primary sources, and wider overviews, this course delves into the time period from 100 BC to 350 AD.

- ∞ Inquisitive 9th graders could enjoy this course, but the main texts have an advanced reading level, so students would likely want to move at a slower pace.

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## Latin

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### Latin 1 (Independent Study)

2 times/week 45 min \*  | GRADE(S): 7+

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

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

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### Latin 1 (Video Course)

2 times/week 45 min \*  | GRADE(S): 7+

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 1 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 Magistra Angela Reed, submit narrations, complete quizzes, and track their work.

- ∞ This course may be counted as 1/2 credit for High School.

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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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## **Latin 3**

2 times/week 30 min+ \*  GRADE(S): 9+

Continue to 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 2. Students just beginning Latin should start at Level 1 and consider the optional online course.

NOTE: for Levels 3–4, students work through materials at their own pace, and lesson plans are not provided. This course may be counted as 1 credit for High School.

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## **Latin 4**

2 times/week 30 min+ \*  GRADE(S): 10-12+

Continue to develop Latin reading proficiency through narratives about a Roman family and primary sources in Latin. Study Latin grammar, vocabulary, and culture.

- ∞ Prerequisite: Level 3. Students just beginning Latin should start at Level 1 and consider the optional online course.

NOTE: for Levels 3–4, students work through materials at their own pace, and lesson plans are not provided. This course may be counted as 1 credit for High School.

# Life Skills

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## Technology

2 times/week 30 min \_ | GRADE(S): 9-12

This course will guide students in developing meaningful skills using modern tools. Students will work hands-on with various technologies, from digital media creation to coding. Throughout the course, they will explore foundational principles and use what they have learned to solve problems and create original media while reflecting on the implications of technology and considering questions about privacy, the digital divide, and the role of innovation in society. This course will equip students to think critically about the world of technology and its impact on their lives and future.

NOTE: Students need a Google email account, but no books are required for this course.

 May be suitable for Grades 7-8.

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## Health Elective (Beta)

3 times/week 45 min \*or\_  | GRADE(S): 10-12

This course will provide the  $\frac{1}{2}$  credit health requirement for those states that require it or elective credit for any student (two terms of lessons). Approached within a Charlotte Mason framework of focusing on the whole personhood of the student, this course will explore nutrition, mental health, and physical well-being.

 May be suitable for Grade 9 students

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## Sloyd: Intro

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

Complete assigned models for term, focusing on craftsmanship. Learn basic cutting and paper-folding techniques without the need to measure.

NOTE: There is no book for this course.

 All Grade 1 students should begin with this course.

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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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## Sloyd: Level 2

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

Complete assigned models, focusing on craftsmanship. 2nd-Year Models include more complex envelopes and boxes.

- ∞ Grade 3 students who are new to sloyd should take Sloyd: Intro and then continue the courses in sequence.

Prerequisite: Sloyd: Level 1

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## Sloyd: Level 3

1 time/week 20 min  GRADE(S): 4+

Complete assigned models, focusing on craftsmanship. 3rd-Year Models include various cones and cylinders.

- ∞ Grade 4 students who are new to sloyd should begin with Sloyd: Level 1 and then continue courses in sequence.

Prerequisite: Sloyd: Level 2

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## Sloyd: Level 4

1 time/week 30 min  GRADE(S): 5+

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

- ∞ Grade 5 students who are new to sloyd should begin with Sloyd: Level 1 and then continue courses in sequence.

Prerequisite: Sloyd: Level 3

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## 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.

Prerequisite: Sloyd: Level 4

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## Sloyd: Level 6

1 time/week 45 min  GRADE(S): 7+

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

- ∞ Grade 7 students who are new to Sloyd should begin with Sloyd: Level 1 and then continue courses in sequence.

Prerequisite: Sloyd: Level 5

## Sloyd: Level 7

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

Students take folding to another level as they learn key techniques such as pleated surfaces, curved folding and crumpling. These techniques give them the tools to express their creativity and design their own models.

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

Prerequisite: Sloyd: Level 6

## ↔ 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.

## 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.

## 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.

## Lettering: Level 1

1 time/week 20 min \_  GRADE(S): 7+

Learn and practice lettering techniques to create meaningful and inspirational hand-lettered art. Lesson topics include serifed, sans-serifed, and script fonts, line width and value, guidelines, outlines, and shadow lines, key principles of design, dimension, and shading. Each term concludes with a project, and skills can be used to create beautiful collections of mottoes and quotes in a Commonplace Book or for display or gifts.

 Suitable for interested younger students.

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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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## Lettering: Level 3

1 time/week 20 min  GRADE(S): 9+

Practice techniques from previous levels in new mediums – watercolor, ink and brush, brush pen. Skills can be used to create beautiful collections of mottoes and quotes in a Commonplace Book or for display or gifts.

 Prerequisite: Lettering Level 2

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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: Grade 1

GRADE(S): 1

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### Fairy Tales

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

As students begin their adventures with books, we stir their imaginations with fairy tales from around the world.

