

SAMPLE

CHARLOTTE MASON
INSTITUTE

TWO FULL WEEKS

Lesson Plans



CHARLOTTE MASON'S
Alveary
CHARLOTTE MASON INSTITUTE

Form 5 (Grades 10-11)





Charlotte Mason's Alveary

2020 - 2020 Lesson Plans

FORM 5 • TERM 1

Form 5 Schedule (Chart)

	M	T	W	Th	F	Sun
8:00-8:30	Bible Poetry	Old Testament	New Testament	Old Testament	Architecture	Sunday Readings & Occupations, Book of Centuries, and Commonplace Book
8:30-9:10	Geometry	Algebra 2/Trig	Geometry	Algebra 2/Trig	Geometry	
9:10-9:40	General Literature	American History	Cit./ Source Docs	Ancient History	World History	
9:40-9:50	Singing with Sol-fa	Hymn	Music Appreciation	Patriotic & Folk Songs		
9:50-9:55		Ourselves		Historical Folk Dancing	Stretching	
9:55-10:15	Stretching					
10:15-10:55	World History/ Western Civ	Ancient History	Writing Practice	Poetry Grammar + (5B) Sat Prep (5A)	Geography	
10:55-11:40	French/Spanish	Latin	Latin	French/Spanish	French/Spanish	
11:40-12:20	Words & Use	Literature	Civics	Geography	Writing Practice (5B) Poetry Grammar + (5A)	
12:20-1:05	5B-Biology 5A-Chemistry	5B-Biology 5A-Chemistry	5B-Biology 5A-Chemistry	5B-Biology 5A-Chemistry	5B-Biology 5A-Chemistry	
AFTERNOON WORK	Handicrafts, Literature, Plays, Poetry, BOC work, Field Work & Nature Notebook, Recitation, Art Instruction, Chemistry Experiments, Biology Experiments, Commonplace Book, News & Events, Art Appreciation, Music Appreciation, Sports, Instrument, Reading, Science read.					

Form 5 Subjects/List Schedule & Quick Links

ART	20 min X 1+ afternoon, 45 min X 2 afternoon	Other Resources NOTES TO TEACHERS TEACHER RESOURCES FOR SCIENCE Form 5 Program Term 1
ARCHITECTURE	30 min X 1	
BIBLE	30 min X 4	
CITIZENSHIP	40 min X 1, 30 min X 1, 20 min X 1, 20 min X 1+ afternoon	
ENG-Comp & Gram (5B)	ENG-Comp & Gram (5A) 40 min X 4	
ENG-Reading	30 min X 1 afternoon/evening	
ENG-Recitation	10 min X 3+ afternoons	
GEOGRAPHY	40 min X 2	
HANDICRAFTS	30 min X 1+ afternoon	
HISTORY	40 min X 3, 30 min X 2	
LANG-Latin	45 min x2	
LANG-French/Spanish	45 min X 3, 10 min x 1 afternoon	
LITERATURE	40 min X 1, 30min X 1, 30 min X 1 afternoon	
LIT-Poetry	10-15 min X daily afternoons	
MATH	40 min X 5	
MOVEMENT	20 min X 4, 20 min X 1 afternoon	
MUSIC	2 X 15 min, 2 X 10 min	
SCI. (5B)	SCI. (5A) 45 min X 5 + afternoon Labs and Nature Journaling	
Sunday Readings	Sundays	
Book of Centuries, Commonplace	afternoons, Sunday	



NOTES

EXPECTATIONS & FORMAT

All lesson plans in the High School Forms (Forms 4-6) are written to the student, and we encourage teachers/parents to give students increasing responsibility for setting up their schedule, printing lessons plans, etc. The student is expected to follow the directions, divide readings, etc. We are assuming the teacher will read the lesson plans and know what the student is working on in order to provide accountability, encouragement, and direction as needed.

There are 1-3 hours of additional life-giving and habit-forming work expected of HS students each day in addition to the morning lesson time. The lesson plans will give direction for this work. See the sample schedule under the Quick Links and Schedules tab to see a list of the subjects that compose the afternoon/evening/Sunday work. You will notice that many of these items are not new habits but ones that continue from the earlier forms and are now integrated into the weekly rhythm of your students' days. **Please note: although these plans are written to serve all students, please work with your students to adjust them to fit their needs.**

(Some Content Not Available)

ARCHITECTURE

Form 5: Term 1

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Resource	ARCHITECTURE
Time	Architecture Appreciation
Form	<i>50 Buildings You Should Know</i>
	30 min (Morning)
	F5-6
ARCHITECTURE	LESSON 1
Week 1	ARCHITECTURE (30) PREP & NOTES You will need an Architecture or History Notebook for your Architecture Lessons LESSON After reading about buildings 1 and 2, watch at least a few minutes (adjust the playback speed) of the Pyramids Walking Tour video and the other 3 videos. Take a few minutes to look closely at a picture of the pyramids and of Karnak Temple, make a rough sketch of them adding any written details you would like. Then add a written narration summerizing your thoughts on the pyramids. 50 Buildings You Should Know ★ Pyramids of Giza Walking Tour ★ 360 degrees Travel inside the Great Pyramid of Giza ★ How the pyramids were built ★ Karnak Temple
Week 2	ARCHITECTURE (30) LESSON Read about Buildings 11 and 12 and watch the videos and read the article. Pick an image to view for several minutes and then sketch. It may be just a part of the building. Add whatever details you would like. Write a narration for one or both of the buildings. 50 Buildings You Should Know ★ A Brief History of Borobudur (scroll down to where the history starts and read from there) ★ Borobudur ★ Magnificent Mezquita

ART

Form 5: Term 1

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Resource	ART APPRECIATION Picture Study <i>Fra Angelico</i> 20 min (Afternoon) F1-6	ART INSTRUCTION Pick Suitable Level <i>Follow Plans for Appropriate Level</i> 45 min (Afternoon) Level 1-8	ART INSTRUCTION Pick Suitable Level <i>Follow Plans for Appropriate Level</i> 45 min (Afternoon) Level 1-8
Week 1	<p><input type="checkbox"/> 1 Picture Talk: Fra Angelico</p> <p>-----</p> <p>→ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>→ NARRATE: Still looking, tell all you notice. If in class, look and listen while other students narrate.</p> <p>→ PICTURE TALK: Read about artist's life and use questions on The Annunciation from the Picture Talk document to strengthen observational skills of specifics.</p> <p>☆ Art Print: The Annunciation ★ Picture Talk Document (PRINT for future lessons)</p>	<p>ART INSTRUCTION (45)</p> <p>Level: _____</p> <p>Lesson _____</p> <p>Notes: _____</p>	<p>ART INSTRUCTION (45)</p> <p>Level: _____</p> <p>Lesson _____</p> <p>Notes: _____</p>
Week 2	<p><input type="checkbox"/> 2 Memory Discussion: Patterns</p> <p>-----</p> <p>→ INTRO: Look at Noli me tangere. Notice how a pattern of repeating curved lines shows draping cloth with folds.</p> <p>→ MEMORY DISCUSSION: Describe details of a pattern you remember in The Annunciation (in clothing, wall coverings, an object, etc.). What is the pattern's purpose?</p> <p>→ EVALUATE: Look at print; how'd you do?</p> <p>☆ Art Print: Noli me tangere ☆ Art Print: The Annunciation</p>	<p>ART INSTRUCTION (45)</p> <p>Level: _____</p> <p>Lesson _____</p> <p>Notes: _____</p>	<p>ART INSTRUCTION (45)</p> <p>Level: _____</p> <p>Lesson _____</p> <p>Notes: _____</p>

