

**SAMPLE**

CHARLOTTE MASON  
INSTITUTE

**TWO FULL WEEKS**

*Lesson Plans*



CHARLOTTE MASON'S  
**Alveary**  
CHARLOTTE MASON INSTITUTE

**Form 6 (Grade 12)**





*Charlotte Mason's Alveary*

2020 - 2021 Lesson Plans

**FORM 6 • TERM 1**

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**FORM 6 Schedule (Chart)**

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>Sunday</b>
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	Calc	Calc	Calc	Calc	Calc	
9:10-9:40	General Literature	American History	Citizenship/ Source Docs	Ancient History	World History	
9:40-9:50	Singing with Sol-fa	Hymn	Composer Study	Patriotic & Folk Songs		
9:50-9:55		Economics		Historical Folk Dancing	Stretching	
9:55-10:15	Stretching					
10:15-10:55	World History/ Western Civ	Ancient History	Writing Practice	Poetry Grammar	Geography	
10:55-11:40	French/Spanish	Latin	Latin	French/Spanish	French/Spanish	
11:40-12:20	Words & Use	Literature	Civics	Geography	Writing Practice	
12:20-1:05	Science of Choice	Science of Choice	Science of Choice	Science of Choice	Science of Choice	
<b>AFTERNOON WORK</b>	Handicrafts, Literature, Plays, Poetry, History, BOC work, Field Work & Nature Notebook, experiments, Recitation, Art Instruction, Commonplace Book, Sports, News & Events, Art Appreciation, Music Appreciation, Instrument, Science, and Reading.					

**FORM 6 Subjects/List Schedule & Quick Links**

		<b>Other Links</b>
ART	30 min X 2 afternoon, 10-15 min X 1+ afternoon	<b>NOTES TO TEACHERS</b>  Form 6 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-Composition & Grammar	40 min X 4	
ENG-Reading	30 min X 1 afternoon/evening	
ENG-Recitation	10 min X 5 afternoons	
GEOGRAPHY	40 min X 2	
HANDICRAFTS	45 min X 1+ afternoon	
HISTORY	40 min X 3, 30 min X 2	
LANG-Latin	45 min X 2	
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	15 min X 2, 10 min X 2	
SCIENCE	45 min X 5 +afternoons	
Sunday Readings	Sundays	
Book of Centuries, Commonplace	Sundays, afternoons	



## NOTES TO TEACHER

### 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 6: Term 1

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		<b>ARCHITECTURE</b>
Resource		<b>Architecture Appreciation</b>
Time		<i>50 Buildings You Should Know</i>
Forms		30 min (Morning)
		F5-6
		<b>LESSON 1</b>
<b>Week 1</b>	ARCHITECTURE (30 min)	
	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	
	★ <a href="#">Pyramids of Giza Walking Tour</a>	
	★ <a href="#">360 degrees Travel inside the Great Pyramid of Giza</a>	
	★ <a href="#">How the pyramids were built</a>	
	★ <a href="#">Karnak Temple</a>	
<b>Week 2</b>	ARCHITECTURE (30 min)	
	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 href="#">A Brief History of Borobudur</a> (scroll down to where the history starts and read from there)	
	★ <a href="#">Borobudur</a>	
	★ <a href="#">Magnificent Mezquita</a>	

