

Sample Morning Lessons

Week 1

Form 3



2020-2021

Monday	Tuesday	Wednesday	Thursday	Friday
<p><input type="checkbox"/> 01 Old Testament Studies (20m) Introduction</p> <hr/> <p>➊ Mark sections to share with students. ☆ Holman QuickSource Bible Atlas, "Archeological Periods of the Near East" & "The Rise of Early Civilizations" p.24, 91</p> <p>➔RN&D: Introductory material; narrate thoughts in your journal. ☆ Cultural Background Study Bible Historical Setting of Genesis p.26-28 ☆ Chronological Guide to the Bible, "Before the Patriarchs" & "The Beginnings of Human Civilization" & Outline of Gen. 1-11 p.1-3</p>	<p><input type="checkbox"/> 01 New Testament Studies (20m) Prophecies</p> <hr/> <p>➊ ALERT: Sensitive Content Read the alert in the header. Remember that The Life of Jesus is used more like a paraphrase. Use your Study Bible as the primary scripture translation for further study.</p> <p>➔ RN&D: Cultural Background Study Bible "The Gospels as Ancient Biographies" p.1598</p> <p>➔ RN&D: The Life of Jesus Intro and Day 1 p.1-10</p>	<p><input type="checkbox"/> 01 Art Appreciation (10m) Picture Talk: Fra Angelico</p> <hr/> <p>➔ STUDY: Look at art quietly for a few minutes; study the whole work and details.</p> <p>➔ NARRATE: Still looking, tell all you notice. Look and listen while other students narrate.</p> <p>➔ PICTURE TALK: Continue natural discussion, using questions to strengthen observational skills of specifics. Share about artist's life as opportunities arise.</p> <p>☆ Art Print: The Annunciation</p>	<p><input type="checkbox"/> 02 Old Testament Studies (20m) Creation</p> <hr/> <p>➊ Read any relevant selections in Chronological Guide for the chapters you are reading. Use your Student Bible Atlas to locate the places on maps.</p> <p>➔RN&D: Cultural Background Study Bible "Introduction to Genesis," and "Creation and Existence" p. 3-4</p> <p>➔RN&D: Genesis 1</p> <p>Narrate your thoughts in your journal.</p>	<p><input type="checkbox"/> 01 Contemplating His Lordship (20m) Jesus Feeds the 5,000</p> <hr/> <p>➔ 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: Matthew 14:13-18</p> <p>➔ RN&D: Saviour of the World Vol.4 "In a Desert Place" - "Venture of Faith" Ch.I-III p.3-9</p>
<p><input type="checkbox"/> 01 More Lessons in Math Level 2 (30m) A Number Trick</p> <hr/> <p>➔ RN&D: Elementary Algebra Introduction p.1-3 "Think of a" - "such as these."</p> <p>➔ PRACTICE: Complete Exercises and check solutions</p> <p>Exercises p.3-4</p>	<p><input type="checkbox"/> 01 Lessons in Math Level 8 (30m) Inscribed Circles</p> <hr/> <p>➊ Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>➔ RightStart Math Level G Lesson 89</p>	<p><input type="checkbox"/> 02 More Lessons in Math Level 2 (30m) Addition</p> <hr/> <p>➔ RN&D: Elementary Algebra Ch.1: Fundamental Operations Lesson 1 p.6-9 "Soon after" - "any further."</p> <p>➔ PRACTICE: Complete Exercises and check solutions</p> <p>Set 1 (odd only) Set 2 (every other question) p.8-9</p>	<p><input type="checkbox"/> 02 Lessons in Math Level 8 (30m) Perpendicular Bisectors</p> <hr/> <p>➊ Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.</p> <p>➔ RightStart Math Level G Lesson 90</p>	<p><input type="checkbox"/> 03 More Lessons in Math Level 2 (30m) Subtraction</p> <hr/> <p>➔ RN&D: Elementary Algebra Ch.1: Fundamental Operations Lesson 2 p.11-12 "The month of" - "from the first."</p> <p>➔ PRACTICE: Complete Exercises and check solutions. Review any concepts necessary.</p> <p>Set 1 (odd only) Set 2 (every other question) p.12-14</p>
<p><input type="checkbox"/> 01 Stories From Nature Level 4 (10m) Lobo, the King of Currumpaw</p> <hr/> <p>➔ INTRO: This story takes place in northeastern New Mexico. Find Currumpaw Creek on the map. This is probably the Currupaw River Seton writes of. Look at the Economy Symbol key. What is the primary industry in this area?</p> <p>☆ Map: NG United States Atlas "New Mexico" p.121</p> <p>➔ RN&D: Wild Animals I Have Known "Lobo: King of Currumpaw" p.15-21 "Currumpaw" - "had been poisoned."</p>	<p><input type="checkbox"/> 01 Story of Science Level 2 (30m) Beginning of the Renaissance</p> <hr/> <p>➔ INTRO: This book tells how physical science developed from the Renaissance into the 1800s. We will see how ideas and knowledge about the world around us changed through imagination and experimentation.</p> <p>➔ RN&D: Newton at the Center Ch.1 p.1-6 "For centuries," - "good place to start."</p>	<p><input type="checkbox"/> 01 Exploring Gen. Science Topics (30m) The Beginning of Tuberculosis</p> <hr/> <p>➊ SET UP AFTERNOON LAB ☆ Lab: Invincible Microbe "Lab 1: Germs"</p> <p>➋ ALERT: Sensitive content p.1-6</p> <p>➔ INTRO: The invention of the microscope led to discovering new organisms and the cell. It helped us understand the causes of disease.</p> <p>➔ RN&D: Invincible Microbe Ch.1 p.3-7 "This is the" - "they encountered."</p>	<p><input type="checkbox"/> 02 Story of Science Level 2 (30m) Beginning of the Renaissance (cont.)</p> <hr/> <p>➊ ALERT: Sensitive content p.10</p> <p>➔ RN&D: Newton at the Center Ch.1 p.6-13 "Imagine yourself" - "familiar landmarks."</p>	<p><input type="checkbox"/> 02 Exploring Gen. Science Topics (30m) Early Treatments</p> <hr/> <p>➊ ALERT: Sensitive content p.8</p> <p>➔ RN&D: Invincible Microbe Ch.1 p.8-13 "The existence" - "throughout Europe."</p>

