

SAMPLE

CHARLOTTE MASON
INSTITUTE

TWO FULL WEEKS

Lesson Plans



CHARLOTTE MASON'S
Alveary
CHARLOTTE MASON INSTITUTE

Form 4 (Grade 9)





Charlotte Mason's Alveary

2020 - 2021 Lesson Plans

FORM 4 • TERM 1

Form 4 Schedule (Chart)

	M	T	W	Th	F	Sun	
8:00-8:30	Bible Poetry	Old Testament	New Testament	Old Testament	New Testament/ Architecture	Sunday Readings & Occupations and Book of Centuries	
8:30-9:10	Algebra	Geometry	Algebra	Geometry	Algebra		
9:10-9:20	Recitation	Recitation	Recitation	Ancient History- Prehistory/ANE	World History		
9:20-9:40	Art Instruction	Dictation	Ourselves				
9:40-9:50	Singing with Sol-fa	Hymns	Composer Study	Folk & Patriotic Songs	Playground Games		
9:50-9:55		Sports Game		Historical Folk Dancing			Stretching
9:55-10:15	Stretching						
10:15-10:45	Geography	World History	Geography	Writing Practice	General Literature		
10:45-11:00	Grammar		Grammar	History of Literature/ General Literature	Grammar		
11:00-11:30	French/Spanish	Latin	Latin				French/Spanish
11:30-12:00	General Literature	Cit. Source Docs	American History	Plutarch	Writing Practice		
12:00-12:45	Physics	Physics	Anatomy	Physics	Physics		
AFTERNOON WORK	Handicrafts, Literature Reading, Shakespeare, Poetry, BOC work & sketches, Field Work & Nature Notebook, Physics experiments, French/Spanish, Penmanship & Commonplace Book, Art Instruction, News & Events, Picture Study, Composer Study, Instrument, Reading, and Science free read.						

Form 4 Subjects/List Schedule & Quick Links

ART	20 min X 1 afternoon, 45 min X 2 Afternoon	Other Resources NOTES To Teacher TEACHER RESOURCES for Science Form 4 Program for Term 1
ARCHITECTURE	30 min X 1 (every other week)	
BIBLE	30 min X 4, 30 min X 1 (every other week)	
CITIZENSHIP	30 min X 2, 20 min X 1, 20 min X 1 afternoon	
ENG-Composition & Grammar	30 min X 2, 15 min X 3	
ENG-Dictation	20 min X 1	
ENG-Reading	30 min X 1 afternoon/evening	
ENG-Recitation	10 min X 3 + afternoons if needed	
ENG-Writing	10-15 min X 1+ afternoon	
GEOGRAPHY	30 min X 2	
HANDICRAFTS	45 min X 1+ afternoon	
HISTORY	45 min X 1, 30 min X 2, 40 min X 1	
LANG-Latin	30 min X 2	
LANG-French or Spanish	30 min X 2, 30 min X 1 afternoon, 10 min X 1 afternoon	
LITERATURE	30min X 2, 45 min X 1	
LIT-Poetry	10-15 min X daily afternoons	
MATH	40 min X 5	
MOVEMENT	20 min X 5	
MUSIC	2 X 15 min, 2 X 10 min	
SCIENCE	45 min X 5 + afternoons Labs, Fieldwork, Nature Journaling	
Sunday Reading	Sundays	
Book of Centuries, Commonplace	afternoons, Sundays	



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 4: T1

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ARCHITECTURE	
Architecture Appreciation/Bible	
Resource	<i>50 Buildings You Should Know</i>
Time	30 min (Morning)
Forms	F4
LESSON 1	
Week 1	ARCHITECTURE/BIBLE (30) PREP & NOTES: This time slot is used for Architecture on even weeks and New Testament on odd LESSON: See BIBLE Lesson 5 Plans.
Week 2	ARCHITECTURE/BIBLE (30) PREP & NOTES: You will need an Architecture or History Notebook for your Architecture Lessons LESSON After reading about the buildings and take a few minutes to look closely at the pictures of the pyramids and of Karnak Temple, do a sketch narration of them adding any details you would like. Then watch at least a few minutes (adjust the settings to double speed) of the Pyramids Walking Tour video, then watch the remaining 2 videos. Add a written narration to your sketches summarizing your thoughts on the pyramids. 50 Buildings You Should Know, Buildings 1 & 2 ★ Pyramids of Giza Walking Tour ★ 360 degrees Travel inside the Great Pyramid of Giza ★ How the pyramids were built