# ART

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

# BIBLE

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	<b>BIBLE</b> <b>Bible Poetry</b>	<b>BIBLE</b> <b>Old Testament</b>	<b>BIBLE</b> <b>New Testament</b>	<b>BIBLE</b> <b>Old Testament</b>
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 Right, 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	F6	F3-6
	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>
<b>Week 6</b>	<p><b>BIBLE POETRY (30)</b></p> <p>LESSON → RN&amp;D: John 6:28-31</p> <p>→ RN&amp;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><b>OLD TESTAMENT (30)</b></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><b>NEW TESTAMENT (30 min)</b></p> <p>LESSON Read and Narrate thoughts in your journal Cultural Background Study Bible, Romans Chronological Guide to the Bible, Epoch 9 and Be Right Commentary, as applicable</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas, see map of the "Third Missionary Journey of Paul", pp. 364-365</p> <p>Discuss something from your Bible reading this week with your parent/teacher.</p>	<p><b>OLD TESTAMENT (30)</b></p> <p>LESSON Read and Narrate the Genesis passage and view the art inspired by it. Cultural Background Study Bible, Genesis 11 ★ <a href="#">The Tower of Babel</a> 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>
<b>Week 7</b>	<p><b>BIBLE POETRY (30)</b></p> <p>LESSON → RN&amp;D: John 6:32-35</p> <p>→ RN&amp;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><b>OLD TESTAMENT (30)</b></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><b>NEW TESTAMENT (30 min)</b></p> <p>LESSON Read and Narrate thoughts in your journal Cultural Background Study Bible, Romans Chronological Guide to the Bible, Epoch 9 and Commentary, as applicable</p> <p>Locate places in your atlas. Holman QuickSource Bible Atlas, see map of the "Third Missionary Journey of Paul", pp. 364-365</p>	<p><b>OLD TESTAMENT (30)</b></p> <p>PREP &amp; 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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	<b>CITIZENSHIP</b> <b>Economics</b>	<b>CITIZENSHIP</b> <b>Citizenship/Source Documents</b>	<b>CITIZENSHIP</b> <b>Civics</b>	<b>CITIZENSHIP</b> <b>News &amp; Events</b>
Resource	<i>Economics in One Lesson</i>	<i>Earthwise, Ibn Battuta</i>	<i>The Law, Watership Down, Cultural Engagement</i>	<i>News Site</i>
Time	25 min (Morning)	30 min (Morning)	40 min (Morning)	20 min (Afternoon)
Forms	F6	F6	F6	F4-6
<b>CITIZENSHIP</b>	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>OCCUPATION</b>
<b>Week 4</b>	<p>CITIZENSHIP (25 min)</p> <p>LESSON Read ★ Economics in One Lesson, 1 chapter a week.</p> <p>Discuss with parent/teacher.</p>	<p>CZ SOURCES (30 min)</p> <p>LESSON Read and Narrate Earthwise, Sections 5-7, pp. 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.</p> <p>The Adventures of Ibn Battuta Read at your own pace.</p>	<p>CIVICS (40 min)</p> <p>PREP &amp; NOTES Don't forget to read Watership Down. Evaluate the new situations that occur in each rabbit community. Describe them and their society. Do this each time you encounter a new group.</p> <p>LESSON Read, Narrate, and Discuss ★ The Law Discuss your summary outline with your teacher.</p> <p>Read and narrate Cultural Engagement, ch 2, pp. 45-52</p>	<p>NEWS &amp; EVENTS (20)</p> <p>PREP &amp; 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.</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>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.</p>
<b>Week 5</b>	<p>CITIZENSHIP (25 min)</p> <p>LESSON Read ★ Economics in One Lesson, 1 chapter a week.</p> <p>Discuss with parent/teacher.</p>	<p>CZ SOURCES (30 min)</p> <p>LESSON Read and Narrate Earthwise, ch. 2, pp. 41-44 Write a quick explanation of "refereed literature".</p> <p>The Adventures of Ibn Battuta Read at your own pace.</p>	<p>CIVICS (40 min)</p> <p>LESSON Read, Narrate, and Discuss ★ The Law Discuss your summary outline with your teacher.</p> <p>Read, Narrate, and Discuss Cultural Engagement ch 3</p> <p>Discuss with your teacher or family what it means to engage with virtue.</p>	<p>NEWS &amp; EVENTS (20)</p> <p>LESSON Find and read a news story from one of the recommended sites</p> <p>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.</p>

# COMPOSITION & GRAMMAR

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	GRAMMAR Words & Use	GRAMMAR Poetry Grammar	COMPOSITION Writing Practice	COMPOSITION Writing Practice
Resource	<i>Caring for Words</i>	<i>Convention and Revolt in Poetry</i>	<i>Notebook</i>	<i>Notebook</i>
Time	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
Forms	F6	F6	F6	F6
	LESSON 1	LESSON 2	LESSON 1	LESSON 2
<b>Week 9</b>	<p>WORDS &amp; USE (40 min)</p> <p>LESSON Read and Narrate <i>Caring for Words</i>, p.1-65 (6-7 pages/week)</p>	<p>POETRY GRAMMAR (40 min)</p> <p>LESSON Read and Narrate ★ <a href="#">Convention and Revolt in Poetry</a> (~13 pages/week) Finish reading in the evenings if needed. Narrate new ideas orally, in writing, or in verse.</p>	<p>WRITING PRACTICE (40 min)</p> <p>PREP &amp; 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 2 and another for this lesson.</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings (~5-10 min).</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>WRITING PRACTICE (40 min) (see LITERATURE: L3 W 9)</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings during "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write an essay. 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>Read your essay aloud when you are finished and listen for things in your writing to fix or improve (take a minute to revise). Remember your Form 5A Grammar Lessons from <i>Steering the Craft</i>: Crowding and Leaping—crowding is keeping things active and moving and full; leaping is leaving out irrelevant details; "There's got to be white space around the word, silence around the voice" (p. 118). When you do this kind of revision work, it is sometimes called "tightening".</p>
<b>Week 10</b>	<p>WORDS &amp; USE (40 min)</p> <p>LESSON Read and Narrate <i>Caring for Words</i>, p.1-65 (6-7 pages/week) Continue to narrate in a variety of ways.</p>	<p>POETRY GRAMMAR (40 min)</p> <p>LESSON Read and Narrate ★ <a href="#">Convention and Revolt in Poetry</a> (~13 pages/week) Finish reading in the evenings if needed. Narrate new ideas orally, in writing, or in verse.</p>	<p>WRITING PRACTICE (40 min)</p> <p>PREP &amp; 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 2 and another for this lesson.</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings (~5-10 min).</p> <p>Read and silently narrate <i>The Craft of Research</i> (Optional resource) Read Ch. 2, "Connecting with Your Reader" p.16-20. Discuss what you learned with your teacher. OR use ★ Owl Purdue, "<a href="#">Identifying Audiences</a>". Discuss what you learned with your teacher.</p> <p>▲ COMPOSITION: Write about a current event as though you are a reporter for a newspaper (Remember, you are writing from an outsider's view and telling about the event. You are writing in "third person"—a third person's view. This is also sometimes called a third-person objective view or a third-person impersonal view).</p>	<p>WRITING PRACTICE (40 min) (see LITERATURE: L2 W10)</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings during "Lesson 1" (About 5-10 minutes).</p> <p>▲ COMPOSITION: Write an essay comparing <i>Fierce Wars and Faithful Loves</i> and the story of "Piers the Ploughman" as told in <i>English Literature for Boys and Girls</i>.</p> <p>Read your essay aloud when you are finished and listen for things in your writing to fix or improve (take a minute to revise a few sentences). Remember your Form 5A Grammar Lessons from <i>Steering the Craft</i>: "An awareness of what your own writing sounds like is an essential skill for a writer"; practice using your "mind's ear" (p.2) Does your writing flow? Is it beautiful? Practice "gorgeous" writing.</p>