BIBLE

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	BIBLE Bible Poetry	BIBLE Old Testament	BIBLE New Testament	BIBLE Old Testament
Resource	<i>Saviour of the World, Study Bible, Atlas</i>	<i>Study Bible, Atlas, Chronological Guide, Commentary, Bible Journal</i>	<i>Study Bible, Atlas, Be Faithful, Chronological Guide, Commentary, Bible Journal</i>	<i>Study Bible, Atlas, Chronological Guide, Commentary, Bible Journal</i>
Time	30 min (Morning)	30 min (Morning)	30 min (Morning)	30 min (Morning)
Forms	F3-6	F3-6	F5	F3-6
BIBLE	LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 6	<p>BIBLE POETRY (30)</p> <p>LESSON → INTRO: You will read about the life of Christ from your Bible, then from Charlotte Mason's poetry based on the same Scripture passages.</p> <p>→ RN&D: John 6:28-31</p> <p>→ RN&D: Saviour of the World Vol.4 "Good Works" - "The Work of God" Ch.XII-XIII p.31-35</p> <p>Read the Chronological Guide to the Bible for background and guidance in readings as desired.</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas</p>	<p>OLD TESTAMENT (30)</p> <p>LESSON Read and Narrate Chronological Guide to the Bible, "The Patriarchs, Israel's Ancestors", p.7-9 Cultural Background Study Bible, Genesis 10</p> <p>Map Work: Locate places in your atlas Holman QuickSource Bible Atlas, The Table of Nations, p.94-95</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable. Chronological Guide to the Bible, Epoch 1-2</p>	<p>NEW TESTAMENT (30)</p> <p>LESSON Read and narrate in journal Cultural Background Study Bible, next section of 1 Tim. /Titus Chronological Guide to the Bible, Epoch 9 and Commentary, as applicable</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas, see maps of the First and Second "Missionary Journeys of Paul", p. 359-361</p> <p>Discuss something from your Bible reading this week with your parent/teacher.</p>	<p>OLD TESTAMENT (30)</p> <p>LESSON Read and Narrate the Genesis passage and view the art inspired by it. Cultural Background Study Bible, Genesis 11 ★ The Tower of Babel by Pieter Bruegel the Elder</p> <p>Map Work: Locate places in your atlas Holman QuickSource Bible Atlas, The Ancient Near East in the Time of the Patriarchs, p. 105</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable. Chronological Guide to the Bible, Epoch 1-2</p>
Week 7	<p>BIBLE POETRY (30)</p> <p>LESSON → RN&D: John 6:32-35</p> <p>→ RN&D: Saviour of the World Vol.4 "The Bread of God" - "Manna in the..." Ch.XIV-XVI p.36-42</p> <p>Read the Chronological Guide to the Bible for background and guidance in readings as desired.</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas</p>	<p>OLD TESTAMENT (30)</p> <p>LESSON Read and Narrate Chronological Guide to the Bible, Introduction and Outline of Genesis 12-50, p. 9. (Teacher Resource Form 3) Cultural Background Study Bible, Genesis 12</p> <p>Map Work: Locate places in your atlas Holman QuickSource Bible Atlas, Migration of Abraham, p.109-110</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable. Chronological Guide to the Bible, Epoch 1-2</p>	<p>NEW TESTAMENT (30)</p> <p>LESSON Read and narrate in journal Cultural Background Study Bible, next section of 1 Tim. /Titus</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas, see maps of the First and Second "Missionary Journeys of Paul", p. 359-361</p>	<p>OLD TESTAMENT (30)</p> <p>PREP & NOTES The map pages in today's reading in the Atlas are incorrectly given for ABRAHAM and INTERNATIONAL; they are p.109 and p.33.</p> <p>LESSON Read and Narrate Cultural Background Study Bible, Genesis 13</p> <p>Map Work: Add sketches to your Bible Journal Holman QuickSource Bible Atlas, The Ancient Near East, p.22-35. View map and read Section 1, views maps in Sections 3-4 noting modern locations, and view sections on climate. Read about Natural Routes on pages 33-35.</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable. Chronological Guide to the Bible, Epoch 1-2</p>

CITIZENSHIP

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	CITIZENSHIP Ourselves <i>Ourselves</i>	CITIZENSHIP Citizenship/Source Documents <i>Earthwise, Marco Polo</i>	CITIZENSHIP Plutarch <i>Plutarch Project Vol.2</i>	CITIZENSHIP Civics <i>The Law, Watership Down</i>	CITIZENSHIP News & Events <i>News Sites</i>
Resource					
Time	25 min (Morning)	30 min (Morning)	30 min (Morning)	40 min (Morning)	20 min (Afternoons)
Forms	F5	F5	F2A-5	F5	F4-6
	LESSON 1	LESSON 2 (See Note)	LESSON 2 Alternate	LESSON 3	OCCUPATION
Week 4	OURSELVES (25) LESSON Read and narrate next section. Ourselves, Book II p.1-32	CZ SOURCES (30) LESSON Read and Narrate Earthwise, Sections 5-7, p.31-38 Write about one of the sections you read. How is it a provision of the Creator? Read through the "Suggestions" and "Thought and Discussion" section. Feel free to use this material anyway that you like. Marco Polo, ch. 5-6 Finish in the afternoon as needed. Tell someone about one of the places mentioned.	PLUTARCH (30) → INTRO: Read intro material. Lesson 3 p.85 → RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 3 Pt.1-2 p.86-88 "And when the" - "more tolerable." → DISCUSS: Discussion and Narration Prompt 1 p.88 ▲ WRITE: Cause & Effect Written Narration How did Nicias temporarily bring peace between the Athenians and the Spartans?	CIVICS (40) PREP & NOTES Either print out the online version or get a notebook for your reading in The Law. You will read this over the first 6 weeks or so. Set a timer and read for about 10 minutes; this should include your sentence summary as you go along. LESSON Read, Narrate, and Discuss ★ The Law Discuss your summary outline with your teacher. Watership Down Read at your own pace. Who are the new characters? What do you think this story is about?	NEWS & EVENTS (20) PREP & NOTES Note Remember Current events articles should be read often during the week. Remember to choose a wide variety of story types (sports, arts and leisure, politics, op-eds, world news, local news. LESSON Find and read a news story from one of the recommended sites Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.
Week 5	OURSELVES (25) LESSON Read and narrate next section. Ourselves, Book II p.1-32	CZ SOURCES (30) LESSON Read and Narrate Earthwise, ch. 2, p.41-44 Write a quick explanation of "refereed literature". Marco Polo, ch. 7 Draw a map of Marco Polo's travels so far. What are the present day names for the locations?	PLUTARCH (30) → INTRO: Read intro material. Lesson 4 p.88-89 → RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 4 Pt.1-2 p.89-91 "So peace" - "defensive, with them." → DISCUSS: Discussion and Narration Prompt 1 p.92	CIVICS (40) LESSON Read, Narrate, and Discuss ★ The Law Discuss your summary outline with your teacher. Watership Down Read at your own pace. Evaluate the new situations that occur in each rabbit community. Describe them and their society. Do this each time you encounter a new group.	NEWS & EVENTS (20) LESSON Find and read a news story from one of the recommended sites Enter the story on your Calendar of Events. Use your Atlas to locate any places that were unfamiliar to you in the story if applicable.