<p><input type="checkbox"/> 01 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p><input type="checkbox"/> 01 Playing Team Sports (20m) Soccer: Dribbling</p> <hr/> <p>📌 Read about soccer.</p> <p>The Ultimate Homeschool P.E. Game Book "Soccer Games and Glossary" p.57-59</p> <p>→ PLAY: Soccer Pirate</p> <p>The Ultimate Homeschool P.E. Game Book "Soccer" p.60</p> <p>☆ Soccer Ball</p>	<p><input type="checkbox"/> 01 Historical Folk Dancing (20m) Introduction to Native American Dance</p> <hr/> <p>→ INTRO: This term we are going to explore the dances of the native people of our nation.</p> <p>→ 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).</p> <p>★ Video: Native American Dance & Regalia Time Marker 0:00-6:36</p>	<p><input type="checkbox"/> 02 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p><input type="checkbox"/> 01 Playground Games (20m) Movement Skills</p> <hr/> <p>📌 Read about movement skills and make sure student knows how to gallop, skip, etc.</p> <p>The Ultimate Homeschool P.E. Game Book "Games for Enhancing Movement Skills" p.144</p> <p>→ PLAY Little Brown Bear or Martian</p> <p>The Ultimate Homeschool P.E. Game Book p.144-145</p>
<p><input type="checkbox"/> 01 Spanish Grammar Level 1 (30m) Introduction to Spanish Pronunciation</p> <hr/> <p>→ RN&D: Introduction.</p> <p>Brief Spanish Grammar p.1-4</p> <p>→ LISTEN & PRACTICE: ★ Audio: BSG SP Alphabet ★ Audio: BSG SP Diphth/Triphth</p>	<p><input type="checkbox"/> 02 Spanish Grammar Level 1 (30m) A Different Kind of Class: Grammar</p> <hr/> <p>→ LISTEN: Follow along in text.</p> <p>★ Audio: BSG L.1 Grammar Brief Spanish Grammar Lesson 1 p.5</p> <p>→ LISTEN & PRACTICE: Learn vocabulary</p> <p>★ Quizlet: BSG L.1 Principal Vocabulary</p> <p>→ RECITE: Conjugation of "tener"</p> <p>★ Quizlet: BSG L.1 Conjugation "tener"</p>	<p><input type="checkbox"/> 01 Spanish Poetry (10m) El cacto</p> <hr/> <p>→ INTRO: Wonder at the indomitable spirit of the cactus in bloom.</p> <p>The Tree Is Older than You Are "El cacto" p.60</p> <p>→ Listen to the complete poem.</p> <p>★ Audio: El cacto</p> <p>→ Recite Lines 1-2.</p> <p>★ Quizlet: El cacto</p>	<p><input type="checkbox"/> 01 Spanish Literature Level 2 (30m) Cancun</p> <hr/> <p>→ FOLLOW TEACHER GUIDE Vocab, Grammar, Reading, Narration</p> <p>Spanish Literature Level 2 Guide Lesson 1</p> <p>Novel & Audiobook: Brandon Brown "Brandon Brown versus Yucatán" Ch.1 p.1-2 "¡Mira el resorte!" - "Brandon irritado."</p> <p>★ Quizlet: SP Lit Level 2 Lesson 1</p>	<p><input type="checkbox"/> 01 Introduction to Architecture (30m) Renaissance Architecture</p> <hr/> <p>→ INTRO: Explore 15th- to 20th-century European & American architecture.</p> <p>→ RN&D: A Child's History of Art Ch.20 p.175-178 "In 1492" - "wonderful architect."</p> <p>→ VIEW & DISCUSS: Identify the Renaissance elements in the images.</p> <p>★ Image: Palazzo Riccardi in Florence ★ Image: Palazzo Riccardi (Corner View) ★ Image: Palazzo Riccardi Morenian Library</p>
<p><input type="checkbox"/> 01 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>📌 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 02 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>📌 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 03 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>📌 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 04 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>📌 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p><input type="checkbox"/> 05 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>📌 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>
<p><input type="checkbox"/> 01 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>📌 Choose a dictation passage that students have recently read and narrated. Make one copy per student. Mark the section to be studied.</p> <p>→ Read the section aloud. Ask students to circle words that might be hard to remember how to spell. Write these words on the board and study them together by sight and/or by spelling patterns.</p>	<p><input type="checkbox"/> 02 Dictation & Grammar Level 5 (15m) Grammar</p> <hr/> <p>→ PRACTICE: Read/review the lesson. Complete as many of the practice activities as necessary for mastery.</p> <p>AG Student Book</p> <p>→ EVALUATE: Check work using the Teacher Book.</p> <p>→ PRACTICE: Incorporate elements from Grammar study into your compositions. Use your Grammar book to check your compositions on editing days.</p>	<p><input type="checkbox"/> 03 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>→ Allow students to study passages alone, with a partner, or with the teacher. They should practice visualizing words and writing them from memory.</p> <p>→ If students ask questions about punctuation or other grammar matters, use a reference guide to find out answers or simply say, "We will learn about that later."</p> <p>→ Pay special attention to topics from Grammar study.</p>	<p><input type="checkbox"/> 04 Dictation & Grammar Level 5 (15m) Grammar</p> <hr/> <p>→ PRACTICE: Read/review the lesson. Complete as many of the practice activities as necessary for mastery.</p> <p>AG Student Book</p> <p>→ EVALUATE: Check work using the Teacher Book.</p> <p>→ PRACTICE: Incorporate elements from Grammar study into your compositions. Use your Grammar book to check your compositions on editing days.</p>	<p><input type="checkbox"/> 05 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>→ If students are ready, dictate one paragraph from the studied passage slowly.</p> <p>If they are not ready, allow them to continue to study. You can dictate next week.</p> <p>→ Erase any misspelled words on student's dictation. Have them study the words again and write them correctly from memory. Hold students accountable only for grammar skills/mechanics that have been taught.</p>