ART

Form 4: Term 1

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Resource Time Forms	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> 20 min (Morning) + (Afternoon) Level 1-8	ART INSTRUCTION Pick Suitable Level <i>Follow Plans for Appropriate Level</i> 45 min (Afternoon) Level 1-8
OCCUPATION		OCCUPATION DAY 1	OCCUPATION DAY 2
Week 1	<input type="checkbox"/> 1 Picture Talk: Fra Angelico ----- → STUDY: Look at art quietly for a few minutes; study the whole work and details. → NARRATE: Still looking, tell all you notice. If in class, look and listen while other students narrate. → PICTURE TALK: 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 ★ Picture Talk Document (PRINT for future lessons)	ART INSTRUCTION (45) Level: _____ Lesson _____ Notes: _____	ART INSTRUCTION (45) Level: _____ Lesson _____ Notes: _____
Week 2	<input type="checkbox"/> 2 Memory Discussion: Patterns ----- → INTRO: Look at Noli me tangere. Notice how a pattern of repeating curved lines shows draping cloth with folds. → 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? → EVALUATE: 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

Form 4: Term 1

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	BIBLE Bible Poetry	BIBLE Old Testament	BIBLE New Testament	BIBLE Old Testament	BIBLE NT/ Architecture
Resource	<i>Saviour of the World, Study Bible, Atlas</i>	<i>Study Bible, Atlas, Chronological Guide, Bible Journal</i>	<i>The Life of Jesus (Harmonized Gospels), Study Bible, Atlas</i>	<i>Study Bible, Atlas, Chronological Guide, Bible Journal</i>	<i>Study Bible, Bible Journal</i>
Time	30 min (Morning)	30 min (Morning)	30 min (Morning)	30 min (Morning)	30 min (Morning)
Forms	F3-6	F3-6	F3-4	F3-6	F4
	LESSON 1 (See Note)	LESSON 2	LESSON 3 (see Note)	LESSON 4	LESSON 5
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 The Life of Jesus (Harmonized Gospels), Day 7-8</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable.</p> <p>*See the QuickSource Bible Atlas for a Harmony of the Gospels chart (p.304-311) or the Chronological Guide Reading Schedule for another chronological list. Chronological Guide to the Bible, Epoch 8 Holman QuickSource Bible Atlas</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>	<p>BIBLE/ ARCHITECTURE (30)</p> <p>PREP & NOTES New Testament odd weeks/Architecture even weeks</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 Cultural Background Study Bible, Hearing the Gospels as First-Century Hearers Heard Them: How the Gospels First Circulated, p.1602-1603 (Teacher Resource Form 3) The Life of Jesus (Harmonized Gospels), Day 9 - only "Jesus Chooses Twelve Apostles", Luke 6:12-19 Cultural Background Study Bible, Read Matthew 5 from your Study Bible (instead of The Life of Jesus (Harmonized Gospels), Day 9)</p> <p>Read sections in Chronological Guide or Study Bible for background and guidance as applicable.</p> <p>*See the QuickSource Bible Atlas for a Harmony of the Gospels chart (p.304-311) or the Chronological Guide Reading Schedule for another chronological list. Chronological Guide to the Bible, Epoch 8 Holman QuickSource Bible Atlas</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>	<p>NEW TESTAMENT (30)</p> <p>PREP & NOTES. Use the extra helps in your Cultural Backgrounds Study Bible, but no other commentary is needed.</p> <p>New Testament odd weeks/Architecture even weeks</p> <p>LESSON Read and Narrate Cultural Background Study Bible, Galatians 4</p>