 Suitable for hungry kindergarteners as well.

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### Tall Tales/ Fables

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

Along with fairy tales from around the world, this course introduces students to Aesop's famous fables and classic American or Canadian tall tales.

- ∞ Easily combined with hungry Kindergarteners or Grade 2 students.

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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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## 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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## Literature: Grade 3

GRADE(S): 3

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### Lit./Mythology: Grade 3

1 time/week 15 min \*  GRADE(S): 3

Continue to expose students to rich stories with either Pilgrim's Progress or classic Greek myths.

- ∞ Lit/Mythology selections are continued from Grade 2. Students can jump in at the current rotation or use Grade 2 lessons if you prefer to start from the beginning. Students in Grades 1-3 can be combined for these lessons.

---

### General Lit.: Grade 3

1 time/week 15 min \*  GRADE(S): 3

Accessible texts such as Charlotte's Web help students grow the delight of reading for themselves.

- ∞ Selections in General Literature are chosen to allow students to begin taking turns reading with their teacher and/or entirely by themselves (depending on reading level). If combining with younger students, make sure emerging readers still have space to practice reading somewhere in their lessons.

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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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### Literature: Grade 4

GRADE(S): 4

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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### Mythology/Hist. Fiction: Grade 4

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

Students read Norse mythology for a term, enjoy a term of fairy tales from around the world collected or written in the 19th century, and finish with a term of African American folktales.

- ∞ Can easily be combined with students in Grades 3 or 5.

---

### General Lit.: Grade 4

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

Continue fostering independence and a love of reading with irresistible stories such as The Lion, the Witch, and the Wardrobe and historical fiction from the time period.

- ∞ Suitable for Grades 5-6 if combining.

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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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## 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

Student 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 Dickens' 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.

- OO 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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## Literature: Grade 9

GRADE(S): 9

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### ↔ General Lit.: Grades 9–10

2 times/week 30 min \* | GRADE(S): 9–10

Journey into the 19th century with novels, short stories, personal narratives, fairy tales, and more. Students engage with a variety of authors and texts from the time period and reflect on literary techniques and the characteristics of multiple genres along the way.

- OO Suitable for hungry 8th graders. Can be combined easily with Grades 11–12.

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### ↔ History of Lit: Grades 9–12

1 time/week 30 min \* | GRADE(S): 9–12

Using Marshall's and Long's spines along with a variety of primary sources and additional readings, the History of Literature course introduces students to literary movements and figures in the 19th century. The course prioritizes influential texts in the English-speaking world but also seeks to give students glimpses at literary developments across the globe.

- OO Lessons are shared across high school grades with grade-specific assignments in the lesson plans as appropriate.

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### ↔ Plays: Grades 9–12

1 time/week 30 min \_ | GRADE(S): 9–12

Students read Shakespeare's plays with additional optional readings and extra helpings from the time period.

- OO This year, this course is the same as Shakespeare for Grades 5–8 with the only difference coming in Extra Helpings and additional options for further study.

---

## Poetry Study: Grade 9

2 times/week 15 min \* or\_ | GRADE(S): 9

Continuing in their poetry studies, students review a wide variety of poetic forms, learn how they have evolved over the centuries, and practice writing their own poems.

- OO Prerequisite: Grade 8 Poetry Study or a working knowledge of poetic forms and terminology.

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## ↔ Poetry Reading: Grades 9-12

2 times/week 15 min \*or\_ | GRADE(S): 9-12

In addition to reading a variety of poems from 19th century authors, students read biographies of two famous 19th century poets and dive into Virgil's Aeneid.

- Students new or struggling in their relationship with poetry should use Grade 8 lessons.

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## Literature: Grade 10

GRADE(S): 10

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### ↔ General Lit.: Grades 9-10

2 times/week 30 min \* | GRADE(S): 9-10

Journey into the 19th century with novels, short stories, personal narratives, fairy tales, and more. Students engage with a variety of authors and texts from the time period and reflect on literary techniques and the characteristics of multiple genres along the way.

- Suitable for hungry 8th graders. Can be combined easily with Grades 11-12.

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### ↔ History of Lit: Grades 9-12

1 time/week 30 min \* | GRADE(S): 9-12

Using Marshall's and Long's spines along with a variety of primary sources and additional readings, the History of Literature course introduces students to literary movements and figures in the 19th century. The course prioritizes influential texts in the English-speaking world but also seeks to give students glimpses at literary developments across the globe.

- Lessons are shared across high school grades with grade-specific assignments in the lesson plans as appropriate.

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### ↔ Plays: Grades 9-12

1 time/week 30 min \_ | GRADE(S): 9-12

Students read Shakespeare's plays with additional optional readings and extra helpings from the time period.

- This year, this course is the same as Shakespeare for Grades 5-8 with the only difference coming in Extra Helpings and additional options for further study.

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## Poetry Study: Grade 10

2 times/week 15 min \*or\_ | GRADE(S): 10

This course helps students explore and enjoy poems on many levels; lessons include practice in both reading and writing about poetry.