<p><input type="checkbox"/> 01 Clear Speaking & Good Reading (10m) Hymn</p> <hr/> <p>🔊 Read introductory material. Hosanna, Loud Hosannas Student Hymnal p. 248</p> <p>→ INTRO: Share a little about the hymn.</p> <p>→ RN&D: Read the verses aloud and discuss meaning.</p> <p>Hosanna, Loud Hosannas Student Hymnal "All Praise to Thee, My God, This Night" p. 249 (#105)</p>	<p><input type="checkbox"/> 02 Clear Speaking & Good Reading (10m) Old Testament</p> <hr/> <p>→ RN&D: Genesis 22:1-18</p>	<p><input type="checkbox"/> 03 Clear Speaking & Good Reading (10m) New Testament</p> <hr/> <p>→ RN&D: Matthew 5:1-20</p>	<p><input type="checkbox"/> 04 Clear Speaking & Good Reading (10m) Psalms</p> <hr/> <p>→ RN&D: Psalm 150</p>	<p><input type="checkbox"/> 05 Clear Speaking & Good Reading (10m) Poetry</p> <hr/> <p>→ RN&D: ☆ Historic Poems and Ballads "The Sea-King's Burial" p.47 (Stanza 1)</p>
<p><input type="checkbox"/> 01 Story of Literature (20m) King Ludd, "The Mabinogion"</p> <hr/> <p>→ RN&D: English Literature for Boys & Girls "About Some Old Welsh Stories and Story-Tellers" Ch.6 p.26-29 "You remember" - "days of his life."</p>	<p><input type="checkbox"/> 01 Stories of America Level 2 (20m) Natives of America, Early Explorers</p> <hr/> <p>→ ALERT: Sensitive content p.4</p> <p>→ INTRO: The Discovery of the Americas gives us an introduction to North American history, which begins not with Europeans, but with Native Americans.</p> <p>→ RN&D: The Discovery of the Americas p.3-23 "Many thousands" - "had stopped."</p>	<p><input type="checkbox"/> 01 Stories of the Ancient Near East (20m) The First Farmers</p> <hr/> <p>🔊 ALERT: Sensitive content p.1-5; "Paleolithic" means "Old Stone Age." "Neolithic" means "New Stone Age." The New Stone Age began with farming.</p> <p>→ RN&D: The Story of Civilization Vol.1 Ch.1 p.1-5 "Our journey" - "less treacherous."</p> <p>→ VIEW & DISCUSS: ☆ Map: RM Historical Atlas of the World "Human Emergence on the Changing Face of Earth" p.4-5</p>	<p><input type="checkbox"/> 01 Stories of the World (20m) Charlemagne: Holy Roman Emperor</p> <hr/> <p>→ INTRO: As you begin reading about Charlemagne, think about why he was known as "the Father of Europe."</p> <p>→ RN&D: A Castle with Many Rooms Ch.9 p.67-70 "On Christmas" - "after battle."</p> <p>★ Image: Charlemagne</p>	<p><input type="checkbox"/> 02 Story of Literature (20m) Geoffrey of Monmouth</p> <hr/> <p>→ RN&D: English Literature for Boys & Girls "About Some Old Welsh Stories and Story-Tellers" Ch.6 p.29-32 "In five" - "Latin speech."</p>
<p><input type="checkbox"/> 01 Exploring Our States Level 2 (20m) Midwest Region: Introduction</p> <hr/> <p>🔊 MAP DRAWING DAY</p> <p>Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our States "Midwest Region: Introduction" Lesson 1</p> <p>★ Map: Blank Midwest Outline Map</p>	<p><input type="checkbox"/> 01 Introduction to Government (20m) (US) Types of Government (CA) Government v. Parliament</p> <hr/> <p>→ (US) RN&D: The Young Citizen's Reader "Types of Early Government" Ch.1 p.3-4 "Wherever people" - "intelligent support."</p> <p>→ (CA) RN&D: Our Country, Our Parliament "What's the Difference" p.6</p> <p>→ DISCUSS: Explore the presence of monarchs in your national history. Use this link or research on your own.</p> <p>★ Monarchs of England</p>	<p><input type="checkbox"/> 01 Playing With Geography (10m) Map Drill</p> <hr/> <p>🔊 Decide on the lesson, preview and gather materials (maps, globe, atlases, etc.) as needed for chosen lesson.</p> <p>→ PRACTICE: Read the questions one at a time. Using maps, answer the question orally.</p> <p>☆ Map Drills (section of your choosing)</p>	<p><input type="checkbox"/> 01 Citizenship: Plutarch (30m) Nicias' Timorous Manner</p> <hr/> <p>🔊 Read about Nicias and intro material. Lesson 1 p.75-78</p> <p>→ INTRO: We are going to read about the timorous Athenian leader, Nicias. Share a little from intro material.</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 1 Pt.1 p.78-79 "In my fancy," - "in his time."</p> <p>→ DISCUSS: Discussion and Narration Prompt 1 p.81</p>	<p><input type="checkbox"/> 02 Exploring Our States Level 2 (20m) Midwest Region: Introduction</p> <hr/> <p>🔊 Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our States "Midwest Region: Introduction" Lesson 2</p>
<p><input type="checkbox"/> 01 Sight-Singing With Solfa Level 4 (15m) Step 15a</p> <hr/> <p>→ INTRO: Warm-up your voice for a couple minutes.</p> <p>★ Audio: Warm-Ups</p> <p>→ LISTEN & PRACTICE: Write, sing, or clap back melodies or rhythms as directed.</p> <p>★ Audio: Step 15a ★ Amazing Grace ★ Waltz ☆ Fifty Steps in Sight-Singing p.14</p>	<p><input type="checkbox"/> 01 Singing Hymns (10m) All Praise to Thee, My God, This Night</p> <hr/> <p>→ INTRO: Bookmark #105 in Hosanna, Loud Hosannas--the first hymn for this term.</p> <p>→ SING: ★ Audio: All Praise to Thee #1</p> <p>→ RN&D: ☆ Hosanna, Loud Hosannas "Thomas Ken & Thomas Tallis" p.248</p>	<p><input type="checkbox"/> 01 Literature: Shakespeare (30m) Dispute Over the Crown of England</p> <hr/> <p>→ INTRO: This is one of Shakespeare's history plays concerning the right to England's throne after the death of Richard I, inheritances, the power of the Church, and the glory of war.</p> <p>→ NOTE: Characters in the Play p.3-4</p> <p>→ RN&D: King John Act 1 Scene 1 p.7-27 "Now say, Chatillon" - "I say 'twas not."</p>	<p><input type="checkbox"/> 01 Singing Folk & Patriotic Songs (10m) Sumer is icumen in</p> <hr/> <p>→ 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.</p> <p>→ LISTEN & PRACTICE: ★ Sumer is icumen in Recording #1 ★ Sumer is icumen in Sheet Music 1 ★ Sumer is icumen in Sheet Music 2</p>	<p><input type="checkbox"/> 01 Composer Study (10m) Hildegard von Bingen - Introduction</p> <hr/> <p>🔊 Skim bio and mark sections to share. ★ Hildegard's Bio</p> <p>→ INTRO: Read/share from Hildegard's bio. 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.</p> <p>★ Medieval Composer Timeline ★ O vis eternitatis</p> <p>→ (Form 2a+) RN&D: Discuss the words. If learning sol-fa, try to sight-sing the melody.</p>

<input type="checkbox"/> 01 Citizenship: Self-Knowledge (30m) Opportunities of Good Society ----- → RN&D: Ourselves Vol.IV Book I Pt.II Ch.VIII p.73-75 "The Desire of Society" - "get at it."	<input type="checkbox"/> 01 Lessons in Latin Level 4 (30m) Stage 1: CAECILIUS ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to NA Cambridge Latin Unit 1 Lesson 1	<input type="checkbox"/> 02 Lessons in Latin Level 4 (30m) Stage 1: CAECILIUS (cont.) ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to NA Cambridge Latin Unit 1 Lesson 2	<input type="checkbox"/> 01 Analyzing & Writing Poetry 3 (20m) Hyperbole ----- → INTRO: Read the author's introduction to this chapter before reading the poem. What is Poetry? Ch.3 p.89 (British, p.103) → RN&D: What is Poetry? "I am Angry" Ch.3 p.90-91 (British, p.104-105) → RN&D: What is Poetry? Ch.3 p.92-95 (British, p.106-109) "A few years" - "Perhaps not."	<input type="checkbox"/> 01 Story of Geometry Level 2 (20m) The Rules of the Game ----- → RN&D: String, Straight-Edge, and Shadow Ch.10 p.79-81 "With this" - "agreements and definitions."
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Write on the term's readings (see Passages provided in the lesson plans). Subjects will vary from week to week, so include these as extended lesson time in your schedule wherever appropriate. This level also includes one Delayed Narration per week, in which students write on something read two days prior. Guidance for editing and self evaluation are included in the Written Narration lesson plans.