COMPOSITION & GRAMMAR

Form 5: Term 1

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		GRAMMAR	COMPOSITION	GRAMMAR	COMPOSITION
		Words & Use	Writing Practice	Poetry Grammar, & Writing Practice	Writing Practice
		<i>Studies of Words</i>	<i>Notebook, Bryson's Dictionary</i>	<i>Nature of English Poetry, various</i>	<i>AHCEP</i>
		40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
		F5B	F5B	F5B	F5B
		LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 8		<p>GRAMMAR (40)</p> <p>PREP & NOTES Mark two interesting sentences you came across in one of your readings whether literature, history, poetry, or Shakespeare. You will use one in COMPOSITION and another for this lesson.</p> <p>LESSON Read and Narrate On the Study of Words, "On the History in Words", p.60-94 Read about 3 pages a week.</p> <p>Parse, analyze and diagram one of the sentences you marked in your readings (About 5-10 minutes).</p>	<p>COMPOSITION (40)</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings during GRAMMAR "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write an essay on something that has interested you in Architecture. (Remember: An essay is a short piece of writing on a particular subject.)</p> <p>Read your narration aloud when you are finished and listen for things in your writing to fix or improve (take a minute to revise a few sentences).</p>	<p>GRAMMAR (40)</p> <p>LESSON Read ★ The Nature of English Poetry, p.37-41</p> <p>What inspires you and gives you "sharper feelings than normal men"? Think about the poets and poems you have been reading this term and give some examples where "sharper feelings" show in the words of the poem. Write your thoughts on this for your narration today.</p> <p>▲ COMPOSITION: Try writing another ballad. Remember the typical structure: 4 line stanzas, a b c b rhyming scheme with iambic rhythm.</p>	<p>COMPOSITION (40)</p> <p>LESSON Write a Précis ★ AHCEP, Exercise 11.7</p>
Week 9		<p>GRAMMAR (40)</p> <p>PREP & NOTES Mark two interesting sentences you came across in one of your readings whether literature, history, poetry, or Shakespeare. You will use one in COMPOSITION and another for this lesson.</p> <p>LESSON Read and Narrate On the Study of Words, "On the History in Words", p.60-94 Read about 3 pages a week.</p> <p>Parse, analyze and diagram one of the sentences you marked in your readings (About 5-10 minutes).</p>	<p>COMPOSITION (40)</p> <p>LESSON Bryson's Dictionary of Troublesome Words Read through a few words from Bryson's Dictionary. Look for words that you may have come across in your readings recently and that you find interesting.</p> <p>Parse, analyze and diagram one of the sentences you marked in your readings during GRAMMAR "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write a character sketch of an author, an historical figure, or a character from your readings. (Oxford Dictionary: A brief written description of a person's qualities.)</p>	<p>GRAMMAR (40) (see LITERATURE: L3 W 9)</p> <p>LESSON ▲ COMPOSITION: What are some of the chief virtues in Beowulf? (to help you start thinking, some examples of virtues in other books are kindness, humility, honor, temperance, patience, diligence, courage, etc.) What motivates Beowulf and other characters? Think of at least three examples from the story and mention them (including page numbers) in your answer.</p>	<p>COMPOSITION (40)</p> <p>LESSON Write a Précis ★ AHCEP, Exercise 11.8</p>

COMPOSITION & GRAMMAR

Form 5: Term 1

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	GRAMMAR Words & Use <i>Elements of Style, New Grammar</i>	COMPOSITION Writing Practice <i>Notebook, Bryson's Dictionary</i>	GRAMMAR Sat Prep <i>Sat Prep Materials</i>	COMPOSITION Poetry, Grammar, & Writing Practice <i>Nature of English Poetry, various</i>
Resource				
Time	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
Forms	F5A	F5	F5A	F5A
	LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 8	<p>GRAMMAR: LESSON (40 min)</p> <p>PREP & NOTES Mark two interesting sentences you came across in one of your readings whether literature, history, poetry, or Shakespeare. You will use one for COMPOSITION Lesson 1 and another for this lesson.</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings.</p> <p>Read <i>Elements of Style</i> (~3pp/wk) Look for examples of proper usage in your readings this week. Using your Grammar notebook, copy one from your readings or write an example if you don't come across one.</p> <p>Steering the Craft, Ch. 3 Complete Exercise Three, Part Two (see the suggested subjects).</p>	<p>COMPOSITION (40)</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings during GRAMMAR "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write an essay on something that has interested you in Architecture. (Remember: An essay is a short piece of writing on a particular subject.)</p> <p>Read your narration aloud when you are finished and listen for things in your writing to fix or improve (take a minute to revise a few sentences).</p>	<p>GRAMMAR: LESSON (40min) SAT Preparation</p> <p>PREP & NOTES Decide what preparation materials to work through. The links to a few options are above.</p> <p>LESSON Take sample tests and work through the answers to see what you got wrong and why.</p>	<p>COMPOSITION (40)</p> <p>LESSON Read and Narrate ★ The Nature of English Poetry, p.119-120. Give any examples of "slang" from the poetry/prose or specific authors you have read.</p> <p>★ A New Grammar of the English Tongue, p.138-144 Study the next 12 words this week and note the word origin in your Grammar Notebook; then do the exercises.</p> <p>Exercise: Show the origin of the following words: Dollar, Academy, Copper, Cambric, Tantalise, July, Epicure, Cicerone. (You may use your notes if necessary).</p> <p>▲ COMPOSITION: Try writing another ballad. Remember the typical structure: 4 line stanzas, a b c b rhyming scheme with iambic rhythm.</p>
Week 9	<p>GRAMMAR: LESSON (40 min)</p> <p>PREP & NOTES Mark two interesting sentences you came across in one of your readings whether literature, history, poetry, or Shakespeare. You will use one for COMPOSITION Lesson 1 and another for this lesson.</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings.</p> <p>Read <i>Elements of Style</i> (~3pp/wk) Look for examples of proper usage in your readings this week. Using your Grammar notebook, copy one from your readings or write an example if you don't come across one. Show your parent/teacher your examples at the end of the week.</p> <p>Steering the Craft, Ch. 3 Read the sections on p. 33 about Critiquing and review your writing from Exercise Three.</p>	<p>COMPOSITION (40)</p> <p>LESSON <i>Bryson's Dictionary of Troublesome Words</i> Read through a few words from Bryson's Dictionary. Look for words that you may have come across in your readings recently and that you find interesting.</p> <p>Parse, analyze and diagram one of the sentences you marked in your readings during GRAMMAR "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write a character sketch of an author, an historical figure, or a character from your readings. (Oxford Dictionary: A brief written description of a person's qualities.)</p>	<p>GRAMMAR: LESSON (40min) SAT Preparation</p> <p>PREP & NOTES Decide what preparation materials to work through. The links to a few options are above.</p> <p>LESSON Take sample tests and work through the answers to see what you got wrong and why.</p>	<p>COMPOSITION (40) (see LITERATURE: L3 W 9)</p> <p>LESSON ▲ COMPOSITION: What are some of the chief virtues in Beowulf? (to help you start thinking, some examples of virtues in other books are kindness, humility, honor, temperance, patience, diligence, courage, etc.) What motivates Beowulf and other characters? Think of at least three examples from the story and mention them (including page numbers) in your answer.</p>