CITIZENSHIP

Form 4: Term 1

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	CITIZENSHIP Citizenship Source Docs <i>Earthwise</i>	CITIZENSHIP Ourselves <i>Ourselves</i>	CITIZENSHIP Plutarch <i>Plutarch Project Vol. 2, Notebook</i>	CITIZENSHIP News & Events <i>News Sites</i>
Resource				
Time	30 min (Morning)	20 min (Morning)	30 min (Morning)	20 min (Afternoons)
Forms	F4	F3-4	F2A-5	F4-6
	LESSON 1	LESSON 2	LESSON 3	OCCUPATION
Week 8	<p>CZ SOURCES (30)</p> <p>LESSON Read and Narrate Earthwise, Sections 6-7, p.53-56</p> <p>Answer "Thought and Discussion" Question 1. (p. 58)</p>	<p>OURSELVES (20)</p> <p>→ RN&D: Ourselves Book I Pt.III Ch.II p.87-89 "Knights and Ladies of Pity" - "idle pity."</p> <p>▲ WRITE: Debate Show that all people possess and express pity.</p>	<p>PLUTARCH (30)</p> <p>→ INTRO: Read intro material. Lesson 6 p.96-97</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 6 Pt.1-2 p.97-99 "But when they" - "and possessions."</p> <p>→ DISCUSS: Discussion and Narration Prompt 1 p.99</p> <p>▲ WRITE: Answer this question Should Nicias have immediately attacked the Syracusans? Why or why not?</p>	<p>NEWS & EVENTS (20)</p> <p>PREP & NOTES 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>
Week 9	<p>CZ SOURCES (30)</p> <p>LESSON Read and Narrate Earthwise, Scripture Readings, p. 57</p> <p>Share your findings with your teacher.</p>	<p>OURSELVES (20)</p> <p>→ RN&D: Ourselves Book I Pt.III Ch.II p.89-90 "Self-Pity." - "sorry for ourselves."</p> <p>▲ COMP: Story Start writing a fable-type short story in which a character's self-pity is exposed and he overcomes it. Finish it in the afternoon as desired.</p>	<p>PLUTARCH (30)</p> <p>→ INTRO: Read intro material. Lesson 7 p.99-100</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 7 Pt.1-2 p.100-104 "Now when Alcibiades" - "greatest power."</p> <p>→ DISCUSS: Discussion and Narration Prompt 3 p.104</p>	<p>NEWS & EVENTS (20)</p> <p>LESSON Read an article on Science this week and tell your parent/teacher about it.</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

Form 4: Term 1

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	GRAMMAR Grammar <i>Analytical Grammar</i>	GRAMMAR Grammar <i>Analytical Grammar</i>	COMPOSITION Writing Practice <i>Notebook</i>	GRAMMAR Grammar <i>Analytical Grammar</i>	COMPOSITION Writing Practice <i>New Grammar/Nature of Eng Poetry</i>
Resource					
Time	15 (Morning)	15 min (Morning)	30 min (Morning)	15 min (Morning)	30 min (Morning)
Forms	Student's Pace	Student's Pace	F4	Student's Pace	F4
	LESSON 1 (See note)	LESSON 2 (See note)	LESSON 3	LESSON 4 (See note)	LESSON 5
Week 10	<p>GRAMMAR (15)</p> <p>PREP & NOTES Mark an interesting sentence you found in one of your lit, history, citizenship, etc. readings. You will use it for COMPOSITION, L3.</p> <p>Note: Make sure you understand the lesson before moving on.</p> <p>LESSON Work through lessons each week Analytical Grammar Workbook Analytical Grammar Teacher Book (to check answers)</p>	<p>GRAMMAR (15)</p> <p>LESSON Work through lessons each week Analytical Grammar Workbook Analytical Grammar Teacher Book (to check answers when you complete a lesson).</p>	<p>COMPOSITION (30)</p> <p>LESSON Parse, analyze and diagram one of the sentences you marked in your readings during GRAMMAR "Lesson 1" (About 5-10 min).</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>GRAMMAR (15)</p> <p>LESSON Work through lessons each week: Make sure you understand it before moving on. AG Workbook AG Teacher Book (to check answers when you complete lessons).</p> <p>Show lessons to your parent/teacher and explain one aspect of grammar you worked on this week.</p>	<p>COMPOSITION (30) (see LITERATURE: L2 W10)</p> <p>LESSON Read and Narrate ★ The Nature of English Poetry, Ch 12, Section 1-2, p.134-136</p> <p>▲ COMPOSITION: Write a comparison of your reading from Fierce Wars and Faithful Loves and the story of Piers the Ploughman as told in English Literature for Boys and Girls.</p>
Week 11	<p>GRAMMAR (15)</p> <p>PREP & NOTES Mark an interesting sentence you found in one of your lit, history, citizenship, etc. readings. You will use it for COMPOSITION, L3.</p> <p>Note: Make sure you understand the lesson before moving on.</p> <p>LESSON Work through lessons each week Analytical Grammar Workbook Analytical Grammar Teacher Book (to check answers)</p>	<p>GRAMMAR (15)</p> <p>LESSON Work through lessons each week Analytical Grammar Workbook Analytical Grammar Teacher Book (to check answers when you complete a lesson).</p>	<p>COMPOSITION (30) (see BIBLE: L2 W11)</p> <p>LESSON ▲ COMPOSITION: Write an essay discussing Genesis 22 and the different artists' interpretations as seen in their paintings. Describe the difference emphases in each painting and how they relate to the text.</p> <p>★ Sacrifice of Isaac by Caravaggio ★ The Sacrifice of Isaac by Veronese ★ Sacrifice of Isaac by Rembrandt</p>	<p>GRAMMAR (15)</p> <p>LESSON Work through lessons each week Analytical Grammar Workbook Analytical Grammar Teacher Book (to check answers when you complete a lesson).</p>	<p>COMPOSITION (30) (see GEOGRAPHY: L2 W11)</p> <p>LESSON Read and Narrate ★ The Nature of English Poetry, Ch 12, Section 3-5 p.137-140</p> <p>▲ COMPOSITION: Write a travel journal entry as though you were part of the adventures on the Brendan voyage.</p>