<input type="checkbox"/> 01 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 03 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 04 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:	<input type="checkbox"/> 06 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 07 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:
<input type="checkbox"/> 02 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:		<input type="checkbox"/> 05 Written Narration Level 5 (15m) Delayed Narration ----- → Write a narration or choose a composition prompt from something you read two days ago. → Book Title:		<input type="checkbox"/> 08 Written Narration Level 5 (15m) Written Narration ----- → Book Title:

Afternoon Occupations

Scheduling these courses outside of the morning hours ensures plenty of time for setup/cleanup and travel, as well as allowing for an overall unhurried pace.

<input type="checkbox"/> 01 Outdoor Observations in Nature (60m) Location: ----- STUDY & PLAN FOR OBJECT LESSON Look through the week's Science and Geography Occupations. Plan walks that might put you in the way of things to look for. Read about topics being studied. <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 02 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 01 Learning in the Lab (60m) Lab Title: ----- Course: Notes:	<input type="checkbox"/> 03 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 04 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:
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Using Leisure Time Well

Education is a life. These courses help students cultivate the life-long habit of seeking constructive and joyful ways to use free time.

<input type="checkbox"/> 01 Life Skills: Home & Garden (20m) Task 1: ----- Choose a skill to teach students. Think about the steps involved. Gather and organize all supplies and choose a place to keep them where they will be accessible. INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.	<input type="checkbox"/> 02 Life Skills: Home & Garden (20m) Task 1 ----- RECAP: Tell the steps in the task. INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate. PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.	<input type="checkbox"/> 03 Life Skills: Home & Garden (20m) Task 1 ----- RECAP: Have student direct you as you demonstrate the task. PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.	<input type="checkbox"/> 04 Life Skills: Home & Garden (20m) Task 1 ----- RECAP: Have student retell the steps in the task. PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.	<input type="checkbox"/> 05 Life Skills: Home & Garden (20m) Task 1 ----- PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.
FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)	FREE PLAY (120m)
<input type="checkbox"/> 01 Lessons in Lettering (20m) Chalk Lettering ----- VIEW: Watch tutorial and become familiar with your tools. ★ Video: Lettering: Intro and Tools RN&D: Complete Book of Chalk Lettering "The ABCs of Chalk Lettering" Ch.1 p.3-7 PRACTICE: Prepare chalkboard. Draw letters using shoulder muscles like in Art Instruction lessons.	<input type="checkbox"/> 01 Typing & Digital Literacy (20m) Move at own pace ----- INTRO: Watch any video tutorials that go with the current lesson. PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. PLAY: Use correct fingering to play any games that go with the lesson.	<input type="checkbox"/> 01 Life Skills: Sloyd Level 7 (20m) Models 1-11: Choice 1 ----- Gather and prepare supplies for this model DISCUSS: What model will you do? Visualize steps to work the model. PRACTICE: Work on the model, visualizing from diagram. Sloyd Advanced Cardboard Work: Useful Articles Choice 1: _____ p.85-90	<input type="checkbox"/> 02 Typing & Digital Literacy (20m) Move at own pace ----- INTRO: Watch any video tutorials that go with the current lesson. PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson. PLAY: Use correct fingering to play any games that go with the lesson.	<input type="checkbox"/> 01 Life Skills: Handicrafts (20m) Simple Bead Lace ----- Gather and prepare supplies for lesson. VIEW: Tutorial ★ Video: Beading- Introduction to Beading Supplies PRACTICE: Simple bead lacing with any kind of bead and thread. Construct a piece of jewelry; ring, necklace, earrings or bracelet. Recycle clasps from broken pieces of jewelry you may have.
Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)	Piano Lesson/Practice (10m)

<input type="checkbox"/> 01 Lessons in Art Level 8 (45m) Review Nine Watercolor Techniques ----- <input checked="" type="radio"/> BRUSH DRAWING DAY Work through the lesson and any teacher prep suggestions. Lay out all materials. <input checked="" type="radio"/> FOLLOW TEACHER GUIDE Lessons in Art Level 8 Lesson 1		<input type="checkbox"/> 02 Lessons in Art Level 8 (45m) Introduction to Hatching ----- <input checked="" type="radio"/> DRAWING DAY Work through the lesson and any teacher prep suggestions. Lay out all materials. <input checked="" type="radio"/> FOLLOW TEACHER GUIDE Lessons in Art Level 8 Lesson 2 ★ Video: Tutorial: Hatching with Charcoal ☆ Still Life Pieces, Light Source		
<i>Evening Reading</i>				

Evening reading is to be done for the pure joy of it. Relationship building is a natural by-product. (No narration required.)

<input type="checkbox"/> 01 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. <input checked="" type="radio"/> (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students.	<input type="checkbox"/> 02 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. <input checked="" type="radio"/> (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. <input checked="" type="radio"/> (Form 2a+) RN&D: News story	<input type="checkbox"/> 03 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. <input checked="" type="radio"/> (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students.	<input type="checkbox"/> 04 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. <input checked="" type="radio"/> (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students.	<input type="checkbox"/> 05 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. <input checked="" type="radio"/> (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students.
<input type="checkbox"/> 01 Pausing for Pleasurable Poetry (5m) ----- <input checked="" type="radio"/> Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 02 Pausing for Pleasurable Poetry (5m) ----- <input checked="" type="radio"/> Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 03 Pausing for Pleasurable Poetry (5m) ----- <input checked="" type="radio"/> Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 04 Pausing for Pleasurable Poetry (5m) ----- <input checked="" type="radio"/> Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> 05 Pausing for Pleasurable Poetry (5m) ----- <input checked="" type="radio"/> Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.
Choose from Biographies Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Travel Readers Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Historical Fiction Bookshelf (20m)

Sunday Occupations

These courses are our offering for enhancing Sabbath observance through contemplation. You are welcome to schedule these as best suits your family.

History Timeline/Charts (10m)	Choose from Sunday Reading Bookshelf (20m)			
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Sample Passages & Occupations

Week 1

Form 3



2020-2021

Monday

Tuesday

Wednesday

Thursday

Friday

Suggested Passages (Copywork, Dictation & Grammar, and Composition): Choose according to schedule, student ability, and interest.

▲D&G: Dictate 1 Paragraph

Wild Animals I Have Known
"Lobo" p.15-17
"Currumpaw" - "for the pack."

▲CW:

Newton At the Center
p.1 Choose a quote from the beginning of Ch.1

▲CW:

Genesis 22:3

▲COMP: Descriptive

Describe Nicias, Cleon, and Pericles.
What do you learn about the nature and manner of each of these citizens of Athens?