# READING

Form 6: Term 1

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Resource Time Forms	<p style="text-align: center;"><b>READING</b> <b>Reading Aloud</b> <i>Classics, Historical Fiction, Bios</i> 30 min (Afternoon/Evening) F4-6</p>
<b>OCCUPATION</b>	
<b>Week 6</b>	<p>READING PREP &amp; 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!</p> <p>LESSON Read aloud, paying attention to make sure you are reading as clearly as possible.</p>
<b>Week 7</b>	<p>READING PREP &amp; NOTES Pick an article from a Current Event to read aloud.</p> <p>LESSON Read aloud, paying attention to make sure you are reading as clearly as possible.</p>

# RECITATION

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	<b>RECITATION</b> <b>Hymn/Psalm</b> <i>Hymnal, Bible</i>	<b>RECITATION</b> <b>Bible Verses</b> <i>Bible</i>	<b>RECITATION</b> <b>Poetry</b> <i>various resources</i>
Resource			
Time	10 min (afternoon)	10 min (afternoon)	10 min (afternoon)
Forms	F1-6	F6	F4-6
	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>
<b>Week 1</b>	<p>HYMN/PSALM (10)</p> <p>PREP &amp; NOTES Read recitation piece in entirety if short. Otherwise, work recite and memorize by section. See Alveary Tutorial for additional help if needed.</p> <p>LESSON Read about the hymn or songwriter</p> <p>RECITE Hymn Suggestion: "All Praise to Thee" or "I Sing" Hosanna, Loud Hosannas p. 249 or p. 129</p> <p>Psalm suggestion: Psalm 150</p>	<p>RECITATION (10 min) OT/NT PASSAGE Bible</p> <p>PREP &amp; NOTES You may want to print out the recitation passages to have handy for weekly practice.</p> <p>RECITE Suggestions: Genesis 1:1-2:3, Genesis 12:1-9, Genesis 22:1-18</p> <p>Suggestions: Romans 8, Romans 12</p>	<p>POETRY (10)</p> <p>PREP &amp; NOTES Choose one of this term's assigned poems from <i>The Soul in Paraphrase: A Treasury of Classic Devotional Poems</i> by Leland Ryken.</p> <p>RECITE Suggestions: One poem of about 20 lines or a scene from a play</p>
<b>Week 2</b>	<p>HYMN/PSALM (10)</p> <p>PREP &amp; NOTES Read recitation piece in entirety if short. Otherwise, work recite and memorize by section. See Alveary Tutorial for additional help if needed.</p> <p>RECITE Hymn Suggestion: "All Praise to Thee" or "I Sing" Hosanna, Loud Hosannas p. 249 or p. 129</p> <p>Psalm suggestion: Psalm 150</p>	<p>RECITATION (10 min) OT/NT PASSAGE Bible</p> <p>PREP &amp; NOTES You may want to print out the recitation passages to have handy for weekly practice.</p> <p>RECITE Suggestions: Genesis 1:1-2:3, Genesis 12:1-9, Genesis 22:1-18</p> <p>Suggestions: Romans 8, Romans 12</p>	<p>POETRY (10)</p> <p>PREP &amp; NOTES Choose one of this term's assigned poems from <i>The Soul in Paraphrase: A Treasury of Classic Devotional Poems</i> by Leland Ryken.</p> <p>RECITE Suggestions: One poem of about 20 lines or a scene from a play</p>

# GEOGRAPHY

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		<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
		<b>World Geography</b>	<b>Historical Geography</b>
Resource		<i>Brendan Voyage</i>	<i>Atlas of a Lost World</i>
Time		40 min (Morning)	40 min (Morning)
Forms		F5-6	F5-6
		<b>LESSON 1</b>	<b>LESSON 2</b>
<b>Week 1</b>	<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 bit by bit) 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>	
<b>Week 2</b>	<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 6: Term 1

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		HANDICRAFTS	HANDICRAFTS
Resource		<b>Beading</b> <i>Alveary Instructions</i>	<b>Car Maintenance</b> <i>ChrisFix Videos</i>
Time		30 min (Afternoons)	30 min (Afternoons)
Forms		F1a-6	F4-6
		OCCUPATIONS	OCCUPATIONS
<b>Week 1</b>	<input type="checkbox"/> 01 Simple Bead Lace ----- ① Gather and prepare supplies for lesson.  → VIEW: Tutorial ★ Video: <a href="#">Beading- Introduction to Beading Supplies</a>  → 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: <a href="#">How to Change Your Oil (Complete Guide)</a>
<b>Week 2</b>	<input type="checkbox"/> 02 Ladder Stitch ----- ① Gather and prepare supplies for lesson.  → VIEW: Tutorial ★ Video: <a href="#">Beading- How to Do the Ladder Stitch</a>  → 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: <a href="#">How to Change Your Oil (Complete Guide)</a>