DICTATION

Form 4: Term 1

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Resource	DICTATION
Time	Dictation
Forms	<i>Passage from Reading</i>
	20 min (Morning)
	F4
LESSON 1	
Week 1	DICTATION (20) PREP & NOTES Look for interesting passages from poems, Shakespeare, and other books to transcribe into your commonplace book. Rotate through different books from your readings each week to use for dictation. LESSON Study 2-3 pages of a passage from the week's reading. Teacher/parent dictates one paragraph when ready or (occasionally) write from memory.
Week 2	DICTATION (20) PREP & NOTES Look for interesting passages from poems, Shakespeare, and other books to transcribe into your commonplace book. Rotate through different books from your readings each week to use for dictation. LESSON Study 2-3 pages of a passage from the week's reading. Teacher/parent dictates one paragraph when ready or (occasionally) write from memory.

READING

Form 4: Term 1

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

Form 4: Term 1

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	RECITATION Hymn/Psalm <i>Hymnal, Bible</i> 10 min (Morning) F1-6	RECITATION Bible Verses <i>Bible</i> 10 min (Morning) F4	RECITATION Poetry <i>various resources</i> 10 min (Morning) F4-6
	LESSON 1	LESSON 2	LESSON 3
Resource Time Forms			
Week 1	<p>HYMN/PSALM (10)</p> <p>PREP & 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>BIBLE VERSES (10)</p> <p>PREP & NOTES You may want to print out the recitation passages to have handy for weekly practice.</p> <p>RECITE OT suggestions: Genesis 1:1-2:3, 12:1-9, 22:1-18</p> <p>NT suggestions: John 1:1-18, 1:29-34, Luke 1:39-55, Matthew 6:1-15; Galatians 5: 16-26</p>	<p>POETRY (10)</p> <p>PREP & NOTES Choose one of this term's assigned poems from The Soul in Paraphrase: A Treasury of Classic Devotional Poems by Leland Ryken.</p> <p>RECITE Suggestions: One poem of about 20 lines or a scene from a play</p>
Week 2	<p>HYMN/PSALM (10)</p> <p>PREP & 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>BIBLE VERSES (10)</p> <p>PREP & NOTES You may want to print out the recitation passages to have handy for weekly practice.</p> <p>RECITE OT suggestions: Genesis 1:1-2:3, 12:1-9, 22:1-18</p> <p>NT suggestions: John 1:1-18, 1:29-34, Luke 1:39-55, Matthew 6:1-15; Galatians 5: 16-26</p>	<p>POETRY (10)</p> <p>PREP & NOTES Choose one of this term's assigned poems from The Soul in Paraphrase: A Treasury of Classic Devotional Poems by Leland Ryken.</p> <p>RECITE Suggestions: One poem of about 20 lines or a scene from a play</p>