The Plutarch Project Vol.2
"Nicias" Lesson 1 Pt.1 p.78-79
"Of Nicias" - "in his time."

▲COMP: Written Narration

Describe some of the early treatments for tuberculosis and the reasoning behind them.

Invincible Microbe
Ch.1 p.8-13
"The existence" - "throughout Europe."

▲CW:

Genesis 22:1

▲CW:

Genesis 22:2

▲CW:

Genesis 22:4-5

▲COMP: Descriptive

Describe the Riccardi Palace in Florence, Italy. Use the architectural terms presented in this reading. Then, make a comparison between Gothic and Renaissance buildings using Riccardi Palace as an example.

A Child's History of Art
Ch.20 p.175-178
"In 1492" - "architect."

▲CW:

Ourselves
p.75
"I have seen" - "loss to themselves."

▲COMP: Expository

Tell about some of the explorers who came before Columbus.

The Discovery of The Americas

▲COMP: Descriptive

Describe Nicias, Cleon, and Pericles.
What do you learn about the nature and manner of each of these citizens of Athens?

The Plutarch Project Vol.2
"Nicias" Lesson 1 Pt.1 p.78-79
"Of Nicias" - "in his time."

▲CW:

Genesis 22:6

▲COMP: Journal

Tell of a time when your desire for society was met. How did that experience impact/affect you?

Ourselves
p.73-75

▲COMP: Persuasive

Do you think divine right to rule is ok? Why or why not?

The Young Citizen's Reader
Ch.1 p.3-4
"Wherever people" - "support."

▲CW:

Copy the poem (2 lines per day) or a favorite verse.

What Is Poetry?
"I Am Angry" p.90-91
(Br p.104-105)

▲COMP: Compare/Contrast

How was Thales's use of geometry similar to and different from the Egyptians?

String, Straight-Edge...
Ch.10 p.82-84
"We can" - "two angles."

Occupations: It is not necessary to do everything listed. Choose according to time, availability, and student interest.

<p>● TAKE A NATURE WALK & Record observations</p> <p>What wild canines live near you? Look and listen for evidence of them during your walks.</p> <p>★ Image: Tracking the Gray Wolf</p>	<p>● HISTORY CHARTS First Americans (c.8000 B.C.), Saint Brendan (484-577), Eric the Red (950-1003), Leif Ericson (970-1020), Marco Polo (1254-1324)</p>	<p>● OUR WORK Paste picture in the correct space. "The Annunciation"</p>		<p>● HISTORY CHARTS Filippo Brunelleschi (1377-1446, Florence, Italy); Donato Bramante (1444-1514, Italy)</p>
<p>● HISTORY CHARTS Talesin (mid 6th century)</p>	<p>● HISTORY CHARTS Beginning of the Renaissance (c.1453)</p>	<p>● HISTORY CHARTS Fra Angelico (1395-1455)</p>		<p>● HISTORY CHARTS Geoffrey of Monmouth (c. 1095-1155), Layamon (12th century), "Brut" (c.1200)</p>
<p>● CITIZENSHIP NOTEBOOK Choose a habit you would like to cultivate and tell a little about why. Draw a chart for keeping up with your new habit and check in daily.</p>	<p>● AFTERNOON LISTENING Listen to current hymn. ★ All Praise to Thee Full Song (or own recording)</p>	<p>● LEARNING IN THE LAB ☆ Lab: Lab: Invincible Microbe "Lab 1: Germs"</p>	<p>● HISTORY CHARTS Sumer is icumen in (1226-1240, England)</p>	
<p>● NATURE JOURNALING Practice applying Art skills. Practice brush drawing different leaves from memory.</p>	<p>● HISTORY CHARTS All Praise to Thee (16th-17th century, England)</p>	<p>● HISTORY CHARTS Describe the Paleolithic and Neolithic Ages. Draw artifacts from these time periods. History of the World in 1,000 Objects p. 12-14 ALERT: Sensitive Content p.12-14</p>	<p>● AFTERNOON LISTENING Listen to current folk song.</p>	
	<p>● CIT. NOTEBOOK (US) Is it an election year? If so, answer the following questions: Who is currently running for president? To which parties do they belong? Create a timeline page for our national elections. You will add to it later.</p>	<p>● HISTORY CHARTS King John (1166-1216, England); Queen Eleanor of Aquitaine (1122-1204, France)</p>	<p>● HISTORY CHARTS Charlemagne (a.k.a. Charles the Great, 742-814 A.D., Frankish Kingdom); Pope Leo III (Unknown - 816, Italy); Empress Irene (c.752-803, Athens); Childeric III (c.1717-c.1754, Francia); King Pepin the Short (c.714-768, Francia); Aachen, Germany; Constantinople, a.k.a. Istanbul, Turkey</p>	<p>● HISTORY CHARTS Hildegard von Bingen (1098-1179)</p>
	<p>● CIT. NOTEBOOK (CA) Is there a federal election this year? If so, who are the current party leaders? Create a timeline page for federal elections. You will add to this later.</p>	<p>● NATURE JOURNALING Practice applying Art skills. Use hatching to create shading when nature journaling.</p>	<p>● HISTORY CHARTS Nicias (c.470-413 B.C., Athens); Pericles (495-429 B.C., Athens); Cleon (Unknown-422 B.C., Athens); Thucydides (c.460-c.400 B.C., Athens); Peloponnesian War or Attic War (431-404 B.C., Greece, Asia Minor, Sicily)</p>	<p>● AFTERNOON LISTENING Listen in the car, as you play or do chores, etc.</p>

Sample Morning Lessons

Week 2

Form 3



2020-2021

Monday

Tuesday

Wednesday

Thursday

Friday

03 Old Testament Studies (20m)
The Torah

● Teacher Resource: Glance at the chart of Ancient Texts Relating to the Old Testament Study Bible, p.xxviii-xxx

→ RN&D: Cultural Background Study Bible "Introduction to the Torah" p. 2 Genesis 2

Narrate your thoughts in your journal.

03 New Testament Studies (20m)
The Births of John and Jesus

→ RN&D: Cultural Background Study Bible "The Gospels' Reliable Sources" p.1599-1600

→ RN&D: The Life of Jesus Day 2 p.11-17

Follow and sketch maps as part of your narrations. Use the map on p.331 of the atlas as reference.

→ MAP WORK: Locate places in your atlas
☆ Holman QuickSource Bible Atlas p.312-313

02 Art Appreciation (10m)
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](#)

04 Old Testament Studies (20m)
The Fall

● Read sections from Epoch 1-2 (p.1-15) in the Chronological Guide and the notes in the study Bible for background and guidance as desired.

→ RN&D: Cultural Background Study Bible Genesis 3

02 Contemplating His Lordship (20m)
Jesus Feeds the 5,000 (cont.)

→ RN&D: Matthew 14:19-22

→ RN&D: Saviour of the World Vol.4 "Christ our Providence" - "Make him King" Ch.IV-V p.10-14

04 More Lessons in Math Level 2 (30m)
Multiplication

→ RN&D: Elementary Algebra Ch.1: Fundamental Operations Lesson 3 p.15-16 "Learning the" - "applied to division."