# HISTORY

Form 6: Term 1

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	<b>HISTORY</b> <b>World History/Western Civilization</b>	<b>HISTORY</b> <b>American History</b> <i>A Short History of the United States, Native Americans</i>	<b>HISTORY</b> <b>Pre-history/Ancient Near East</b> <i>Stepping Stones</i>	<b>HISTORY</b> <b>Pre-history/Ancient Near East</b> <i>Primal Myths</i>	<b>HISTORY</b> <b>World History</b> <i>Asia, Silk Roads</i>
Resource	<i>Charlemagne, Northmen</i>				
Time	40 min	30 min	40 min	30 min	40 min
Forms	F5-6	F5-6	F5-6	F5-6	F5-6
	<b>LESSON 5</b>	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>
<b>Week 6</b>	<p><b>WORLD HISTORY (40)</b></p> <p><b>PREP &amp; NOTES</b> 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><b>LESSON</b> 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><b>AMERICAN HISTORY (30)</b></p> <p><b>LESSON</b> Read and Narrate Native Americans: State by State</p>	<p><b>PREHISTORY/ANE (40)</b></p> <p><b>LESSON</b> Read and Narrate Stepping Stones, ch 7 (first half)</p>	<p><b>PREHISTORY/ANE (30)</b></p> <p><b>LESSON</b> 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><b>WORLD HISTORY (40)</b></p> <p><b>PREP &amp; NOTES</b> Add names and places to your History Chart. Remember to add to your Book of Centuries.</p> <p><b>LESSON</b> 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>
<b>Week 7</b>	<p><b>WORLD HISTORY (40)</b></p> <p><b>PREP &amp; NOTES</b> 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><b>LESSON</b> 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><b>AMERICAN HISTORY (30)</b></p> <p><b>PREP &amp; NOTES</b> Remember to add to your Book of Centuries.</p> <p><b>LESSON</b> Read and Narrate Native Americans: State by State</p>	<p><b>PREHISTORY/ANE (40)</b></p> <p><b>LESSON</b> Read and Narrate Stepping Stones, ch 7 (second half)</p>	<p><b>PREHISTORY/ANE (30)</b></p> <p><b>LESSON</b> 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><b>WORLD HISTORY (40)</b></p> <p><b>PREP &amp; NOTES</b> Add names and places to your History Chart. Remember to add to your Book of Centuries.</p> <p><b>LESSON</b> 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

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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](#)

	<b>LATIN</b> <b>Latin 1 or 2</b> <i>Cambridge Latin</i> 30 min (Morning) Leveled	<b>LATIN</b> <b>Latin 1 or 2</b> <i>Cambridge Latin</i> 30 min (Morning) Leveled
	<b>LESSON 2</b>	<b>LESSON 3</b>
Resource		
Time		
Forms		
<b>Week 1</b>	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: _____
<b>Week 2</b>	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____	LATIN (30) Book: _____ LESSON Lesson ____ Notes: _____

# MODERN LANGUAGES

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

# LITERATURE

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	LITERATURE General Literature	LITERATURE History of Literature/General Literature	LITERATURE
Resource	<i>Beowulf</i>	<i>various, Chaucer</i>	<b>Plays</b> <i>Richard III</i> (Shakespeare)
Time	30 min (Morning)	40 min (Morning)	30 min (Afternoon)
Forms	F4-6	F4-6	F4-6
	LESSON 1 (see note)	LESSON 2	LESSON 3
<b>Week 9</b>	GENERAL LITERATURE (30)  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?  In COMPOSITION, write an essay on virtue in Beowulf.	GENERAL LITERATURE (45)  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 In READING, read aloud. The Soul in Paraphrase, "Strong Son of God, Immortal Love" by Tennyson  LESSON Read and Narrate ★ <a href="#">English Literature for Boys and Girls</a> , Piers the Ploughman ★ <a href="#">Stories From Chaucer</a> , Franklin's Tale, Dorigen, p.140-157	PLAYS (30)  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. ★ <a href="#">Act I, Scene 1</a>
<b>Week 10</b>	GENERAL LITERATURE (30)  LESSON Read and Narrate Beowulf, Lines 2425-2751  Write briefly: What passages seem to you most like what you would call poetry? Give reasons for your answer.	GENERAL LITERATURE (45)  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  LESSON Read and Narrate ★ <a href="#">English Literature for Boys and Girls</a> , Piers the Ploughman continued ★ <a href="#">Stories From Chaucer</a> , Chaucer's Tale, Gamelyn, p.158-171	PLAYS (30)  LESSON Richard III Begin a scene for a play on Richard III based on Daughter of Time.



# POETRY

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

## OCCUPATION

<b>Week 5</b>	<b>POETRY READING (10-15)</b>  <b>PREP &amp; NOTES</b> 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.  <b>LESSON</b> 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.  Read silently then aloud The Soul in Paraphrase • "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  Read aloud Fierce Wars and Faithful Loves Plan to read a Canto each week or just move at your own pace.  In READING, Read Aloud "Veni, Creator Spiritus"
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<b>Week 6</b>	<b>POETRY READING (10-15)</b>  <b>PREP &amp; NOTES</b> 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.  <b>LESSON</b> 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.  Read silently then aloud The Soul in Paraphrase • "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  Read aloud: Plan to read a Canto each week or just move at your own pace. Fierce Wars and Faithful Loves
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# MATH

