


Art

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.

↔ Picture Study

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

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


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

Bible

Bible: Grades 4–6

GRADE(S): 4–6

↔ Old Testament: Grades 3–6

2 times/week 20 min *  | GRADE(S): 3–6

Students in Grades 3–6 read Old Testament narratives chronologically. For 2026–2027 students read selections of Joshua, Judges, Ruth, and 1–2 Samuel. 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.

↔ New Testament: Grades 3-6

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

Each year, students in Grades 3–6 read one of the gospels. For 2026–2027 they read John. 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.

Church History: Grades 4-6

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

Each year in elementary grades, students read biographies of influential people from church history. This course features the stories of Christians from Alveary's modern history rotation for the years (1800–1900).

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

Citizenship

Citizenship: Grade 4

GRADE(S): 4

First Citizen Stories

1 time/week 20 min * ☐ T | 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.)

↔ Community Read Alouds: Grades 1-12

1 time/week 20 min+ _ ☐ T | 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

English

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.

Grammar: Grade 4

2 times/week 15 min * ☐ | GRADE(S): 4

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

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).

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).

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!


Recitation: Grades 4-6

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

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

Geography

Geography: Grades 4-6

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

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

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

History

History: Grade 4 (U.S.)

GRADE(S): 4

↔ 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.

↔ 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.

History: Grade 4 (Canada)

GRADE(S): 4

↔ 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.

Life Skills

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

↔ 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. Cloisonne is an enameling technique that uses metal strips to create delicate designs.

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.

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.

Literature

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.


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.


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.

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.

Math

Mathematics: Grade 4

GRADE(S): 4

Math Lessons: Grade 4

5 times/week 20 min *

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 | 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).
Prerequisite: RightStart C or appropriate skill proficiency

↔ Math Games: Grades 1-8

3 times/week 15 min+ _

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 | GRADE(S): 1-8

Practice and learn math facts through games.

Modern Language

Lower French: Grades 1-6

3 times/week 20 min *

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

T

 (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.

Lower Spanish: Grades 1-6

3 times/week 20 min *

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

T

 (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.

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

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

Music

Music: Level 3

GRADE(S): 4+

↔ 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 it's 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 * ☐ T

GRADE(S): 1-12

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

↔ Folk Songs

1 time/week 10 min * ☐ T

GRADE(S): 1-12

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

Sol-fa: Level 3

1 time/week 15 min * ☐ T

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.

↔ Afternoon Listening

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

Physical Education

PE: Grades 4-6

GRADE(S): 4-6

↔ 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.

↔ Folk Dancing

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

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

Science


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.


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.

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.

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.

↔ **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.