WRITING

Form 4: Term 1

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WRITING	
Penmanship & Commonplace Book	
<i>Italics Beautiful Handwriting (Cursive)</i>	
10-15 min (Afternoon)	
F4	
LESSON 1	
Week 1	<p>WRITING (afternoons)</p> <p>PREP & NOTES Commonplace book entries should be in one's best penmanship. If the Italics book is mastered, Creative Lettering and Beyond by Gabri Kirkendall is a good next step. Share favorite quotes with your parent/teacher.</p> <p>LESSON Use (as needed): Italics: Beautiful Handwriting for Children OR Write Now: the Getty-Dubay Handwriting for Success and transcribe interesting passages from poems, Shakespeare, and other books into your commonplace book.</p>
Week 2	<p>WRITING (afternoons)</p> <p>PREP & NOTES Commonplace book entries should be in one's best penmanship. If the Italics book is mastered, Creative Lettering and Beyond by Gabri Kirkendall is a good next step. Share favorite quotes with your parent/teacher.</p> <p>LESSON Use (as needed): Italics: Beautiful Handwriting for Children OR Write Now: the Getty-Dubay Handwriting for Success and transcribe interesting passages from poems, Shakespeare, and other books into your commonplace book.</p>

GEOGRAPHY

Form 4: Term 1

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Resource Time Forms	<p style="text-align: center;">GEOGRAPHY World Geography <i>Prisoners of Geography</i> 30 min (Morning) F4</p>	<p style="text-align: center;">GEOGRAPHY Historical Geography <i>Brendan Voyage</i> 30 min (Morning) F4</p>
LESSON 1		LESSON 2
Week 1	<p>WORLD GEOGRAPHY (30)</p> <p>LESSON Read Prisoners of Geography, Intro</p> <p>Print or sketch 8 blank maps of Russia that roughly cover the same region as p.8-9. You may need a map of Europe as well due to the vastness of Russia. Take a few minutes to look at the map on p.8-9.</p> <p>★ Blank Map of Russia ★ Blank Map of Europe</p>	<p>GEOGRAPHY (30 min)</p> <p>PREP AND NOTES Each week read about 13 pages. To narrate, create some type of map (simple sketch of a region or a more involved map of the whole journey, adding to it bit by bit) AND either an illustration from reading (drawn, painted, comic strip, medieval manuscript, chalk, etc.) or a written narration.</p> <p>LESSON Brendan Voyage</p>
Week 2	<p>WORLD GEOGRAPHY (30)</p> <p>LESSON Take a blank map of Russia and using p.8-9 in your book, fill in a few main cities, the Ural Mountains, Lake Baikal, and some of the surrounding bodies of water.</p> <p>Read: Refer to pages 8-9 while reading, and add to your map if additional places are mentioned. Prisoners of Geography, p.11-24,</p> <p>Narrate orally or silently to yourself using your map. Then take another clean blank map or sketch a rough map and see what you can remember and fill in. Keep the first map(s) you are filling out until the end of the term.</p>	<p>GEOGRAPHY (30 min)</p> <p>LESSON Read and Narrate Brendan Voyage</p> <p>Sometime today or this week show someone your map and illustration (if made) and tell them today's adventures.</p>

HANDICRAFTS

Form 4: 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"/> 01 Simple Bead Lace ----- ① 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 ① 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"/> 02 Ladder Stitch ----- ① 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 ① 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 4: Term 1