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	<b>MATH</b> <b>Calculus</b> <i>Foerster's Calculus</i>	<b>MATH</b> <b>Calculus</b> <i>Foerster's Calculus</i>	<b>MATH</b> <b>Calculus</b> <i>Foerster's Calculus</i>	<b>MATH</b> <b>Calculus</b> <i>Foerster's Calculus</i>	<b>MATH</b> <b>Calculus</b> <i>Foerster's Calculus</i>
Resource	<i>Foerster's Calculus</i>	<i>Foerster's Calculus</i>	<i>Foerster's Calculus</i>	<i>Foerster's Calculus</i>	<i>Foerster's Calculus</i>
Time	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
Forms	F6	F6	F6	F6	F6
	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>	<b>LESSON 5</b>
<b>Week 1</b>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide</p> <p>LESSON Calculus by Foerster with Math Without Borders Guide (Move at Own Pace)</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide</p> <p>LESSON Calculus by Foerster with Math Without Borders Guide (Move at Own Pace)</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide</p> <p>LESSON Calculus by Foerster with Math Without Borders Guide (Move at Own Pace)</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide</p> <p>LESSON Calculus by Foerster with Math Without Borders Guide (Move at Own Pace)</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide</p> <p>LESSON Calculus by Foerster with Math Without Borders Guide (Move at Own Pace)</p>
<b>Week 2</b>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES (Move at Own Pace) Don't hesitate to contact David Chandler with questions.</p> <p>LESSON</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES (Move at Own Pace) Don't hesitate to contact David Chandler with questions.</p> <p>LESSON</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES (Move at Own Pace) Don't hesitate to contact David Chandler with questions.</p> <p>LESSON</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES (Move at Own Pace) Don't hesitate to contact David Chandler with questions.</p> <p>LESSON</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>CALCULUS (40 min)</p> <p>PREP &amp; NOTES (Move at Own Pace) Don't hesitate to contact David Chandler with questions.</p> <p>LESSON</p> <p>_____</p> <p>_____</p> <p>_____</p>

# MOVEMENT

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	<b>MOVEMENT</b> <b>Stretching</b>	<b>MOVEMENT</b> <b>Sports Game</b>	<b>MOVEMENT</b> <b>Historical Folk Dancing</b>	<b>MOVEMENT</b> <b>Stretching</b>	<b>MOVEMENT</b> <b>Playground Game</b>
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
	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>	<b>LESSON 5</b>
<b>Week 1</b>	<b>STRETCHING (20)</b>  <b>LESSON</b> 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 ----- <input checked="" type="checkbox"/> Read about soccer.  The Ultimate Homeschool P.E. Game Book "Soccer Games and Glossary" p.57-59  → <b>PLAY:</b> Soccer Pirate  The Ultimate Homeschool P.E. Game Book "Soccer" p.60  ☆ Soccer Ball	<input type="checkbox"/> 01 Intro to Native American Dance ----- → <b>INTRO:</b> This term we are going to explore the dances of the native people of our nation.  → <b>VIEW &amp; DISCUSS:</b> 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). ★ <a href="#">Native American Dance &amp; Regalia</a> Time Marker 0:00-6:36	<b>STRETCHING (20)</b>  <b>LESSON</b> 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 ----- → <b>PLAY</b> Little Brown Bear or Martian  The Ultimate Homeschool P.E. Game Book p.144-145
<b>Week 2</b>	<b>STRETCHING (20)</b>  <b>LESSON</b> 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 ----- → <b>PLAY:</b> Read Light- Green Light  The Ultimate Homeschool P.E. Game Book p.62  ☆ Soccer Ball	<input type="checkbox"/> 02 Powwow: Basic Steps ----- → <b>RECAP:</b> 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?  → <b>VIEW &amp; PRACTICE:</b> Watch the instructional video. Follow along as able.  ★ <a href="#">How to Dance Powwow</a> Time Marker 0:00-3:55	<b>STRETCHING (20)</b>  <b>LESSON</b> 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 ----- <input checked="" type="checkbox"/> Read about long rope jumping and gather supplies for the term.  → <b>PLAY:</b> Jump the Stick  The Ultimate Homeschool P.E. Game Book p.176-77  ☆ Long Jump Rope

# MUSIC

Form 6: 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 &amp; 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
<b>Week 1</b>	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: <a href="#">All Praise to Thee #1</a> → RN&D: ☆ Hosanna, Loud Hosannas "Thomas Ken & Thomas Tallis" p.248 Sing/listen to the full song in afternoons. ★ <a href="#">All Praise to Thee Full Song</a>	☐ 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. ★ <a href="#">Hildegard's Bio</a> ★ <a href="#">Medieval Composer Timeline</a> ★ <a href="#">O vis eternitatis</a> → (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. ★ <a href="#">Sumer is icumen in Sheet Music 1</a> ★ <a href="#">Sumer is Icumen in Sheet Music 2</a> → 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: ★ <a href="#">Sumer is icumen in Recording #1</a> Sing/listen to the full song in afternoons. ★ <a href="#">Sumer is icumen in Full Song</a>
<b>Week 2</b>	SOL-FA (15) Level: _____ Lesson _____ Notes: _____	☐ 2 All Praise to Thee, My God (cont.) ----- → RECAP: Name the hymn we're learning. → SING: ★ Audio: <a href="#">All Praise to Thee #2</a> → 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: <a href="#">O vis eternitatis</a> → (Form 2a+) LISTEN & DISCUSS: Learn more about Gregorian chant through this video. ★ <a href="#">The Origins of Gregorian Chant</a>	☐ 2 Sumer is icumen in (cont.) ----- → RECAP: What is "Sumer is icumen in" about? → SING: ★ <a href="#">Sumer is icumen in #2</a> → 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. ★ <a href="#">Harley 978</a>

# SCIENCE - Astronomy

Form 6: Term 1

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**COURSE NOTES:** The goal of this course is to grow your previous relationship with Astronomy so that you gain a broad view of the discipline. Do your best to dig into the chapters, but do not worry if you do not grasp the more complex ideas. You have your lifetime to keep learning about the wonders that God has created in the sky. As we see more, we know and wonder more, but the wonders and complexities never cease.