→ PRACTICE: Complete Exercises and check solutions. Review any concepts necessary.

Set 1 (odd only)
Set 2 (every other question)
p.17-18

03 Lessons in Math Level 8 (30m)
The Amazing Nine-Point Circle

● Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.

→ RightStart Math Level G Lesson 91

05 More Lessons in Math Level 2 (30m)
Division

→ RN&D: Elementary Algebra Ch.1: Fundamental Operations Lesson 4 p.20-21 "If two people" - "to give x."

→ PRACTICE: Complete Exercises and check solutions. Review any concepts necessary.

Set 1 (odd only)
Set 2 (every other question)
p.21-22

04 Lessons in Math Level 8 (30m)
Drawing Arcs and Tangents

● Read the lesson. Work through it to acquaint yourself with the concepts. Lay out all materials.

→ RightStart Math Level G Lesson 92

06 More Lessons in Math Level 2 (30m)
Raising to a Power

→ RN&D: Elementary Algebra Ch.1: Fundamental Operations Lesson 5 p.24-25 "It is an" - "product of n x's."

→ PRACTICE: Complete Exercises and check solutions. Review any concepts necessary.

Set 1 (odd only)
Set 2 (every other question)
p.25-27

02 Stories From Nature Level 4 (10m)
Tannerary

→ RN&D: Wild Animals I Have Known "Lobo: King of Currumpaw" p.21-24 "The dread of" - "fool to him."

03 Story of Science Level 2 (30m)
Early Life of Copernicus

→ RN&D: Newton at the Center Ch.2 p.14-20 "Copernicus" - "defines the age."

03 Exploring Gen. Science Topics (30m)
The Royal Touch

● SET UP AFTERNOON LAB
☆ Lab: Invincible Microbe "Lab 2: Bacterial Life"

→ RN&D: Invincible Microbe Ch.2 p.14-17 "For days" - "human urine."

04 Story of Science Level 2 (30m)
Early Life of Copernicus (cont.)

→ RN&D: Newton at the Center Ch.2 p.20-31 "Since we have" - "and the earth."

04 Exploring Gen. Science Topics (30m)
More Attempts at a Cure

→ RN&D: Invincible Microbe Ch.2 p.17-22 "While superstition" - "to get worse."

<p>☐ 03 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p>☐ 02 Playing Team Sports (20m) Soccer: Dribbling, Ball Control</p> <hr/> <p>→ PLAY: Read Light- Green Light</p> <p>The Ultimate Homeschool P.E. Game Book p.62</p> <p>☆ Soccer Ball</p>	<p>☐ 02 Historical Folk Dancing (20m) Powwow: Basic Steps</p> <hr/> <p>→ 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?</p> <p>→ VIEW & PRACTICE: Watch the instructional video. Follow along as able.</p> <p>★ Video: How to Dance Powwow Time Marker 0:00-3:55</p>	<p>☐ 04 Pilates or Drill (20m) Move at own pace</p> <hr/> <p>Notes:</p>	<p>☐ 02 Long Rope Jumping</p> <hr/> <p>🕒 Read about long rope jumping and gather supplies for the term.</p> <p>The Ultimate Homeschool P.E. Game Book "Long Rope Jumping" p.176-177</p> <p>→ PLAY: Jump the Stick</p> <p>The Ultimate Homeschool P.E. Game Book p.177</p> <p>☆ Long Jump Rope</p>
<p>☐ 03 Spanish Grammar Level 1 (30m) A Different Kind of Class: Text</p> <hr/> <p>→ LISTEN: Follow along in text.</p> <p>★ Audio: BSG L.1 Reading Brief Spanish Grammar "Una clase diferente" Lesson 1 p.6</p> <p>→ PRACTICE: Answer Reading Questions orally.</p> <p>Brief Spanish Grammar Lesson 1 p.7</p>	<p>☐ 04 Spanish Grammar Level 1 (30m) A Different Kind of Class: Narration</p> <hr/> <p>→ LISTEN: Follow along in text.</p> <p>★ Audio: BSG L.1 Reading Brief Spanish Grammar "Una clase diferente" Lesson 1 p.6</p> <p>→ RECITE: Narrate text from memory.</p>	<p>☐ 02 Spanish Poetry (10m) El cacto</p> <hr/> <p>→ Read the poem.</p> <p>The Tree Is Older than You Are "El cacto" p.60</p> <p>→ Listen to the complete poem.</p> <p>★ Audio: El cacto</p> <p>→ Recite Lines 3-4.</p> <p>★ Quizlet: El cacto</p>	<p>☐ 02 Spanish Literature Level 2 (30m) Cancun (cont.)</p> <hr/> <p>→ FOLLOW TEACHER GUIDE Vocab, Grammar, Reading, Narration</p> <p>Spanish Literature Level 2 Guide Lesson 2</p> <p>Novel & Audiobook: Brandon Brown "Brandon Brown versus Yucatán" Ch.1 p.2-3 "La familia" - "sólo un película."</p> <p>★ Quizlet: SP Lit Level 2 Lesson 2</p>	<p>☐ 02 Introduction to Architecture (30m) St. Peter's Cathedral in Rome</p> <hr/> <p>→ RN&D: A Child's History of Art Ch.20 p.178-182 "Michaelangelo's plan" - "it really is."</p> <p>→ VIEW & DISCUSS: Identify the architectural elements in the images.</p> <p>★ Image: St. Peter's in Rome ★ Image: St. Peter's Bernini's Colonnades ★ Image: Bernini's Colonnades (details)</p>
<p>☐ 06 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p>☐ 07 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p>☐ 08 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p>☐ 09 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>	<p>☐ 10 Penmanship & Copywork (10m) Move at own pace</p> <hr/> <p>🕒 Choose copywork from Passages.</p> <p>→ Penmanship Lesson:</p> <p>→ Copywork Passage:</p>
<p>☐ 06 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>🕒 Choose a dictation passage that students have recently read and narrated. Make one copy per student. Mark the section to be studied.</p> <p>→ Read the section aloud. Ask students to circle words that might be hard to remember how to spell. Write these words on the board and study them together by sight and/or by spelling patterns.</p> <p>→ Pay special attention to topics from Grammar study.</p>	<p>☐ 07 Dictation & Grammar Level 5 (15m) Grammar</p> <hr/> <p>→ PRACTICE: Read/review the lesson. Complete as many of the practice activities as necessary for mastery.</p> <p>AG Student Book</p> <p>→ EVALUATE: Check work using the Teacher Book.</p> <p>→ PRACTICE: Incorporate elements from Grammar study into your compositions. Use your Grammar book to check your compositions on editing days.</p>	<p>☐ 08 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>→ Allow students to study passages alone, with a partner, or with the teacher. They should practice visualizing words and writing them from memory.</p> <p>→ If students ask questions about punctuation or other grammar matters, use a reference guide to find out answers or simply say, "We will learn about that later."</p> <p>→ Pay special attention to topics from Grammar study.</p>	<p>☐ 09 Dictation & Grammar Level 5 (15m) Grammar</p> <hr/> <p>→ PRACTICE: Read/review the lesson. Complete as many of the practice activities as necessary for mastery.</p> <p>AG Student Book</p> <p>→ EVALUATE: Check work using the Teacher Book.</p> <p>→ PRACTICE: Incorporate elements from Grammar study into your compositions. Use your Grammar book to check your compositions on editing days.</p>	<p>☐ 10 Dictation & Grammar Level 5 (15m) Dictation</p> <hr/> <p>→ If students are ready, dictate one paragraph from the studied passage slowly.</p> <p>If they are not ready, allow them to continue to study. You can dictate next week.</p> <p>→ Erase any misspelled words on student's dictation. Have them study the words again and write them correctly from memory. Hold students accountable only for grammar skills/mechanics that have been taught.</p>