- Prerequisite: Grade 9 Poetry Study or a familiarity with a variety of poems and a strong working understanding of poetic forms and terminology.

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#### ↔ Poetry Reading: Grades 9-12

2 times/week 15 min \*or\_ | GRADE(S): 9-12

In addition to reading a variety of poems from 19th century authors, students read biographies of two famous 19th century poets and dive into Virgil's Aeneid.

- ∞ Students new or struggling in their relationship with poetry should use Grade 8 lessons.

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### Literature: Grade 11

GRADE(S): 11

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#### ↔ General Lit.: Grades 11-12

2 times/week 30 min \* | GRADE(S): 11-12

Journey into the 19th century via novels, short stories, personal narratives, fairy tales, and more. Students engage with a variety of authors and texts from and about the time period and reflect on literary techniques and the characteristics of multiple genres along the way.

- ∞ Some books shared with other high school grades. Literature, history, and geography lessons work in sync in Grades 9–12, so it is best to consider all three together when placing students.

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#### ↔ History of Lit: Grades 9-12

1 time/week 30 min \* | GRADE(S): 9-12

Using Marshall's and Long's spines along with a variety of primary sources and additional readings, the History of Literature course introduces students to literary movements and figures in the 19th century. The course prioritizes influential texts in the English-speaking world but also seeks to give students glimpses at literary developments across the globe.

- ∞ Lessons are shared across high school grades with grade-specific assignments in the lesson plans as appropriate.

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#### ↔ Plays: Grades 9-12

1 time/week 30 min \_ | GRADE(S): 9-12

Students read Shakespeare's plays with additional optional readings and extra helpings from the time period.

- ∞ This year, this course is the same as Shakespeare for Grades 5–8 with the only difference coming in Extra Helpings and additional options for further study.

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### Poetry Study: Grade 11

2 times/week 15 min \*or\_ | GRADE(S): 11

This course helps students explore and enjoy poems on many levels; lessons include practice in both reading and writing about poetry.

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## ↔ Poetry Reading: Grades 9-12

2 times/week 15 min \*or\_ | GRADE(S): 9-12

In addition to reading a variety of poems from 19th century authors, students read biographies of two famous 19th century poets and dive into Virgil's Aeneid.

- Students new or struggling in their relationship with poetry should use Grade 8 lessons.

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## Literature: Grade 12

GRADE(S): 12

- Some books shared with other High School grades. Literature, history, and geography lessons work in sync in Grades 9-12, so it is best to consider all three together when placing students.

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## ↔ General Lit.: Grades 11-12

2 times/week 30 min \* | GRADE(S): 11-12

Journey into the 19th century via novels, short stories, personal narratives, fairy tales, and more. Students engage with a variety of authors and texts from and about the time period and reflect on literary techniques and the characteristics of multiple genres along the way.

- Some books shared with other high school grades. Literature, history, and geography lessons work in sync in Grades 9-12, so it is best to consider all three together when placing students.

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## ↔ History of Lit: Grades 9-12

1 time/week 30 min \* | GRADE(S): 9-12

Using Marshall's and Long's spines along with a variety of primary sources and additional readings, the History of Literature course introduces students to literary movements and figures in the 19th century. The course prioritizes influential texts in the English-speaking world but also seeks to give students glimpses at literary developments across the globe.

- Lessons are shared across high school grades with grade-specific assignments in the lesson plans as appropriate.

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## ↔ Plays: Grades 9-12

1 time/week 30 min \_ | GRADE(S): 9-12

Students read Shakespeare's plays with additional optional readings and extra helpings from the time period.

- This year, this course is the same as Shakespeare for Grades 5-8 with the only difference coming in Extra Helpings and additional options for further study.

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## ↔ Poetry Reading: Grades 9-12

2 times/week 15 min \*or\_ | GRADE(S): 9-12

In addition to reading a variety of poems from 19th century authors, students read biographies of two famous 19th century poets and dive into Virgil's Aeneid.

- ∞ Students new or struggling in their relationship with poetry should use Grade 8 lessons.

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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.

---

## Poetry: Grades 1-4

5 times/week 5 min \*  GRADE(S): 1-4

Students learn to love the sight and sound of words through daily poetry reading covering a wide variety of poems. They also enjoy short picture book biographies and accessible poems corresponding to the historical time period as relevant, and lesson plans occasionally point out interesting poetic features.

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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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## Poetry: Grade 7

GRADE(S): 7

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### Poetry Study: Grade 7

1 time/week 20 min \*  GRADE(S): 7

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

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### **Poetry Reading: Grade 7**

4 times/week 5 min \*or\_  GRADE(S): 7

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.

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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 1**

GRADE(S): 1

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### **Math Lessons: Grade 1**

5 times/week 20 min \*  GRADE(S): 1

Discover mathematical concepts using manipulatives. Learn strategies and build agility through mental math. RightStart A Primary Skill Focus: Number Sense, Addition and Subtraction, Place Value

- ∞ All students should take the placement test on the RightStart website ([rightstartmath.com](http://rightstartmath.com)). Some students may be able to skip RightStart A.