READING

Form 5: Term 1

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Resource	READING
Time	Reading Aloud
Forms	<i>Classics, Historical Fiction, Bios</i>
	30 min (Afternoon/Evening)
	F4-6

READING	OCCUPATION
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Week 6	READING PREP & NOTES Pick a book from the term or an additional list to read aloud from this week. Reading a book to a younger sibling/friend or an older person might be a great way to practice and give a gift at the same time! LESSON Read aloud, paying attention to make sure you are reading as clearly as possible.
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Week 7	READING PREP & NOTES Pick an article from a Current Event to read aloud. LESSON Read aloud, paying attention to make sure you are reading as clearly as possible.
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RECITATION

Form 5: Term 1

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	RECITATION Hymn/Psalm <i>Hymnal, Bible</i>	RECITATION Bible Verses <i>Bible</i>	RECITATION Poetry <i>various resources</i>
Resource			
Time	10 min (Afternoon)	10 min (Afternoon)	10 min (Afternoon)
Forms	F1-6	F5	F4-6
	LESSON 1	LESSON 2	LESSON 3
Week 1	HYMN/PSALM (10) PREP & NOTES Read recitation piece in entirety if short. Otherwise, work recite and memorize by section. See Alveary Tutorial for additional help if needed. LESSON Read about the hymn or songwriter RECITE Hymn Suggestion: "All Praise to Thee" or "I Sing" Hosanna, Loud Hosannas p. 249 or p. 129 Psalm suggestion: Psalm 150	RECITATION (10) OT/NT PASSAGE Bible PREP & NOTES You may want to print out the recitation passages to have handy for weekly practice. RECITE Suggestions: Genesis 1:1-2:3, Genesis 12:1-9, Genesis 22:1-18 Suggestions: Titus 1-3	POETRY (10) PREP & NOTES Choose one of this term's assigned poems from The Soul in Paraphrase: A Treasury of Classic Devotional Poems by Leland Ryken. RECITE Suggestions: One poem of about 20 lines or a scene from a play
Week 2	HYMN/PSALM (10) PREP & NOTES Read recitation piece in entirety if short. Otherwise, work recite and memorize by section. See Alveary Tutorial for additional help if needed. RECITE Hymn Suggestion: "All Praise to Thee" or "I Sing" Hosanna, Loud Hosannas p. 249 or p. 129 Psalm suggestion: Psalm 150	RECITATION (10) OT/NT PASSAGE Bible PREP & NOTES You may want to print out the recitation passages to have handy for weekly practice. RECITE Suggestions: Genesis 1:1-2:3, Genesis 12:1-9, Genesis 22:1-18 Suggestions: Titus 1-3	POETRY (10) PREP & NOTES Choose one of this term's assigned poems from The Soul in Paraphrase: A Treasury of Classic Devotional Poems by Leland Ryken. RECITE Suggestions: One poem of about 20 lines or a scene from a play

GEOGRAPHY

Form 5: Term 1

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		GEOGRAPHY	GEOGRAPHY
		World Geography	Historical Geography
Resource		Brendan Voyage	Atlas of a Lost World
Time		40 min (Morning)	40 min (Morning)
Forms		F5-6	F5-6
		LESSON 1	LESSON 2
Week 1	<p>GEOGRAPHY (30)</p> <p>PREP AND NOTES Each week read about 13 pages. For your narrations, create some type of map (simple sketch of the region read about or a more involved map of the whole journey adding to it week by week) AND either an illustration of the reading (drawn, painted, comic strip, medieval manuscript, chalk, etc.) or a written narration.</p> <p>LESSON Brendan Voyage</p>	<p>HISTORICAL GEOGRAPHY (40)</p> <p>PREP AND NOTES No matter what your personal opinion is on the timeline of prehistoric events, it is important to be familiar with recent hypotheses concerning the Ice Age. Enjoy Childs' imaginative word pictures.</p> <p>LESSON Atlas of the Lost World Read 1 chapter a week and locate places mentioned on a map. Narrate in writing in your Geography Notebook. You may decide to illustrate some chapters instead.</p>	
Week 2	<p>GEOGRAPHY (30)</p> <p>LESSON Brendan Voyage Sometime today or this week show someone your map and illustration (if made) and tell them today's adventures.</p>	<p>HISTORICAL GEOGRAPHY (40)</p> <p>LESSON Atlas of the Lost World Read 1 chapter a week and locate places mentioned on a map. Narrate in writing in your Geography Notebook. You may decide to illustrate some chapters instead.</p>	

HANDICRAFTS

Form 5: Term 1

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		HANDICRAFTS	HANDICRAFTS
Resource		Beading <i>Alveary Instructions</i>	Car Maintenance <i>ChrisFix Videos</i>
Time		30 min (Afternoons)	30 min (Afternoons)
Forms		F1a-6	F4-6
		OCCUPATIONS	OCCUPATIONS
Week 1	<input type="checkbox"/> O1 Simple Bead Lace ----- ● Gather and prepare supplies for lesson. → VIEW: Tutorial ★ Video: Beading- Introduction to Beading Supplies → PRACTICE: Simple bead lacing with any kind of bead and thread. Construct a piece of jewelry; ring, necklace, earrings or bracelet. Recycle clasps from broken pieces of jewelry you may have.	HANDICRAFTS PREP AND NOTES Check with your parents before deciding to change the oil in a vehicle. Take all the necessary safety precautions mentioned in the video seriously. LESSON Watch the entire video all the way through first before beginning work. Gather the needed supplies so you will be ready next week to begin work. ★ Video: How to Change Your Oil (Complete Guide)	
Week 2	<input type="checkbox"/> O2 Ladder Stitch ----- ● Gather and prepare supplies for lesson. → VIEW: Tutorial ★ Video: Beading- How to Do the Ladder Stitch → PRACTICE: Ladder stitch using any type of beads and thread. Save for continuing next lesson. Beading Project 1 "Ladder Stitch"	HANDICRAFTS PREP AND NOTES Check with your parents before deciding to change the oil in a vehicle. Take all the necessary safety precautions mentioned in the video seriously. LESSON Gather the needed supplies and follow the video closely. ★ Video: How to Change Your Oil (Complete Guide)	