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	HISTORY World History <i>Charlemagne, Marco Polo</i>	HISTORY American History <i>A Short History of the United States, Native Americans</i>	HISTORY Prehistory/Ancient Near East <i>Creation Stories, Tales from Egypt</i>	HISTORY World History <i>Charlemagne, Silk Roads, Castle, The Road to There, Cathedral</i>
Resource				
Time	45 min (Morning)	30 min (Morning)	30 min (Morning)	40 min (Morning)
Forms	F4	F4-6	F4	F4
	LESSON 1	LESSON 2	LESSON 3	LESSON 4
Week 9	<p>WORLD HISTORY (45)</p> <p>LESSON Read Marco Polo, ch. 14</p> <p>Narrate: Write a journal entry as if you were on the journey home with the Polos.</p>	<p>AMERICAN HISTORY (30)</p> <p>LESSON Read and Narrate Native Americans: State by State</p>	<p>ANCIENT NEAR EAST (30)</p> <p>LESSON View, Read, and Narrate: Click to read about some of the artifacts mentioned. ★ Egyptian Tombs ★ Telling Time</p>	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES Remember to add to your Book of Centuries. If you have already read Cathedral, use this resource for the next 3 weeks: ★ The Arch Never Sleeps</p> <p>LESSON Read and Narrate Silk Roads, Ch. 7 "The Road to Heaven" Cathedral Read through about 1/3 of the book, stopping to pay closer attention to the drawings that most interest you. Choose something to add to your Book of Centuries later this week.</p>
Week 10	<p>WORLD HISTORY (45)</p> <p>LESSON Read Marco Polo, ch. 15-16</p> <p>Narrate: Tell someone the story of the Polo's "Strange Welcome".</p>	<p>AMERICAN HISTORY (30)</p> <p>LESSON Read and Narrate Native Americans: State by State</p>	<p>ANCIENT NEAR EAST (30)</p> <p>LESSON Read and Narrate Tales of Ancient Egypt, The Great Queen Hatshepsut, The Prince and the Sphinx, The Princess and the Demon, The Golden Lotus</p>	<p>WORLD HISTORY (40)</p> <p>PREP & NOTES Remember to add to your Book of Centuries. If you have already read Cathedral, use this resource this week and next week: ★ The Arch Never Sleeps</p> <p>LESSON Read and Narrate Silk Roads, Ch. 8 "The Road to Hell" Cathedral Read through about 1/3 of the book, stopping to pay closer attention to the drawings that most interest you. Choose something to add to your Book of Centuries later this week.</p>

LATIN

Form 4: Term 1

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COURSE NOTES: If you are continuing from Form 3, continue lessons in Latin 1. Or, if you are just beginning Latin, start at the beginning. 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 Latin 1 Cambridge Latin 30 min (Morning) Leveled	LATIN Latin 1 Cambridge Latin 30 min (Morning) Leveled
	LESSON 2	LESSON 3
Resource		
Time		
Form		
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: _____

MODERN LANGUAGES

Form 4: 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	30 min (Morning)	30 min (Morning)	30 min (Afternoon)	10 min (Afternoon)
Form	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 (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH LIT (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH GRAMMAR (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH POETRY (10) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____
Week 2	FRENCH/SPANISH GRAMMAR (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH LIT (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH GRAMMAR (30) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____	FRENCH/SPANISH POETRY (10) PREP & NOTES Work through ULAT or Alveary lessons. LESSON Lesson: Lesson _____ Notes: _____ _____ _____

LITERATURE

Form 4: Term 1

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	LITERATURE General Literature	LITERATURE History of Literature/General Literature	LITERATURE General Literature	LITERATURE Plays
Resource	<i>Sir Gawain, Daughter of Time</i>	<i>various, Chaucer</i>	<i>Beowulf</i>	<i>Richard III (Shakespeare)</i>
Time	30 min (Morning)	45 min (Morning)	30 min (Morning)	30 min (Afternoon)
Form	F4	F4-6	F4-6	F4-6
	LESSON 1 (see note)	LESSON 2	LESSON 3	LESSON 4
Week 9	<p>GENERAL LITERATURE (30)</p> <p>PREP & NOTES Narrate silently. Plan to tell the story in the evenings each week.</p> <p>Share a favorite poem from the term with your family this evening.</p> <p>LESSON Read and Narrate Daughter of Time</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>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>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 Narrate silently. Plan to tell the story in the evenings each week.</p> <p>Finish reading Sir Gawain next week if you haven't already.</p> <p>LESSON Read and Narrate Daughter of Time</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>GENERAL LITERATURE (30)</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>PLAYS (30)</p> <p>LESSON Richard III Begin a scene for a play on Richard III based on Daughter of Time.</p>