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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 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

- 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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## Mathematics: Grade 3

GRADE(S): 3

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**Math Lessons: Grade 3**

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

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

- Students who are new to RightStart Math should take the placement test on the RightStart website ([rightstartmath.com](http://rightstartmath.com)).  
Prerequisite: RightStart B 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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## Mathematics: Grade 4

GRADE(S): 4

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## **Math Lessons: Grade 4**

5 times/week 20 min \*  GRADE(S): 4

Discover mathematical concepts using manipulatives. Learn strategies and build agility through mental math. RightStart D Primary Skill Focus: Multiplication, Geometry

- Students who are new to RightStart Math should take the placement test on the RightStart website ([rightstartmath.com](http://rightstartmath.com)).

Prerequisite: RightStart C 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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## **Mathematics: Grade 5**

GRADE(S): 5

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### **Math Lessons: Grade 5**

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

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

- Students who are new to RightStart Math should take the placement test on the RightStart website ([rightstartmath.com](http://rightstartmath.com)).

Prerequisite: RightStart D 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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## **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](http://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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## Mathematics: Grade 7

GRADE(S): 7

### Pre-Algebra

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

Students discover algebraic concepts using manipulatives.

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

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## Geometry: Grade 7

3 times/week 30 min \*  GRADE(S): 7

Students discover geometric concepts by constructing drawings. RightStart G Primary Skill Focus: Geometry

∞ This course progresses through the RightStart G over two years.

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

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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 7 (Denison)

GRADE(S): 7

### Math Lessons: Grade 7 (Denison)

5 times/week 30 min \*  GRADE(S): 7

Complete Pre-Algebra course with video lessons taught by a veteran teacher. Pre-Algebra is designed for students entering 7th or 8th grade who would benefit from a solid review of arithmetic alongside a gentle introduction to algebra. It covers every essential pre-algebra topic with a strong emphasis on reinforcing arithmetic fundamentals, filling in any learning gaps, and building confidence as students transition into more abstract algebraic thinking. It is ideal for situations who need to revisit key arithmetic skills, strengthen problem-solving confidence, or bridge gaps before beginning Algebra 1. Despite its basic approach, the course covers all the essential topics needed for success in high school Algebra 1 and beyond.

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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

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

Complete Algebra 1 course with video lessons taught by a veteran teacher and designed to equip students with a solid foundation for future upper-level math classes. What sets this course apart is its thoughtful, supportive design. It not only presents essential algebra 1 topics in a way that is easy to understand and remember, but it also teaches students the habits and techniques they need to succeed in upper-level math. Essentially, they will learn how to learn math. With this course, students will gain a strong Algebra 1 foundation, preparing them for success in Geometry, Algebra 2, and beyond, while also reducing math anxiety and building math confidence. A success version is also offered for those students with learning differences that make math challenging.

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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 9**

GRADE(S): 9

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### **Algebra 1: Part 2**

2 times/week 40 min \* | GRADE(S): 9

Following Mason's example, students alternate lessons in Algebra and Geometry.

 Students should have facility with arithmetic.

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### **Geometry: Part 1**

3 times/week 40 min \* | GRADE(S): 9

Following Mason's example, students alternate lessons in Algebra and Geometry.

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## **Mathematics: Grade 9 (Denison)**

5 times/week 40 min \* | GRADE(S): 9

Complete Geometry course with video lessons taught by a veteran teacher and designed to teach geometric concepts while strengthening Algebra 1 skills. Geometry topics are spread out and explained in a way that makes them easier to understand and remember. Additionally, this course reviews and reinforces essential Algebra 1 concepts, helping to fill in any gaps a student may have while solidifying the skills needed for success in Algebra 2 and beyond. It is recommended that this course be taken directly after Algebra 1, giving students an additional year to mature mathematically and strengthen their algebra skills before advancing to Algebra 2. A success version is also offered for those students with learning differences that make math challenging.

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## **Mathematics: Grade 10**

GRADE(S): 10

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### **Algebra 2/Trigonometry: Part 1**

3 times/week 40 min \* | GRADE(S): 10

Following Mason's example, students alternate lessons in Algebra and Geometry.

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### **Geometry: Part 2**

2 times/week 40 min \* | GRADE(S): 10

Following Mason's example, students alternate lessons in Algebra and Geometry.

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## **Mathematics: Grade 10 (Denison)**

5 times/week 40 min \* | GRADE(S): 10

Complete Algebra 2 course with video lessons taught by a veteran teacher that thoroughly reviews and solidifies Algebra 1 skills while presenting new Algebra 2 concepts in a step-by-step, easy-to-digest format. Additionally, this course equips students with the strategies and study habits needed to thrive in future math courses. It covers all the topics required for standardized tests (including the SAT and ACT). It also provides students with a strong Algebra 2 foundation, preparing them for future classes such as Trigonometry, Pre-Calculus, College Algebra, Statistics, or Consumer Math, while also helping to develop confidence and reduce math anxiety. A success version is also offered for those students with learning differences that make math challenging.