We have created a [HS Science Library](#) for you to explore and enjoy organized by discipline. Choose a book in any area of interest to read throughout the year. When you finish one, pick another one. No narrations are required, but do share what you are learning with someone periodically.

Continue your Nature Notebook adding daily notes and illustrating them with frequent brush drawings.

	SCIENCE Physics	SCIENCE Astronomy	SCIENCE Astronomy	SCIENCE Faith and Science	SCIENCE Astronomy
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)
Forms	F6 option	F6 option	F6 option	F6 option	F6 option
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 1	<p>ASTRONOMY (45 min)</p> <p>LESSON This is your day each week to prepare for your field studies. The night sky provides a built-in laboratory! Use the <a href="#">Stellarium site</a> and <a href="#">Dean Regas' Looking Up page</a> that tells you what is visible for each day of the week to aid your viewing.</p> <p>Work your way each week through the <i>100 Things to See in the Night Sky</i>. See if you can locate the different items in the book.</p> <p>Keep a record of what you observe. Sketch the different constellations as you learn and identify them. Keep an eye on the cloud cover so that you can plan a night each week to do some sky gazing.</p> <p>Seek out local observatories or clubs to increase your knowledge and experience locating objects in the sky. Enjoy!</p>	<p>ASTRONOMY (45 min) Part II</p> <p>PREP &amp; NOTES Astronomy Notebook</p> <p>LESSON Starting with Part II Chapter 1 on p. 133, read about half of the chapter. Narrate silently to yourself or by writing. Copy any diagrams and make sketches if helpful to your understanding of the text.</p>	<p>ASTRONOMY (45 min) Part II</p> <p>PREP &amp; NOTES Astronomy Notebook</p> <p>LESSON Finish reading Part II Chapter 1. Narrate silently to yourself or by writing. Copy any diagrams and make sketches if helpful to your understanding of the text. Answer Exercises 1.6-1.9 and pick one from 1.12-1.14 to discuss with your parent/teacher. Use the timeline to add people and events to your Book of Centuries. Use the <a href="#">Part II Answer Key</a> to check computational exercises and to broaden the discussion on conceptual exercises.</p>	<p>ASTRONOMY (45 min) Part I</p> <p>PREP &amp; NOTES Astronomy Notebook</p> <p>Part 1 of the book is intended to be read at the same time as Part 2, so we will keep this balance of two lessons from Part 2 and one lesson from Part 1 each week. You will read, narrate, and then use the Exercises at the end of the chapter to unpack the ideas independently and in discussion with your teacher.</p> <p>Skip over the multiple choice, T-F, matching, and crossword questions as your narration serves as a much better means to understand the basics of the chapter. The rest of the questions will be more useful to dig into the ideas at a deeper level.</p> <p>LESSON Read Chapter 1 of Part 1. Narrate silently. Read through Exercises 1.4-1.31. Pick and choose with your teacher questions that you would like to write out the answers to, discuss, or do both.</p> <p>Sometimes writing out the answers first may help you formulate your thoughts, ideas, and opinions leading to a better discussion. The Part I Answer Key may aid in your understanding and discussion of the issues as well.</p> <p>You will have 5 weeks to work through this chapter. Divide it up as you wish. You might choose to write out answers to selected questions each week for the first 25 minutes of the lesson and then discuss your answers for the last 20 minutes. Or, you might want to orally discuss what you read this week and then dive into the questions yourself for the next 2 weeks and discuss for the last 2 weeks. It is up to you and your teacher.</p>	<p>ASTRONOMY (45 min)</p> <p>LESSON Use this time to read your book choice from the HS Science Library or you may prefer to use the time to work on your chapter exercises and read your free read at another time.</p> <p>Or, use the time to explore current events in Astronomy keeping a weekly log or journal entry of your finds and thoughts in your Astronomy Notebook.</p> <p>Here are some options to get you started:</p> <p><a href="#">Hubble Space Telescope site</a></p> <p><a href="#">EarthSky Site</a></p> <p><a href="#">Astronomy Picture of the Day</a></p> <p><a href="#">NASA Website</a></p> <p><a href="#">Planet Quest</a></p> <p><a href="#">Solar Dynamics Observatory</a></p> <p><a href="#">Space Math</a>- Citizen Science Opportunities!</p> <p>Or, use the time to continue to explore the intersection of Science and Faith keeping a weekly log or journal entry of your finds and thoughts in your Astronomy Notebook.</p> <p>Here is an option to get you started:</p> <p><a href="#">The Veritas Forum</a></p>