HISTORY

Form 5: Term 1

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	HISTORY World History/Western Civilization	HISTORY American History	HISTORY Prehistory/Ancient Near East	HISTORY Prehistory/Ancient Near East	HISTORY World History
Resource	<i>Charlemagne, Northmen</i>	<i>A Short History, Native Americans</i>	<i>Stepping Stones</i>	<i>Primal Myths</i>	<i>Asia, Silk Roads</i>
Time	40 min (morning)	30 min (Morning)	40 min (morning)	30 min (morning)	40 min (morning)
Forms	F5-6	F4-6	F5-6	F5-6	F5-6
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 6	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES You will not be able to finish this book over the term just using the lesson times. Use your own time or continue reading over the holiday if this is a high interest book for you. The point is to get a good basis for understanding the "real" viking story, the people and the places, the culture and how these influenced world history.</p> <p>Locate places on a map. Use a current atlas or google maps and see the maps at the front of the book.</p> <p>LESSON Read for 30 minutes and Narrate. Try to include whole portions of a selection so that you are not stopping in the middle of a section. Northmen Pick up your reading from where you left off.</p>	<p>AMERICAN HISTORY (30)</p> <p>LESSON Read and Narrate Native Americans: State by State</p>	<p>PREHISTORY/ANE (40)</p> <p>LESSON Read and Narrate Stepping Stones, ch 7 (first half)</p>	<p>PREHISTORY/ANE (30)</p> <p>LESSON Read and Narrate Primal Myths, "Rig-Veda X," "Jinasena," "The Buddha," "Creation out of Chaos," p.179-184, 192-94, 194-195, 199-200</p>	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES Add names and places to your History Chart. Remember to add to your Book of Centuries.</p> <p>LESSON Read and Narrate When Asia was the World, Ch. 5 Finish reading the chapter. Narrate by writing down ONLY the most important ideas in the selection.</p>
Week 7	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES You will not be able to finish this book over the term just using the lesson times. Use your own time or continue reading over the holiday if this is a high interest book for you. The point is to get a good basis for understanding the "real" viking story, the people and the places, the culture and how these influenced world history.</p> <p>Locate places on a map. Use a current atlas or google maps and see the maps at the front of the book.</p> <p>LESSON Read for 30 minutes and Narrate. Try to include whole portions of a selection so that you are not stopping in the middle of a section. Northmen Pick up your reading from where you left off.</p>	<p>AMERICAN HISTORY (30)</p> <p>PREP & NOTES Remember to add to your Book of Centuries.</p> <p>LESSON Read and Narrate Native Americans: State by State</p>	<p>PREHISTORY/ANE (40)</p> <p>LESSON Read and Narrate Stepping Stones, ch 7 (second half)</p>	<p>PREHISTORY/ANE (30)</p> <p>LESSON Read and Narrate Primal Myths, "Four Versions of the Myth of P'an Ku," "Lao Tzu," Kuo Hsiang," "From the Nihongi," p.201-5, 207-8, 211-15</p>	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES Add names and places to your History Chart. Remember to add to your Book of Centuries.</p> <p>LESSON Read for 30 minutes and Narrate with your 10 minutes remaining by writing down ONLY the most important ideas in the selection. Silk Roads, Ch. 6 "The Road of Furs" Finish in the evening.</p>

LATIN

Form 5: Term 1

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COURSE NOTES: Begin Latin 1 or continue where you left off in Latin 1 or 2. Students should aim to complete 22 lessons per term, but it is important for students to grasp the lesson before continuing.

[Latin 1 Lesson Guide](#)

[Latin 2 Lesson Guide](#)

	LATIN Latin 1 or 2 <i>Cambridge Latin</i> 30 min (Morning) Leveled	LATIN Latin 1 or 2 <i>Cambridge Latin</i> 30 min (Morning) Leveled
	LESSON 2	LESSON 3
Week 1	LATIN (30) Book: _____ PREP & NOTES Print out Latin 1 Lesson Guide and either begin or continue the lessons. LESSON Lesson ____ Notes: _____	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____
Week 2	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____
Week 3	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____

MODERN LANGUAGES

Form 5: Term 1

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	MODERN LANGUAGES French/Spanish Grammar <i>Alveary Grammar</i>	MODERN LANGUAGES French/Spanish Literature <i>Alveary Literature</i>	MODERN LANGUAGES French/Spanish Grammar <i>Alveary Grammar</i>	MODERN LANGUAGES French/Spanish Poetry <i>Alveary Poetry</i>
Resource				
Time	45 min (Morning)	45 min (Morning)	45 min (morning)	10 min (Afternoon)
Forms	Choose suitable level	Choose suitable level	Choose suitable level	Choose suitable level
	LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 1	FRENCH/SPANISH GRAMMAR (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH LIT (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH GRAMMAR (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH POETRY (10) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____
Week 2	FRENCH/SPANISH GRAMMAR (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH LIT (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH GRAMMAR (45) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____	FRENCH/SPANISH POETRY (10) ● Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____

LITERATURE

Form 5: Term 1

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	LITERATURE General Literature <i>Beowulf</i> 30 min (Morning) F4-6	LITERATURE History of Literature/General Literature <i>various, Chaucer</i> 40 min (Morning) F4-6	LITERATURE Plays <i>Richard III (Shakespeare)</i> 30 min (Afternoon) F4-6
	LESSON 1 (see note)	LESSON 2 (see note)	LESSON 3
Week 9	<p>GENERAL LITERATURE (30)</p> <p>LESSON Read and Narrate Beowulf, Lines 2200-2424 Think back to the idea that epics contain heroes that are interesting apart from the story. Do you agree? What makes Beowulf interesting?</p> <p>In COMPOSITION, write an essay on virtue in Beowulf.</p>	<p>GENERAL LITERATURE (45)</p> <p>PREP & NOTES In POETRY, read in the afternoon and copy any stanzas that strike you in your Commonplace book. The Soul in Paraphrase, "Let Me Not to the Marriage of True Minds Admit Impediments" by Shakespeare</p> <p>In READING, read aloud. The Soul in Paraphrase, "Strong Son of God, Immortal Love" by Tennyson</p> <p>LESSON Read and Narrate ★ English Literature for Boys and Girls, Piers the Ploughman ★ Stories From Chaucer, Franklin's Tale, Dorigen, p.140-157</p>	<p>PLAYS (30)</p> <p>LESSON Read and Narrate Richard III Watch this a Royal Shakespeare Company 2012 production clip of Richard III. How different is a more modern version than what you had pictured while you were reading? Tell someone your impressions. ★ Act I, Scene 1</p>
Week 10	<p>GENERAL LITERATURE (30)</p> <p>PREP & NOTES Don't forget to read Daughter of Time and Paradise Lost on your own.</p> <p>LESSON Read and Narrate Beowulf, Lines 2425-2751</p> <p>Write briefly: What passages seem to you most like what you would call poetry? Give reasons for your answer.</p>	<p>GENERAL LITERATURE (45)</p> <p>PREP & NOTES In POETRY, read in the afternoon and copy any stanzas that strike you in your Commonplace book. The Soul in Paraphrase, "The Snow-Storm" by Emerson</p> <p>LESSON Read and Narrate ★ English Literature for Boys and Girls, Piers the Ploughman continued ★ Stories From Chaucer, Chaucer's Tale, Gamelyn, p.158-171</p>	<p>PLAYS (30)</p> <p>LESSON Richard III Begin a scene for a play on Richard III based on Daughter of Time.</p>