<p>☐ 06 Clear Speaking & Good Reading (10m) Hymn</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>☆ Hosanna, Loud Hosannas Student Hymnal "All Praise to Thee, My God, This Night" p. 249 (#105)</p>	<p>☐ 07 Clear Speaking & Good Reading (10m) Old Testament</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Genesis 22:1-18</p>	<p>☐ 08 Clear Speaking & Good Reading (10m) New Testament</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Matthew 5:1-20</p>	<p>☐ 09 Clear Speaking & Good Reading (10m) Psalms</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>Psalms 150</p>	<p>☐ 10 Clear Speaking & Good Reading (10m) Poetry</p> <hr/> <p>→ PRACTICE: Read aloud.</p> <p>☆ Historic Poems and Ballads "The Sea-King's Burial" p.47 (Stanza 1)</p>
<p>☐ 03 Story of Literature (20m) Holy Grail, Layamon</p> <hr/> <p>→ RN&D: English Literature for Boys & Girls "How the Story of Arthur was Written in English" Ch.7 p.33-37 "Geoffrey of Monmouth" - "and the new."</p>	<p>☐ 02 Stories of America Level 2 (20m) North America</p> <hr/> <p>→ ALERT: Sensitive content p.2</p> <p>→ INTRO: Look at a globe and identify the eastern and western hemispheres. Locate the United States, and refer to map as needed during reading.</p> <p>☆ Map: Globe and Wall Map</p> <p>→ RN&D: America is Born Ch.1 p.1-8 "Five hundred" - "Cape of Good Hope."</p>	<p>☐ 02 Stories of the Ancient Near East (20m) The First Cities</p> <hr/> <p>→ RN&D: The Story of Civilization Vol.1 Ch.1 p.5-7 "With farming" - "Egypt and Sumer."</p> <p>→ VIEW & DISCUSS: Look at the map key to see which color represents the time from 4000-3000 B.C. Where are those places on the map? What cities are there?</p> <p>☆ Map: RM Historical Atlas of the World "Human Emergence on the Changing Face of Earth" p.4-5</p>	<p>☐ 02 Stories of the World (20m) Charlemagne Unifies Europe</p> <hr/> <p>→ INTRO: Charlemagne swore to Christianize Europe. As you continue reading, think about the way in which he did this and if you agree with his methods.</p> <p>→ RN&D: A Castle with Many Rooms Ch.9 p.70-75 "Driven by" - "Europe itself."</p> <p>★ Image: Charlemagne's Sword "Joyeuse" ★ Image: Iron Crown of Lombardy Cathedral</p>	<p>☐ 04 Story of Literature (20m) Arthur's Death</p> <hr/> <p>→ RN&D: English Literature for Boys & Girls "How the Story of Arthur was Written in English" Ch.7 p.37-40 "I hope that" - "book in English."</p>
<p>☐ 03 Exploring Our States Level 2 (20m) Midwest Region: State 1</p> <hr/> <p>🗺️ MAP DRAWING DAY</p> <p>Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our States "Midwest Region: State" Lesson 1</p>	<p>☐ 02 Introduction to Government (20m) (US) Modern Government (CA) Democracy Defined</p> <hr/> <p>🔍 Research may be required for discussion.</p> <p>→ (US) RN&D: The Young Citizen's Reader "Modern Government" Ch.1 p.4-5 "In our own" - "just and right."</p> <p>→ (CA) RN&D: Our Country, Our Parliament "The Road to Democracy" p.8-9</p> <p>→ DISCUSS: Which of your local public officials are elected and appointed?</p>	<p>☐ 02 Playing With Geography (10m) Map Drill</p> <hr/> <p>🔍 Decide on the lesson, preview and gather materials (maps, globe, atlases, etc.) as needed for chosen lesson.</p> <p>→ PRACTICE: Read the questions one at a time. Using maps, answer the question orally.</p> <p>☆ Map Drills (section of your choosing)</p>	<p>☐ 02 Citizenship: Plutarch (30m) Nicias' Devotion and Benevolence</p> <hr/> <p>🔍 Review intro material. Lesson 1 p.77-78</p> <p>→ INTRO: Share a little from intro material.</p> <p>→ RN&D: The Plutarch Project Vol.2 "Nicias" Lesson 1 Pt.2 p.79-81 "Men write" - "to the good."</p> <p>→ DISCUSS: Discussion and Narration Prompt 2 p.81</p>	<p>☐ 04 Exploring Our States Level 2 (20m) Midwest Region: State 1</p> <hr/> <p>🔍 Work through the lesson and any teacher prep suggestions. Bookmark maps, atlases.</p> <p>→ FOLLOW TEACHER GUIDE Exploring Our States "Midwest Region: State" Lesson 2</p> <p>★ Website: Streamer App</p>
<p>☐ 02 Sight-Singing With Solfa Level 4 (15m) Step 15b</p> <hr/> <p>→ SING: Warm-up your voice and review concepts from previous lesson.</p> <p>★ Audio: Warm-Ups</p> <p>→ LISTEN & PRACTICE: Write, sing, or clap back melodies or rhythms as directed.</p> <p>★ Audio: Step 15b ★ Step 15b Answer Key ☆ Fifty Steps in Sight-Singing p.14</p>	<p>☐ 02 Singing Hymns (10m) All Praise to Thee, My God (cont.)</p> <hr/> <p>→ RECAP: Name the hymn we're learning.</p> <p>→ SING: ★ Audio: All Praise to Thee #2</p> <p>→ 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.</p>	<p>☐ 02 Literature: Shakespeare (30m) France Lays Siege to English Angiers</p> <hr/> <p>→ RECAP: Tell of the result of Philip Faulconbridge's claim to inheritance of Sir Robert Faulconbridge's land. What role do King John and his mother, Queen Eleanor, play in the outcome of the argument between the brothers, Philip Faulconbridge and Robert Faulconbridge?</p> <p>→ RN&D: King John Act 2 Scene 1 p.31-53 "Before Angiers well met" - "and our right!"</p>	<p>☐ 02 Singing Folk & Patriotic Songs (10m) Sumer is icumen in (cont.)</p> <hr/> <p>→ RECAP: What is "Sumer is icumen in" about?</p> <p>→ SING: ★ Sumer is icumen in #2</p> <p>→ 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.</p> <p>★ Harley 978</p>	<p>☐ 02 Composer Study (10m) Gregorian Chant</p> <hr/> <p>→ 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.</p> <p>★ Audio: O vis eternitatis</p> <p>→ (Form 2a+) LISTEN & DISCUSS: Learn more about Gregorian chant through this video. ★ The Origins of Gregorian Chant</p>