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## **Mathematics: Grade 11**

GRADE(S): 11

-  Students should have facility with Algebra 1 before beginning Algebra 2/Trig.
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### **Algebra 2/Trigonometry: Part 2**

5 times/week 40 min \* | GRADE(S): 11

Students continue lessons in Algebra 2/Trig and begin Precalculus if ready.

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### **Pre-Calculus: Part 1**

5 times/week 40 min \* | GRADE(S): 11

Students continue lessons in Algebra 2/Trig and begin Precalculus if ready.

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## **Mathematics: Grade 11 (Denison)**

5 times/week 40 min \* | GRADE(S): 11

Complete Advanced Algebra & Trigonometry (AAT) course with video lessons taught by a veteran teacher. AAT is a high school math course designed for students who have completed Algebra 1, Geometry, and Algebra 2 but are not yet ready to advance to Pre-Calculus or College Algebra. This course serves as a bridge between high school and college-level mathematics.

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## **Mathematics: Grade 12**

GRADE(S): 12

-  Students should complete Algebra 2/Trig before beginning Pre Calc or Calculus.
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### **Pre-Calculus: Part 2**

5 times/week 40 min \* | GRADE(S): 12

Students continue or begin Precalculus or Calculus.

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### **Calculus: Part 1**

5 times/week 40 min \* | GRADE(S): 12

Students continue or begin Precalculus or Calculus.

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## **Story of Arithmetic: Part 1**

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

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

- ∞ This course is intended as a precursor to Part 2; however, the order may be reversed to facilitate combining students.

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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.

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## **Story of Geometry: Part 1**

1 time/week 15 min \_  GRADE(S): 7

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

- ∞ This course is intended as a precursor to Part 2; however, the order may be reversed to facilitate combining students.

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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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## **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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## Upper French: Level 1

5 times/week 30 min \*  GRADE(S): 7+

Study target language using interactive readings and grammar exercises.

∞ All students in Grades 7+ (regardless of language background) should take French: Level 1.

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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 French: Level 3

5 times/week 30 min \*  GRADE(S): 9+

Study target language using interactive readings and grammar exercises.

∞ Prerequisite: French: Level 2

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## Upper French: Level 4

5 times/week 30 min \*  GRADE(S): 10

Study target language using interactive readings and grammar exercises.

∞ Prerequisite: French: Level 3

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## Upper French: Level 5

5 times/week 30 min \*  GRADE(S): 11-12

Study target language using interactive readings, writing exercises, and listening comprehension.

∞ Prerequisite: French: Level 4

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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.

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## Upper Spanish: Level 1

5 times/week 30 min \*  GRADE(S): 7+

Study target language using interactive readings and grammar exercises.

- ∞ All students in Grades 7+ (regardless of language background) should take Spanish: Level 1.  
Optional: Begin studying second modern language. Students who choose to do this should begin with Level 1 in the second language.

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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

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## Upper Spanish: Level 3

5 times/week 30 min \*  GRADE(S): 9+

Study target language using interactive readings and grammar exercises.

- ∞ Prerequisite: Spanish Level 2

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## Upper Spanish: Level 4

5 times/week 30 min \*  GRADE(S): 10+

Study target language using interactive readings and grammar exercises.

- ∞ Prerequisite: Spanish Level 3

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## Upper Spanish: Level 5

5 times/week 30 min \*  GRADE(S): 11-12

Study target language using interactive readings, writing exercises, and listening comprehension.

- ∞ Prerequisite: Spanish Level 4

# Music

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## Music: Intro

GRADE(S): 1+

- ∞ Music: Intro shares Folk Songs and Hymns & Spirituals with Grades 2–12. In Grades 2–12, all music lessons except sol-fa are shared between them, making them ideal lessons for multi-age groups.

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## Music Appreciation

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

This course aims to foster a love of music. Students begin by learning about and listening to common orchestral instruments. Then they spend the rest of the course with a few famous pieces of music that serve as a fun introduction for students with no prior exposure to classical music.

- ∞ Suitable for Grades 1–3 if combining.

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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: Musical Games

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

Students play musical games to notice rhythm and melody.

- ∞ Suitable for Grades 1–3 if combining

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## ↔ Afternoon Listening

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

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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)

1 time/week 15 min \*  (Grades 5–12)

GRADE(S): 2–12

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.

---

## ↔ 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

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## Music: Level 2

GRADE(S): 3+

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## ↔ Composer Study

1 time/week 10 min \*  (Grades 2–4)

1 time/week 15 min \*  (Grades 5–12)

GRADE(S): 2–12

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.

---

#### ↔ Folk Songs

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

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

---

#### Sol-fa: Level 2

1 time/week 10 min \*  GRADE(S): 3+

Learn the sol-fa syllables, concepts of rhythm and meter, and how to read music. Video lessons are provided with the lesson plans.