<b>Week 2</b>	<p>ASTRONOMY (45 min) 100 Things to See in the Night Sky</p> <p>LESSON Prepare for sky gazing. Don't forget to record your observations.</p>	<p>ASTRONOMY (45 min) Part II</p> <p>LESSON Start reading Chapter 2. Narrate silently to yourself or by writing in your Astronomy Notebook. Copy any diagrams and make sketches if helpful to your understanding of the text.</p>	<p>ASTRONOMY Part II</p> <p>LESSON Finish reading Chapter 2. Narrate silently to yourself or by writing. Copy any diagrams and make sketches if helpful to your understanding of the text. Answer or perform Exercises 2.5-2.10. Record your work and observations. Feel free to answer more or less of the questions based on your time available. There are a few extra days built in during the term and at the end of the term if you need more time to work than what is allocated week by week.</p>	<p>ASTRONOMY (45 min) Part I</p> <p>LESSON Continue to work on/discuss Exercises 1.4-1.32.</p>	<p>ASTRONOMY (45 min)</p> <p>LESSON Various activities chosen from Week 1</p>
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# SCIENCE - Botany

Form 6: Term 1

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	SCIENCE Botany <i>Elementary Studies in Plant Life</i>	SCIENCE Botany <i>Plant Hunters</i>	SCIENCE Botany <i>Botany in a Day</i>	SCIENCE Botany <i>Seeing Trees</i>	SCIENCE Botany <i>What a Plant Knows</i>
Resource					
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)
Forms	F6 option	F6 option	F6 option	F6 option	F6 option
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Week 1</b>	<p>BOTANY (45 min) Elementary Studies</p> <p>LESSON Elementary Studies in Plant Life was written in 1915 in England. However, a current US Botany professor reviewed the book for the Alveary and liked how it explained certain concepts and some of the experiments and questions. Check the Annotations pdf for weekly notes as to updated terms etc. Read Chapter 1 and work through the material adding drawings to your notebook as you go. Pick a question at the end to answer fully in your science notebook as your narration. Depending on the time of year and your geographic location, you may not be able to do some of the experiments till the spring. Do what you can to gain the most from the chapter. If you don't have available locally the plants or trees mentioned, look up the item on the internet. Also, you may need to visit local nurseries, botanical gardens, neighbor's yards and gardens to find specimens to examine.</p> <p>★ <a href="#">Elementary Studies in Plant Life (print/save)</a> ★ <a href="#">Elementary Studies Annotations (print/save)</a></p>	<p>BOTANY (45 min) Plant Hunters</p> <p>LESSON Read and narrate Plant Hunters, Introduction, ch 1,2.</p> <p>Figure out how you want to narrate this book. You might want to use century charts, a map, make sketches, etc. Do something with what you are reading to interact with it as you learn the history of botany.</p>	<p>BOTANY (45 min) Botany in a Day</p> <p>LESSON Read the Forward, Region Covered, pp.1-4. Narrate pages 1-4 in some helpful way. That way might be written, with a chart, orally, silently to yourself, or another way. Then read and narrate pp.5-9. You may or may not agree with the author's presentation of the evolution of plants, but it is important to know what current botanical thinking on the subject is, especially as we seek to understand how plants have been organized. This will help us as we begin to learn plant families.</p>	<p>BOTANY (45 min) Seeing Trees</p> <p>LESSON Read and narrate about 10 pages a week. Take the opportunity each week to look for the parts of trees discussed if you have them in your area or if not, for similar features in the trees that you do have. Keep a record of what you find.</p>	<p>BOTANY (45 min) What a Plant Knows</p> <p>LESSON Read and narrate 7 pages a week in your Botany notebook. Observe indoor and outdoor plants looking to see what the author describes. Record your observations.</p>
<b>Week 2</b>	<p>BOTANY (45 min) Elementary Studies in Plant Life</p> <p>LESSON Read and narrate Elementary Studies, ch 2 (see link in w1)</p>	<p>BOTANY (45 min) Plant Hunters</p> <p>LESSON Read and narrate Plant Hunters, ch 3-5.</p>	<p>BOTANY (45 min) Botany in a Day</p> <p>LESSON Read and narrate pp. 10-18. Go outside now if there is time or this afternoon and see if you can find any of the characteristics of plants mentioned. Record your observations.</p>	<p>BOTANY (45 min) Seeing Trees</p> <p>LESSON Read and narrate about 10 pages a week. Take the opportunity each week to look for the parts of trees discussed if you have them in your area or if not, for similar features in the trees that you do have. Keep a record of what you find.</p>	<p>BOTANY (45 min) What a Plant Knows</p> <p>LESSON Read and narrate 7 pages a week in your Botany notebook. Observe indoor and outdoor plants looking to see what the author describes. Record your observations.</p>