POETRY

Form 4: Term 1

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POETRY	
POETRY	OCCUPATION
Resource	POETRY
Time	Daily Reading
Forms	<i>The Soul in Paraphrase, Fierce Wars and Faithful Loves/Faerie Queene (Spenser)</i>
	10-15 minutes (Daily Afternoons)
	F4-6
Week 5	POETRY READING (10-15)
	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.
	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.
	Read silently then aloud The Soul in Paraphrase
	<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
	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"
Week 6	POETRY READING (10-15)
	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.
	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.
	Read silently then aloud The Soul in Paraphrase
	<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
	Read aloud: Plan to read a Canto each week or just move at your own pace. Fierce Wars and Faithful Loves

MATH

Form 4: Term 1

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	MATH Algebra <i>Elementary Algebra</i>	MATH Geometry <i>Geometry</i>	MATH Algebra <i>Elementary Algebra</i>	MATH Geometry <i>Geometry</i>	MATH Algebra <i>Elementary Algebra</i>
Resource					
Time	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)	40 min (Morning)
Forms	F4	F4	F4	F4	F4
MATH	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 1	<p>(TRACK 1) ALGEBRA (40)</p> <p>PREP & NOTES Every week orally explain something that you came to understand this week to your parent/ teacher.</p> <p>LESSON: Elementary Algebra by Jacobs</p> <p>..... OR</p> <p>(TRACK 2) ALGEBRA 2: If you have finished Algebra 1, start Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders</p> <p>PREP & NOTES Read the introductory materials and familiarize yourself with the content or continue from where you left off last term. If you have any questions, don't hesitate to contact David Chandler, the author of the MWB Guide.</p> <p>LESSON (Move at Own Pace)</p>	<p>GEOMETRY (40)</p> <p>PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide.</p>	<p>(TRACK 1) ALGEBRA (40)</p> <p>LESSON Elementary Algebra (Jacobs) (Move at Own Pace)</p> <p>..... OR</p> <p>MATH (TRACK 2): If you have finished Algebra 1, then start Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders</p> <p>LESSON (Move at Own Pace)</p>	<p>GEOMETRY (40)</p> <p>PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide.</p>	<p>(TRACK 1) ALGEBRA (40)</p> <p>LESSON Elementary Algebra (Jacobs) (Move at Own Pace)</p> <p>..... OR</p> <p>MATH (TRACK 2): If you have finished Algebra 1, then start Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders</p> <p>LESSON (Move at Own Pace)</p>
Week 2	<p>(TRACK 1) ALGEBRA (40)</p> <p>PREP & NOTES Every week orally explain something that you came to understand this week to your parent/ teacher.</p> <p>LESSON "Elementary Algebra" by Jacobs</p> <p>..... OR</p> <p>(TRACK 2) ALGEBRA 2</p> <p>LESSON Alg2/Trig by Forester with Home Study Companion by Math Without Borders (Move at Own Pace)</p>	<p>GEOMETRY (40)</p> <p>PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide.</p>	<p>(TRACK 1) ALGEBRA (40)</p> <p>PREP & NOTES Every week orally explain something that you came to understand this week to your parent/ teacher.</p> <p>LESSON "Elementary Algebra" by Jacobs</p> <p>..... OR</p> <p>(TRACK 2) ALGEBRA 2</p> <p>LESSON Alg2/Trig by Forester with Home Study Companion by Math Without Borders (Move at Own Pace)</p>	<p>GEOMETRY (40)</p> <p>PREP & NOTES Show some of your work weekly to your teacher. (Move at Own Pace)</p> <p>LESSON Geometry by Jacobs with Ask Dr. Callahan (solutions manual & teacher guide) OR A Guided Inquiry (Chakerian) with Math Without Borders Guide If you have any questions, don't hesitate to contact David Chandler, the author of the Math Without Borders Guide.</p>	<p>(TRACK 1) ALGEBRA (40)</p> <p>LESSON Elementary Algebra (Jacobs) (Move at Own Pace)</p> <p>..... OR</p> <p>MATH (TRACK 2): If you have finished Algebra 1, then start Alg 2/Trig by Foerster with Home Study Companion by Math Without Borders</p> <p>LESSON (Move at Own Pace)</p>

MOVEMENT

Form 4: 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 4: 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 w/ Sol-fa	MUSIC Singing Hymns	MUSIC Composer Study	MUSIC Singing Folk & Patriotic Songs
Resource	Choose Level	<i>Hosanna, Loud Hosannas</i>	<i>Hildegard von Bingen & Palestrina</i>	Various
Time	15 min (Morning)	10 min (Morning)	15 min (Morning) + Afternoons	10 min (Morning)
Forms	Level 2-4	F1-6	F1a-6	F1-6
MUSIC	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 - Physics