POETRY

Form 5:
Term 1

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Resource	POETRY
Time	Daily Reading
Forms	<i>The Soul in Paraphrase, Fierce Wars and Faithful Loves/Faerie Queene (Spenser)</i>
	10-15 minutes (Afternoon)
	F4-6

OCCUPATION

Week 5	<p>POETRY READING (10-15)</p> <p>PREP & NOTES Now that you are familiar with the format of The Soul in Paraphrase, follow these steps to choose how much of the commentary portion to read. Skim the Notes on selected words; read the poem silently and then aloud; skim the commentary section for poem structure, format and/or theological themes; decide if you wish to read the commentary portion.</p> <p>LESSON Read a poem or two daily aloud, depending on length. Look for lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>Read silently then aloud The Soul in Paraphrase</p> <ul style="list-style-type: none">• "Greatly Instructed I Shall Hence Depart" by Milton, p. 133• "The Waterfall" by Vaughn, p. 150• "They Are All Gone into the World of Light" by Vaughn, p. 153• "Veni, Creator Spiritus" by Dryden, p. 159 <p>Read aloud Fierce Wars and Faithful Loves Plan to read a Canto each week or just move at your own pace.</p> <p>In READING, Read Aloud "Veni, Creator Spiritus"</p>
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Week 6	<p>POETRY READING (10-15)</p> <p>PREP & NOTES Now that you are familiar with the format of The Soul in Paraphrase, follow these steps to choose how much of the commentary portion to read. Skim the Notes on selected words; read the poem silently and then aloud; skim the commentary section for poem structure, format and/or theological themes; decide if you wish to read the commentary portion.</p> <p>LESSON Read a poem or two daily aloud, depending on length. Look for lines to copy into commonplace book. Share a poem aloud with someone each week.</p> <p>Read silently then aloud The Soul in Paraphrase</p> <ul style="list-style-type: none">• "The Spacious Firmament on High" by Addison, p. 162• "Infinity, When All Things It Beheld" by Taylor, p. 171• "To a Waterfowl" by Bryant, p. 189• "Up-hill" by Rossetti, p. 204 <p>Read aloud: Plan to read a Canto each week or just move at your own pace. Fierce Wars and Faithful Loves</p>
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MATH

Form 5: Term 1

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	MATH Geometry or Precalc <i>Geometry or Pre Calc w/ Trig</i>	MATH Algebra or Pre Calc <i>Algebra 2 or Precalc w/ Trig</i>	MATH Geometry or Precalc <i>Geometry or Pre Calc w/ Trig</i>	MATH Algebra or Pre Calc <i>Algebra 2 or Precalc w/ Trig</i>	MATH Geometry or Precalc <i>Geometry or Pre Calc w/ Trig</i>
Resource					
Time	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
Forms	Custom to Student	Custom to Student	Custom to Student	Custom to Student	Custom to Student
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 1	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Track 1: Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide Don't hesitate to contact David Chandler, the author of the MWB Guide with questions. Track 2: If you are finished with Algebra 2 and/or Geometry, start Precalculus w/Trig by Foerster with the MWB Companion.</p>	<p>ALGEBRA (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Every week orally explain something that you came to understand this week to your parent/ teacher. (Move at Own Pace)</p> <p>LESSON Track 1: Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders Track 2: If you are finished with Algebra 2 and/or Geometry, start Precalculus w/Trig by Foerster with the MWB Companion.</p>	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Track 1: Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide Don't hesitate to contact David Chandler, the author of the MWB Guide with questions. Track 2: If you are finished with Algebra 2 and/or Geometry, start Precalculus w/Trig by Foerster with the MWB Companion.</p>	<p>ALGEBRA (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Every week orally explain something that you came to understand this week to your parent/ teacher. (Move at Own Pace)</p> <p>LESSON Track 1: Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders Track 2: If you are finished with Algebra 2 and/or Geometry, start Precalculus w/Trig by Foerster with the MWB Companion.</p>	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Track 1: Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide Don't hesitate to contact David Chandler, the author of the MWB Guide with questions. Track 2: If you are finished with Algebra 2 and/or Geometry, start Precalculus w/Trig by Foerster with the MWB Companion.</p>
Week 2	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show and explain some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Continue working through lessons. _____ _____ _____</p>	<p>ALGEBRA (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show and explain some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Continue working through lessons. _____ _____ _____</p>	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show and explain some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Continue working through lessons. _____ _____ _____</p>	<p>ALGEBRA (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show and explain some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Continue working through lessons. _____ _____ _____</p>	<p>GEOMETRY (TRACK 1) or PRECALCULUS (TRACK 2) (40) PREP & NOTES Show and explain some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Continue working through lessons. _____ _____ _____</p>