Skills Focus: Rhythm, meter, sol-fa syllables and hand signs, ear test.

- Grade 3 students with no experience with sol-fa or sight-reading music may start with Level 1 or 2. Older students should start with Level 2.

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#### ↔ Afternoon Listening

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

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### Music: Level 3

GRADE(S): 4+

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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 3

1 time/week 15 min \*  GRADE(S): 4+

Learn to sight-sing in multiple keys, time signatures, and with various rhythms. Train ears with melodic and rhythmic ear tests, learn how to compose music, and begin work on sight-singing exercises independently before checking work. Audio lessons are included in the lesson plans.

Skills Focus: Keys, time signatures, sol-fa syllables and hand signs, ear test, music copywork, sharps and flats.

- ∞ Prerequisite: Sight-Singing with Sol-fa Level 2 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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## Music: Level 4

GRADE(S): 5+

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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.

---

### ↔ 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 4

1 time/week 15 min \*  GRADE(S): 5+

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 3 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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## 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.

- OO** 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.

---

## ↔ 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.

---

## ↔ Folk Songs

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

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

---

## 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.

- OO** 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.

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

# 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.

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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

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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.

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## 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.

---

### ↔ 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.

---

### ↔ 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 1

GRADE(S): 1

In Level 1, learners are developing familiarity and friendship with Creation through the most accessible Things, simple text, and basic concepts.

- OO For first-grade students or those still growing their attention span or interest in books. If combining grades is desirable, it is recommended that the combined grades begin at the appropriate level and move forward together.

---

### General Science: Grade 1

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

Students explore habitats primarily through practical observation and 'meet' some less familiar creatures from those habitats, such as bats, spiders, and seeds, through picture books. Coordinating afternoon activities are provided in Outdoor Work.

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### Natural History: Grade 1

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

Students learn to observe a variety of creatures through their Nature Reader, including insects, birds, plants, and spiders. Coordinating afternoon activities are provided in Outdoor Work.

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### Nature Notebook: Grade 1

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

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.

- OO 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.

- OO 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.

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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.

---

### 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.

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## Science: Grade 3

GRADE(S): 3

In level 3, learners are developing familiarity and friendship with Creation through a broader scope of Things, more challenging text, and more abstract concepts.

- ∞ This level 3 course is for third-grade students or possibly hungry second-graders or fourth-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.

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### General Science: Grade 3

1 time/week 15 min \*  GRADE(S): 3

Students explore more complex ideas, such as ecosystems, weather and seasonal changes, water, food chains, life cycles, adaptation, and migration. Coordinating afternoon activities are provided in Outdoor Work.

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### Natural History: Grade 3

1 time/week 10 min \*  GRADE(S): 3

Students learn methodically about the variety of creatures around them, including insects, birds, and reptiles. Coordinating afternoon activities are provided in Outdoor Work.

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### Nature Notebook: Grade 3

1 time/week 10 min+  GRADE(S): 3

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.
- 

### ↔ 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.
- 

## Science: Grade 4

GRADE(S): 4

In level 4, learners begin to notice science in their community and begin to develop their own interests as they discover a variety of topics from the microscopic world, physical science, and more. A mixture of more and less challenging books is included in this course.

- ∞ For fourth-grade students or possibly hungry third-graders or fifth-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 reading level and laboratory content to meet their needs.
- 

### General Science: Grade 4

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

Learners engage with microscopes, airplanes, and sound as they practice beginning lab skills and learn to construct bar graphs from their data. The lab component is required for this course. Coordinating afternoon activities are provided in Outdoor Work.

- ∞ For fourth-grade students or possibly hungry third-graders or fifth-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 4

1 time/week 15 min \*  GRADE(S): 4

Learners encounter microscopic creatures, pursue the mysterious octopus, and watch the unfolding of life through primary succession. Coordinating afternoon activities are provided in Outdoor Work.

- For approximately fourth-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 4

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

This is the required lab component for level 4 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 4

1 time/week 15 min+  GRADE(S): 4

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.

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## Science: Grade 5

GRADE(S): 5

In level 5, learners expand their knowledge of science in their world and continue building personal connections as they discover a variety of topics from botany, astronomy, and more.

- For fifth-grade students or possibly hungry fourth-graders or sixth-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 5

1 time/week 20 min \*  GRADE(S): 5

Learners engage with the chemical nature of Things, meteorology, space exploration, and robotics as they practice beginning lab skills and expand their use of graphs. The lab component is required for this course. Coordinating afternoon activities are provided in Outdoor Work.

- For fifth-grade students or possibly hungry fourth-graders or sixth-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 5

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

Learners encounter botanical families, endangered species, invasive species, and secondary succession as they consider how man interacts with and thinks about the natural world. Coordinating afternoon activities are provided in Outdoor Work.

- For approximately fifth-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 5

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

This is the required lab component for level 5 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.