Form 4: Term 1

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	SCIENCE Physics <i>Introductory Physics</i> 45 min (Morning) F4	SCIENCE Physics <i>Introductory Physics</i> 45 min (Morning) F4	SCIENCE Anatomy <i>The Way We Work</i> 45 min (Morning) F4	SCIENCE Physics <i>Introductory Physics</i> 45 min (Morning) F4	SCIENCE Physics <i>Introductory Physics</i> 45 min (Morning) F4
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Week 4	<p>PHYSICS (45)</p> <p>LESSON Read Introductory Physics, sections 2.1.4-2.1.5.</p> <p>Narrate and then begin working on the Chapter 2 Unit Conversion Exercises on page 60. Check your answers in your Solutions Manual.</p>	<p>PHYSICS (45) Introductory Physics by Mays</p> <p>LESSON Take 30 minutes to complete Quiz 3 and go over the answers with your teacher. The solutions are in the Teacher Resources. If you still have time left, read section 2.1.6.</p> <p>LINKS Quiz 3</p>	<p>ANATOMY (45)</p> <p>LESSON Read The Way We Work p.40-49.</p> <p>Narrate using the pictures. Copy any diagrams or draw your own version to help you understand the readings. Keep a running list of terms and definitions.</p> <p>Additional reading: I am Joe's Body</p>	<p>PHYSICS (45)</p> <p>LESSON Read Introductory Physics, Section 2.1.6 if you did not get to it during the last lesson and also read 2.1.7 and p.36-37. Explain how scientific notation works to your teacher.</p>	<p>PHYSICS (45)</p> <p>LESSON Continue to work on the Unit Conversion Exercises on p.60-61. Check your answers on p.61-62. Use the Solutions Manual to see the problems worked out if you get any wrong and need to see the steps written out. Introductory Physics by Mays</p>
Week 5	<p>PHYSICS (45) Introductory Physics by Mays</p> <p>LESSON Finish the Unit Conversion Exercises. Complete the Weekly Review Guide #2. Check your computational answers with your teacher and if you did not know some of the written questions, go back in the text to find the correct answer. Turn in your Lab Report to your teacher and have it looked over for completeness. A sample graded lab report is in the Teacher Resources.</p> <p>WRG#2</p>	<p>PHYSICS (45) Introductory Physics by Mays</p> <p>LESSON Take 30 minutes to complete Quiz 4 and go over the answers with your teacher. The solutions are in the Teacher Resources.</p> <p>Quiz 4</p>	<p>ANATOMY (45)</p> <p>LESSON Read The Way We Work p.50-55.</p> <p>Narrate. Copy any diagrams or draw your own version to help you understand the readings.</p> <p>Additional reading: I am Joe's Body</p>	<p>PHYSICS (45)</p> <p>LESSON Read Introductory Physics by Mays, sections 2.2.1-2.2.2.</p> <p>Narrate what you know about velocity and acceleration. Read back over p.36-37. Using the Universal Problem Solving Method, begin the Motion Exercises on page 62. Check your answers in your Solutions Manual.</p>	<p>PHYSICS (45)</p> <p>LESSON Continue working on the Motion Exercises on page 62. Check your answers in your Solutions Manual. Introductory Physics by Mays</p>

TEACHER RESOURCES FOR SCIENCE

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

Introductory Physics

[Keys and Sample Answers](#)

This document has the written answers for the chapter exercises and the quiz answers. The computational answers are in the Solutions Manual that you purchased.

Please make sure that the student does the work of writing their own answers and solving the problems on their own before allowing them to check their work. Once they have done the work, the answers are a valuable learning tool to correct their understanding.

[Computational Solutions to Weekly Review Guides](#)

The student is encouraged to find the answers to the written questions in the text if they did not understand it fully when reading the first time.

[Grading Help](#)

We recommend not grading the weekly work so as to promote the joy of learning, but if your school or homeschool context requires grades there are many helps in this document.

[Sample Graded Lab](#)

Pre Lab discussion and helps

[Experiment 1](#)

[Experiment 2](#)