MOVEMENT

Form 5: Term 1

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	MOVEMENT Stretching	MOVEMENT Sports Game	MOVEMENT Historical Folk Dancing	MOVEMENT Stretching	MOVEMENT Playground Game
Resource	<i>Stretching Anatomy</i>	<i>Ultimate Homeschool PE Game Book</i>	<i>Native American Dances</i>	<i>Stretching Anatomy</i>	<i>Ultimate Homeschool PE Game Book</i>
Time	20 min (Morning)	20 min (Morning)	20 min (Morning)	20 min (Morning)	20 min (Morning)
Forms	F4-6	F2-6	F3-6	F4-6	F2-6
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 1	STRETCHING (20) LESSON Using the Routine on page 182, work your way through the chapters learning the stretches indicated. The first pages of each chapter give a nice intro to the anatomy of the area being stretched. Stretching Anatomy	<input type="checkbox"/> 01 Soccer: Dribbling ----- ● Read about soccer. The Ultimate Homeschool P.E. Game Book "Soccer Games and Glossary" p.57-59 → PLAY: Soccer Pirate The Ultimate Homeschool P.E. Game Book "Soccer" p.60 ☆ Soccer Ball	<input type="checkbox"/> 01 Intro to Native American Dance ----- → INTRO: This term we are going to explore the dances of the native people of our nation. → VIEW & DISCUSS: Watch this video of Native Americans describing their dances and making their regalia. Notice the similarities and differences of each of the three styles (Grass Dance, Jingle Dance, and Traditional Women's Dance). ★ Native American Dance & Regalia Time Marker 0:00-6:36	STRETCHING (20) LESSON Using the Routine on page 182, work your way through the chapters learning the stretches indicated. The first pages of each chapter give a nice intro to the anatomy of the area being stretched. Stretching Anatomy	<input type="checkbox"/> 01 Movement Skills ----- → PLAY Little Brown Bear or Martian The Ultimate Homeschool P.E. Game Book p.144-145
Week 2	STRETCHING (20) LESSON Using the Routine on page 182, work your way through the chapters learning the stretches indicated. The first pages of each chapter give a nice intro to the anatomy of the area being stretched. Stretching Anatomy	<input type="checkbox"/> 02 Soccer: Dribbling, Ball Control ----- → PLAY: Read Light- Green Light The Ultimate Homeschool P.E. Game Book p.62 ☆ Soccer Ball	<input type="checkbox"/> 02 Powwow: Basic Steps ----- → RECAP: What do you remember from the video in the last lesson? Can you show what some of the steps in one of the Native American dances might be? → VIEW & PRACTICE: Watch the instructional video. Follow along as able. ★ How to Dance Powwow Time Marker 0:00-3:55	STRETCHING (20) LESSON Using the Routine on page 182, work your way through the chapters learning the stretches indicated. The first pages of each chapter give a nice intro to the anatomy of the area being stretched. Stretching Anatomy	<input type="checkbox"/> 02 Long Rope Jumping ----- ● Read about long rope jumping and gather supplies for the term. → PLAY: Jump the Stick The Ultimate Homeschool P.E. Game Book p.176-77 ☆ Long Jump Rope

MUSIC

Form 5: Term 1

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Sol-fa Levels (beginners should start at Level 2)

Piano Pieces and Musical Suggestions for Piano Students

	MUSIC Singing with Sol-fa	MUSIC Hymns	MUSIC Music Appreciation	MUSIC Patriotic & Folk
Resource	<i>Choose Level</i>	<i>Hosanna, Loud Hosannas</i>	<i>Hildegard von Bingen & Palestrina</i>	<i>Various</i>
Time	15 min (Morning)	10-15 min (Morning)	15 min (Morning) + Afternoons	10-15 min (Morning)
Forms	Level 2-4	F1-6	F1a-6	F1-6
	LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 1	SOL-FA (15) Level: _____ Lesson _____ Notes: _____	☐ 1 All Praise to Thee, My God, This Night ----- → INTRO: Bookmark #105 in Hosanna, Loud Hosannas--the first hymn for this term. → SING: ★ Audio: All Praise to Thee #1 → RN&D: ☆ Hosanna, Loud Hosannas "Thomas Ken & Thomas Tallis" p.248 Sing/listen to the full song in afternoons. ★ All Praise to Thee Full Song	☐ 1 Hildegard von Bingen - Introduction ----- → INTRO: Read some of Hildegard's bio. Then notice on timeline how few composers we know from the Middle Ages. It is remarkable that von Bingen, a woman, wrote more than any other composer at the time. ★ Hildegard's Bio ★ Medieval Composer Timeline ★ O vis eternitatis → (Form 2a+) RN&D: Discuss the words. If learning sol-fa, try to sight-sing the melody.	☐ 1 Sumer is icumen in ----- 🔊 Print sheet music before lesson. ★ Sumer is icumen in Sheet Music 1 ★ Sumer is Icumen in Sheet Music 2 → INTRO: People have sung songs about their daily lives for millenia. Our first folk song, "Sumer is icumen in" is one of the earliest known English songs. → LISTEN & PRACTICE: ★ Sumer is icumen in Recording #1 Sing/listen to the full song in afternoons. ★ Sumer is icumen in Full Song
Week 2	SOL-FA (15) Level: _____ Lesson _____ Notes: _____	☐ 2 All Praise to Thee, My God (cont.) ----- → RECAP: Name the hymn we're learning. → SING: ★ Audio: All Praise to Thee #2 → READ: For students who can read, read the lyrics aloud to a friend, teacher, or family member. Read with expression, as if you were speaking to a large group of people.	☐ 2 Gregorian Chant ----- → LISTEN: Much of Hildegard von Bingen's music is considered Gregorian chant. A few characteristics of Gregorian chant are: Latin lyrics, no metered rhythm (you couldn't clap to the music), and monophonic (only one line of music). Listen for these characteristics today. ★ Audio: O vis eternitatis → (Form 2a+) LISTEN & DISCUSS: Learn more about Gregorian chant through this video. ★ The Origins of Gregorian Chant	☐ 2 Sumer is icumen in (cont.) ----- → RECAP: What is "Sumer is icumen in" about? → SING: ★ Sumer is icumen in #2 → VIEW: Pull up this digital version of the manuscript during the lesson audio. Spend as much time as you like reading the description at the top and exploring the digital manuscript. ★ Harley 978

SCIENCE - Biology

Form 5: Term 1

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	SCIENCE Biology	SCIENCE Biology	SCIENCE Biology	SCIENCE Bio/Free Read	SCIENCE Biology + Lab
Resource	<i>General Biology</i>	<i>General Biology</i>	<i>General Biology</i>	<i>Gen Bio/ Your Choice from the Science Library</i>	<i>General Biology/Lab Guide</i>
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)/Afternoon labs
Forms	F5b	F5b	F5b	F5b	F5b
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 9	<p>BIOLOGY (45)</p> <p>LESSON Continue to work on Chapter 3 and General Review Exercises.</p>	<p>BIOLOGY (45)</p> <p>LESSON Take the Chapter 3 Test and check your answers with your teacher.</p> <p>Read General Biology, p. 98-99 and add new terms to your Recitation List. Review your list.</p>	<p>BIOLOGY (45)</p> <p>LESSON Read, and copy any diagrams that are helpful to you. General Biology, Sections 4.1.1-4.1.3.</p> <p>Orally or silently narrate. Begin work on Chapter 4 Exercises. Remember to check your answers as you go along to gauge your understanding.</p>	<p>BIOLOGY (45)</p> <p>LESSON Use this time to catch up on reading your chapter, working on chapter exercises, or reading your science free read from the ★ HS Science Library.</p>	<p>BIOLOGY (45)</p> <p>LESSON Take Quiz 7 and check your answers with your teacher.</p> <p>Read, and copy any diagrams that are helpful to you. General Biology, Section 4.1.4.</p> <p>Orally or silently narrate. Continue work on Chapter 4 Exercises.</p> <p>Check the Teacher Resources Tab for Experiments and Activities for this week.</p>
Week 10	<p>BIOLOGY (45)</p> <p>LESSON Read, and copy any diagrams that are helpful to you. General Biology, p.105-first half of 108.</p> <p>Orally or silently narrate. Continue work on Chapter 4 Exercises.</p>	<p>BIOLOGY (45)</p> <p>LESSON Read, and copy any diagrams that are helpful to you. General Biology, second half of 108-middle of 111.</p> <p>Orally or silently narrate. Continue work on Chapter 4 Exercises.</p>	<p>BIOLOGY (45)</p> <p>LESSON Read, and copy any diagrams that are helpful to you. General Biology, middle of p.111-end of 4.2.2.</p> <p>Orally or silently narrate. Continue work on Chapter 4 Exercises.</p>	<p>BIOLOGY (45)</p> <p>LESSON Use this time to catch up on reading your chapter, working on chapter exercises, or reading your science free read from the ★ HS Science Library.</p>	<p>BIOLOGY (45)</p> <p>LESSON Take Quiz 8 and go over the answers with your teacher.</p> <p>Read, and copy any diagrams that are helpful to you. General Biology, Sections 4.2.3-4.3.1.</p> <p>Orally or silently narrate. Continue work on Chapter 4 Exercises.</p> <p>Check the Teacher Resources Tab for Experiments and Activities for this week.</p>