---

### Nature Notebook: Grade 5

1 time/week 15 min+ \_  GRADE(S): 5

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.

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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.

- OO 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.

- OO 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.

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## Science: Grade 7

GRADE(S): 7

In level 7, learners extend their relationship with science in a new direction (time), situating science in its historical, political, and cultural context, and begin to understand that science is an ever-changing process rather than a static body of knowledge. Reading level and expectations increase from previous levels.

- OO 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 7

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

This is the first 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.

- OO For seventh-grade students or possibly hungry sixth-graders or eighth-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 7

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

Learners dig deeper into relationships between creatures as they read about the beginnings of ecology. Coordinating afternoon activities are provided in Outdoor Work.

- OO For approximately seventh-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 7

1 time/week 45 min \*or\_  GRADE(S): 7

This is the required lab component for level 7 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 7

1 time/week 20 min+  GRADE(S): 7

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.

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## Science: Grade 8

GRADE(S): 8

In level 8, learners study science in its historical, political, and cultural context 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 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 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.

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## Science: Chemistry

GRADE(S): 9-12+

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### Chemistry Lessons

5 times/week 45 min \* GRADE(S): 9-12+

Alveary High School Chemistry provides a natural next step following Physical Science (e.g., Alveary Form 3 Science) and establishes a solid foundation for High School Biology. The course progresses through all expected topics in introductory chemistry and incorporates living engagement and special attention to citizenship, problem-solving, and communication skills for a complete Charlotte Mason science course. This course includes our video companion series, currently at no additional cost.

- ∞ Recommended for learners who have completed Physical Science, such as Alveary Grade 7–8 Science, including the laboratory activities. Learners should be taking at least Algebra 1 alongside Chemistry (Algebra 2 if using Denison Success). Teachers wishing to place students in Physical Science instead of Chemistry may choose either to complete Alveary Grade 7–8 Science in a single year (with 5 lessons + 1 lab each week available in the Grade 7–8 Quick Links) or to purchase separately from Classical Academic Press the Novare Introductory Physics Program and Video Course.

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## Chemistry Labs

1 time/week 60 min \*or\_ | GRADE(S): 9–12+

Labs are an essential part of science in which students engage with the things they are reading about and practice the scientific method. Labs for this course are integrated into the lessons to facilitate adequate time for more involved activities and to better coordinate with the lessons.

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## ↔ Nature Notebook: Grades 9–12

1 time/week 20 min+ \_ | GRADE(S): 9–12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.

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## ↔ Nature Walks & Scouting: Grades 9–12

1 time/week 30 min+ \_ | GRADE(S): 9–12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Science: Biology

GRADE(S): 10–12+

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### Biology Lessons

5 times/week 45 min \* | GRADE(S): 10–12+

Alveary High School Biology guides students through all major topics in the discipline. Based on the second edition of Novare General Biology, the Alveary course incorporates living engagement and special attention to citizenship, problem-solving, and communication skills for a complete Charlotte Mason science course. Members that already have the first edition of the text should be sure to keep their lesson plans for future use!

- OO** There are no specific prerequisites or concurrents for this course, but there are a number of complex ideas that are difficult without some prior experience. A course with some exposure to basic chemistry is recommended before enrollment in Biology.

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## Biology Labs

1 time/week 60 min \*or\_ | GRADE(S): 10-12+

Labs are an essential part of science in which students engage with the things they are reading about and practice the scientific method. Labs for this course are integrated into the lessons to facilitate adequate time for more involved activities and to better coordinate with the lessons.

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## ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- OO** Learners may be combined and follow their own interests.

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## ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- OO** Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Science: Physics

GRADE(S): 11-12

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### Physics Lessons

5 times/week 45 min \* | GRADE(S): 11-12

Physics students gain a solid, hands-on foundation in this living lecture series from Math without Borders. This course guides students through the process of challenging their established perceptions by building up new observations. The course provides extensive experience with technology and mathematical modeling for a stand-alone high school physics course or as a foundation for a future, calculus-based physics course.

- OO** Recommended for students in 11th or 12th Grade, depending on math placement. Students should have completed Algebra II/Trigonometry and preferably be taking at least Precalculus concurrently with this course.

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### Physics Labs

1 time/week 60 min \*or\_ | GRADE(S): 11-12

Labs are an essential part of science in which students engage with the Things they are reading about and practice the scientific method. Labs for this course are integrated into the lessons to facilitate adequate time for more involved activities and to better coordinate with the lessons.

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#### ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.

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#### ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Alt. Science Options

### Science: Food Science

GRADE(S): 9-12

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#### Food Science Lessons

5 times/week 45 min \* | GRADE(S): 9-12

An elective in Physical Science, Food Science introduces learners to applications in chemistry and physics as they relate to cooking and baking, while incorporating historical context, modern developments, current events, and citizenship. This is a hands-on course that requires independent interest and some flexibility for work time in the kitchen. There is room for teachers and learners to adjust the course for personal needs and preferences.

- ∞ There are no specific prerequisites or concurrents for this course.