# SCIENCE - Geology

Form 6: Term 1

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	SCIENCE Geology	SCIENCE Geology	SCIENCE Geology	SCIENCE Geology	SCIENCE Geology
Resource	<i>Beneath Our Feet</i>	<i>Roadside Geology</i>	<i>The Map that Changed the World</i>	<i>The Field Guide to Geology</i>	<i>Field Studies</i>
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)
Forms	F6 option	F6 option	F6 option	F6 option	F6 option
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	
<b>Week 1</b>	<p>GEOLOGY (45 min) Beneath Our Feet</p> <p>LESSON Read and narrate 1 chapter a week. Include any sketches that are helpful.</p>	<p>GEOLOGY (45 min) Roadside Geology</p> <p>LESSON Divide up your state or regional geology book so that you finish it this term. Make a map of your state or region showing the interesting geological features as you read. Plan some field trips if possible to some of the sites. Record your observations and finds.</p>	<p>GEOLOGY (45 min) The Map that Changed the World</p> <p>LESSON Read and narrate around 25 pages a week. Look up the place names online so you can see where he was working and observing.</p>	<p>GEOLOGY (45 min) The Field Guide to Geology</p> <p>LESSON Read and narrate in a way helpful to you about 12.5 pages a week. Copy any diagrams or images that are helpful.</p>	<p>GEOLOGY (45 min)</p> <p>LESSON Use this time in the morning, afternoons, and weekends for exploring your local geology. Start at <a href="#">this site</a> to begin your journey. Spend a couple of weeks informing yourself on the subject.</p> <p>Read about any local resources and begin making a plan. Visit local nature centers and museums and ask about local geology guides or guided tours. Track down any local clubs or groups to join. Read about the laws that pertain to rockhounding. Visit the links under your state or google for geological survey maps that will give you the big picture of your region's geology.</p> <p>Begin building a rock, mineral and/or fossil collection.</p> <p>Start sketching, describing, and documenting your local geology.</p>
<b>Week 2</b>	<p>GEOLOGY (45 min) Beneath Our Feet</p> <p>LESSON Read and narrate 1 chapter a week.</p>	<p>GEOLOGY (45 min) Roadside Geology</p> <p>LESSON Find a Roadside Geology or Geology Underfoot book for your state or region. Read through it and make a map of your state showing the interesting geological features. Plan some field trips if possible to some of the sites. Record your observations.</p>	<p>GEOLOGY (45 min) The Map that Changed the World</p> <p>LESSON Read and narrate around 25 pages a week. Look up the place names online so you can see where he was working and observing.</p>	<p>GEOLOGY (45 min) The Field Guide to Geology</p> <p>LESSON Read and narrate in a way helpful to you about 12.5 pages a week. Copy any diagrams or images that are helpful.</p>	<p>GEOLOGY (45 min)</p> <p>LESSON Use this time in the morning, afternoons, and weekends for exploring local geology. Start at <a href="#">this site</a> to begin your journey. Spend a couple of weeks informing yourself on the subject.</p> <p>Read about any local resources and begin making a plan to visit local nature centers and museums and ask about local geology guides or guided tours. Track down any local clubs or groups to join. Read about the laws that pertain to rockhounding. Visit the links under your state or google for geological survey maps that will give you the big picture of your region's geology. Begin building a rock, mineral and/or fossil collection.</p> <p>Start sketching, describing, and documenting your local geology.</p>



# SCIENCE - Microbiology

Form 6: Term 1

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	SCIENCE Microbiology <i>I Contain Multitudes</i>	SCIENCE Microbiology <i>A Field Guide to Bacteria</i>	SCIENCE Microbiology <i>Microbe Hunters or A Planet of Viruses</i>	SCIENCE Microbiology <i>The Immortal Life of Henrietta Lacks</i>	SCIENCE Microbiology <i>Illustrated Guide to Home Biology Experiments</i>
Resource					
Time	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)	45 min (Morning)/Afternoons
Forms	F6 option	F6 option	F6 option	F6 option	F6 option
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Week 2</b>	<p>MICROBIOLOGY (45) <i>I Contain Multitudes</i></p> <p>LESSON Read and narrate 8 pages a week.</p>	<p>MICROBIOLOGY (45) <i>A Field Guide to Bacteria</i></p> <p>LESSON Read and narrate 10 pages a week. Come up with an interesting way to present or summarize the information in this book. Maybe it would be a map or a chart or a diagram or something else?</p>	<p>MICROBIOLOGY (45) <i>Microbe Hunters</i></p> <p>LESSON Read and narrate 10 pages a week.</p>	<p>MICROBIOLOGY (45) <i>Immortal Life of Henrietta Lacks</i></p> <p>LESSON Read and narrate 10 pages a week.</p>	<p>MICROBIOLOGY LAB (45 min) + afternoon <i>Illustrated Guide to Home Biology Experiments</i></p> <p>LESSON Today you will complete LAB I-1: Using a Microscope. Gather all your needed materials. Prepare your Lab Notebook for the experiment. Read through the lab carefully before beginning and be sure to adhere to all safety requirements. Complete the Lab Report following the book's guidelines. Choose 6 throughout the year to complete as Full Lab Reports using what you have learned in the Student Lab Report Handbook by Mays in the earlier years of science. Use the guidelines for the rest of your reports. (If this is your first year with the Alveary, follow the guidelines in the book for all lab reports.)</p> <p>Clean up and dispose of any materials as instructed. Complete the Lab write up in your notebook including the Review Questions. Make use of the answers on the pdf that came with your supplies after you have finished your work by seeing if there was anything significant that you did not understand. Make use of your Biology textbook from Form 5b and the internet if you want to know more or get additional help in understanding terms and concepts.</p>
<b>Week 3</b>	<p>MICROBIOLOGY (45) <i>I Contain Multitudes</i></p> <p>LESSON Read and narrate 8 pages a week</p>	<p>MICROBIOLOGY (45) <i>A Field Guide to Bacteria</i></p> <p>LESSON Read and narrate 10 pages a week.</p>	<p>MICROBIOLOGY (45)</p> <p>LESSON Read and narrate 10 pages a week.</p>	<p>MICROBIOLOGY (45) <i>Immortal Life of Henrietta Lacks</i></p> <p>LESSON Read and narrate 10 pages a week.</p>	<p>MICROBIOLOGY LAB (45) and (Afternoons) <i>Illustrated Guide to Home Biology Experiments</i></p> <p>LESSON Lab Work</p>