SCIENCE - Chemistry

Form 5: Term 1

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	SCIENCE Chemistry <i>General Chemistry</i>	SCIENCE Chemistry <i>General Chemistry</i>	SCIENCE Chemistry <i>General Chemistry</i>	SCIENCE Chemistry <i>General Chemistry</i>	SCIENCE Chemistry/ Chemistry Lab <i>General Chemistry</i> 45 min (Morning) + Afternoons Labs & Lab Reports are done outside of morning hours
Resource					
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	
Forms	F5A	F5A	F5A	F5A	F5A
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 3	<p>CHEMISTRY (45)</p> <p>LESSON Read and narrate General Chemistry, Sections 1.4.1-1.4.2. Work through Exercises 18-19. Lots of practice is the key to understanding unit conversions and how to get the correct number of significant digits for the answer. Check your answers in the Solutions Manual.</p>	<p>CHEMISTRY (45)</p> <p>LESSON Continue to work on Exercises 18-19. Check your answers. Be sure to go over your Recitation List and practice your SI Prefixes and your Unit Conversion Factors for length, temperature, and volume. You will gain fluency as you do more and more unit conversion problems. General Chemistry</p>	<p>CHEMISTRY (45)</p> <p>LESSON Take Test #1. Check your answers with your teacher. Answer Key is in the Teacher Resources. Then read and add the terms from the Objective List to your Recitation list. General Chemistry, Chapter 2 p.42-43</p> <p>LINKS Test #1</p>	<p>CHEMISTRY (45)</p> <p>LESSON Read and narrate General Chemistry, Sections 2.1.1-2.1.2 aloud. Copy any diagrams that you think are helpful. Then write your answer to question #1 and 2 in Chapter 2 Exercises on p. 71. Check your answers with your teacher.</p>	<p>CHEMISTRY (45)/ LAB</p> <p>LESSON Read General Chemistry, Sections 2.2.1-2.2.2.</p> <p>Narrate aloud and then work on Exercises 4-10. Check your answers with your teacher.</p>
Week 4	<p>CHEMISTRY (45)</p> <p>LESSON Read General Chemistry, Sections 2.2.3-2.3.2</p> <p>Narrate aloud and then continue work on Exercises 4- 10. Check your answers with your teacher.</p>	<p>CHEMISTRY (45)</p> <p>LESSON Read General Chemistry, Section 2.3.3.</p> <p>Narrate aloud. Work on Exercises 11-15. Check your answers with your teacher.</p>	<p>CHEMISTRY (45)</p> <p>LESSON Take Quiz 4 and check your answers.</p> <p>Then read the Preface to the Student and the first 3 chapters in the Student Lab Report Handbook.</p> <p>LINKS Quiz 4</p>	<p>CHEMISTRY (45)</p> <p>LESSON Read General Chemistry, Section 2.4.1 and narrate aloud.</p> <p>Read Chapters 4-6 of the Student Lab Report Handbook.</p>	<p>CHEMISTRY (45)/ LAB</p> <p>LESSON Read only the very first section of Chapter 7 of the Student Lab Report Handbook on tables. Read through the Experiment Intro and Safety Document as well as the Instructions for Experiment 2 in the Teacher Resources with your teacher.</p> <p>Perform the Lab in an afternoon or weekend in the next week. Be sure to write all your notes and data down in your Science Lab Notebook in pen. Make sure your teacher is present when you perform the lab and that you follow closely all safety precautions and disposal instructions.</p> <p>Type up your complete Lab Report following the instructions in the Handbook. There are several sample lab reports in the back of the Student Lab Report Handbook as well as a graded sample lab report in the Teacher Resources. The Lab Report will be due in 2 Weeks.</p>

TEACHER RESOURCES FOR SCIENCE

Note: these links are available to members only and not included in this sample.

General Biology (F5B)

[All Answer Keys](#) (print out the Chapter Exercise Key for the student to use independently and have the Quiz and Test Keys available to go over the answers with the student)

Chapter 1

[Quiz 1](#)

[Quiz 2](#)

[Test 1](#)

Chapter 2

[Quiz 3](#)

[Quiz 4](#)

[Test 2](#)

Chapter 3

[Quiz 5](#)

[Quiz 6](#)

[Test 3](#)

Chapter 4

[Quiz 7](#)

[Quiz 8](#)

[Test 4](#)

Chapter 5

[Quiz 9](#)

[Quiz 10](#)

[Test 5](#)

Chapter 6

[Quiz 11](#)

[Quiz 12](#)

[Test 6](#)

Chapter 7

[Quiz 13](#)

[Quiz 14](#)

[Test 7](#)

Chapter 8

[Quiz 15](#)

[Quiz 16](#)

[Test 8](#)

Chapter 9

[Quiz 17](#)

[Quiz 18](#)

[Test 9](#)

Chapter 10

[Quiz 19](#)

[Quiz 20](#)

[Test 10](#)

Chapter 11

[Quiz 21](#)

[Quiz 22](#)

[Test 11](#)

Chapter 12

[Quiz 23](#)

[Quiz 24](#)

[Test 12](#)

EXPERIMENTS and ACTIVITIES

[Activities 1-5](#)

[TEACHER NOTES for Experiments and Activities](#)

General Chemistry (F5A)

Chapter Exercise Keys

[Intro and Chapter 1](#)

[Chapter 2](#)

[Chapter 3](#)

[Chapter 4](#)

[Chapter 5](#)

[Chapter 6](#)

Chapter Quiz and Test Keys

[Quiz Key](#)

[Chapter Tests Key](#)

Experiments

[Intro and Safety Document](#)

[Lab 2](#)

[Lab 4](#)

[Lab 9](#)

[Lab 11](#)

[Lab 12](#)

[Lab 15](#)

[Lab 19](#)

[Notes](#)