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#### Food Science Labs

1 time/week 60 min \*or\_ | GRADE(S): 9-12

Note that labs are an essential part of science in which students engage with the Things they are reading about and practice the scientific method.

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#### ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.

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#### ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Science: Introduction to Engineering

GRADE(S): 9-12

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### Introduction to Engineering Lessons

5 times/week 45 min \* | GRADE(S): 9-12

An elective in Physical Science, Introduction to Engineering develops thinking skills and practical experience that are applicable to any field of design/innovation, while incorporating historical context, modern developments, current events, and citizenship. This is a VERY hands-on course that requires independent interest in any form of design/innovation, including various fields of engineering and the skilled trades. The course provides guidance and flexibility for teachers and learners to adjust the course for personal needs and preferences.

- ∞ The completion of Algebra 1 and Geometry are recommended for this course, as the experience will contribute to the learner's understanding, but they are not required.

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### Introduction to Engineering Labs

1 time/week 60 min \*or\_ | GRADE(S): 9-12

Note that labs are an essential part of science in which students engage with the things they are reading about and practice the scientific method.

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#### ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.

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#### ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ⦿ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Science: Botany

GRADE(S): 9-12

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### Botany Lessons

5 times/week 45 min \* | GRADE(S): 9-12

An elective in Life Science, Botany guides learners through the basic foundations of the discipline, while incorporating historical context, modern developments, current events, and citizenship. This course provides guidance and flexibility for teachers and learners to adjust the course for personal needs and preferences.

- ⦿ There are no specific prerequisites or concurrents for this course.

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### Botany Labs

1 time/week 60 min \_ | GRADE(S): 9-12

Note that labs are an essential part of science in which students engage with the things they are reading about and practice the scientific method.

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### ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ⦿ Learners may be combined and follow their own interests.

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### ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ⦿ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## Science: Advanced Nature Study

GRADE(S): 9-12

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### Advanced Nature Study Lessons

5 times/week 45 min \* | GRADE(S): 9-12

An elective in Environmental Science, Advanced Nature Study requires independent interest as it is designed to be personalized by the student and requires some flexibility in scheduling due to the amount of fieldwork required beyond the regular lesson time.

- ∞ Students should have at least 3 years of nature study experience and be comfortable with their nature journal.

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## Advanced Nature Study Afternoon Work

1 time/week 20 min+ \_ | GRADE(S): 9-12

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## Science: Geology

GRADE(S): 11-12

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### Geology Lessons

5 times/week 45 min \* | GRADE(S): 11-12

An elective in Earth Science, Geology is a wonderful course for Alveary high school students who are interested in the history, theory, and methods of the field.

- ∞ Due to the complexity of certain topics and the maturity required, this course is recommended for Grades 11-12.

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### Geology Labs

1 time/week 60 min \_ | GRADE(S): 11-12

Labs/fieldwork are an essential part of science in which students engage with the Things they are reading about and practice the scientific method.

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### ↔ Nature Notebook: Grades 9-12

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.

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### ↔ Nature Walks & Scouting: Grades 9-12

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## **Science: Astronomy**

GRADE(S): 11-12

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### **Astronomy Lessons**

5 times/week 45 min \* | GRADE(S): 11-12

An elective in Earth Science, Astronomy is a fascinating topic in which learners explore celestial objects, history, and philosophy. Teachers wishing for explicit instruction on topics related to world view should include the optional Crossroads text.

- ⦿ Recommended for students in Grades 11–12, depending on math placement. Students should have completed Algebra 1 (Algebra 2 if taking Denison Success) and Geometry.

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### **Astronomy Labs**

1 time/week 60 min \_ | GRADE(S): 11-12

Labs/fieldwork are an essential part of science in which students engage with the Things they are reading about and practice the scientific method.

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### **↔ Nature Notebook: Grades 9-12**

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ⦿ Learners may be combined and follow their own interests.

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### **↔ Nature Walks & Scouting: Grades 9-12**

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ⦿ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.

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## **Science: Microbiology**

GRADE(S): 12

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### **Microbiology Lessons**

5 times/week 45 min \* | GRADE(S): 12

An elective in Life Science, Microbiology is a challenging course for the Alveary senior. Some self-direction is required.

- ⦿ Students should take General Biology before Microbiology. Note that there is some sensitive content in this course, and it is recommended for students in Grade 12.

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## **Microbiology Labs**

1 time/week 60 min \*or\_ | GRADE(S): 12

Labs are an essential part of science in which students engage with the things they are reading about and practice the scientific method.

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### **↔ Nature Notebook: Grades 9-12**

1 time/week 20 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may be combined and follow their own interests.
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### **↔ Nature Walks & Scouting: Grades 9-12**

1 time/week 30 min+ \_ | GRADE(S): 9-12

Outdoor work is established or continued as a lifelong habit. Optional resources are provided in science lessons and on the Alveary bookshelf.

- ∞ Learners may follow their own interests or follow the plan of their local scouting troop or natural history club.