<input type="checkbox"/> 02 Citizenship: Self-Knowledge (30m) Society as a Banquet Not a Shipwreck ----- → RN&D: Ourselves Vol.IV Book I Pt.II Ch.VIII p.75-77 "Dangers attending" - "the great world."	<input type="checkbox"/> 03 Lessons in Latin Level 4 (30m) Stage 1: CAECILIUS (cont.) ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to NA Cambridge Latin Unit 1 Lesson 3	<input type="checkbox"/> 04 Lessons in Latin Level 4 (30m) Stage 1: CAECILIUS (cont.) ----- 🕒 Work through the lesson and any teacher prep suggestions in order to acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE Alveary Guide to NA Cambridge Latin Unit 1 Lesson 4	<input type="checkbox"/> 02 Analyzing & Writing Poetry 3 (20m) Practicing Hyperbole ----- → RECAP: Tell about the poem "I am Angry" and the application of hyperbole in poetry. → DISCUSS: Explore using hyperbole to talk about a feeling besides anger. How could you create a poem similar to "I am Angry?" → PRACTICE: Look for examples of hyperbole during your daily poetry reading.	<input type="checkbox"/> 02 Story of Geometry Level 2 (20m) Circles: Terms, Definitions, & Rules ----- → RN&D: String, Straight-Edge, and Shadow Ch.10 p.82-84 "We can hardly" - "than two angles." → PRACTICE: Using your geometry tools, draw a line that is 2 inches long. Use this as the radius for a circle. What is the diameter? Using the bottom picture as a model, divide the circle into 6 equal parts. ☆ Image: String, Straight-Edge, and Shadow p.83
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Write on the term's readings (see Passages provided in the lesson plans). Subjects will vary from week to week, so include these as extended lesson time in your schedule wherever appropriate. This level also includes one Delayed Narration per week, in which students write on something read two days prior. Guidance for editing and self evaluation are included in the Written Narration lesson plans.

<input type="checkbox"/> 09 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 11 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 12 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:	<input type="checkbox"/> 14 Written Narration Level 5 (15m) Written Narration ----- → Book Title:	<input type="checkbox"/> 15 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:
<input type="checkbox"/> 10 Written Narration Level 5 (15m) Composition Prompt ----- → Book Title/Notes:		<input type="checkbox"/> 13 Written Narration Level 5 (15m) Delayed Narration ----- → Write a narration or choose a composition prompt from something you read two days ago. → Book Title:		<input type="checkbox"/> 16 Written Narration Level 5 (15m) Written Narration ----- → Book Title:

Afternoon Occupations

Scheduling these courses outside of the morning hours ensures plenty of time for setup/cleanup and travel, as well as allowing for an overall unhurried pace.

<input type="checkbox"/> 05 Outdoor Observations in Nature (60m) Location: ----- 🕒 STUDY & PLAN FOR OBJECT LESSON Look through the week's Science and Geography Occupations. Plan walks that might put you in the way of things to look for. Read about topics being studied. <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 06 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 02 Learning in the Lab (60m) Lab Title: ----- Course: Notes:	<input type="checkbox"/> 07 Outdoor Observations in Nature (60m) Lab Title: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:	<input type="checkbox"/> 08 Outdoor Observations in Nature (60m) Location: ----- <input type="checkbox"/> Notes/Drawings: <input type="checkbox"/> Object Lesson: <input type="checkbox"/> Scouting Lesson: <input type="checkbox"/> Geography Walk: <input type="checkbox"/> Weather Station: <input type="checkbox"/> Other:
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Using Leisure Time Well

Education is a life. These courses help students cultivate the life-long habit of seeking constructive and joyful ways to use free time.

01 Life Skills: Home & Garden (20m)
Task 1:

➊ Choose a skill to teach students. Think about the steps involved. Gather and organize all supplies and choose a place to keep them where they will be accessible.

➔ INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate.

➔ PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.

02 Life Skills: Home & Garden (20m)
Task 1

➔ RECAP: Tell the steps in the task.

➔ INTRO: Demonstrate the task. Tell the steps as they are being performed. Ask student to narrate.

➔ PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.

03 Life Skills: Home & Garden (20m)
Task 1

➔ RECAP: Have student direct you as you demonstrate the task.

➔ PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.

04 Life Skills: Home & Garden (20m)
Task 1

➔ RECAP: Have student retell the steps in the task.

➔ PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.

05 Life Skills: Home & Garden (20m)
Task 1

➔ PRACTICE: Watch as student performs task. Give guidance as necessary. Have student self-evaluate.

FREE PLAY (120m)

FREE PLAY (120m)

FREE PLAY (120m)

FREE PLAY (120m)

FREE PLAY (120m)

02 Lessons in Lettering (20m)
Anatomy of Letters

➔ VIEW: Watch tutorial.

★ Video: [Lettering: Anatomy of Letters](#)

➔ RN&D: Complete Book of Chalk Lettering "Lowdown on Letters" Ch.1 p.8-9

➔ PRACTICE: Draw your name. Use shoulder muscles and incorporate lettering aspects.

03 Typing & Digital Literacy (20m)
Move at own pace

➔ INTRO: Watch any video tutorials that go with the current lesson.

➔ PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson.

➔ PLAY: Use correct fingering to play any games that go with the lesson.

02 Life Skills: Sloyd Level 7 (20m)
Models 1-11: Choice 1

➊ Gather and prepare supplies for this model

➔ DISCUSS: What could you do with this project to make a gift?

➔ PRACTICE: Repeat the project, make gifts.

Sloyd
Advanced Cardboard Work: Useful Articles
Choice 1: _____
p.85-90

04 Typing & Digital Literacy (20m)
Move at own pace

➔ INTRO: Watch any video tutorials that go with the current lesson.

➔ PRACTICE: Keeping fingers in their proper places on the home row, complete the exercise(s) for this lesson.

➔ PLAY: Use correct fingering to play any games that go with the lesson.

02 Life Skills: Handicrafts (20m)
Ladder Stitch

➊ 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"

Piano Lesson/Practice (10m)

Piano Lesson/Practice (10m)

Piano Lesson/Practice (10m)

Piano Lesson/Practice (10m)

Piano Lesson/Practice (10m)

03 Lessons in Art Level 8 (45m)
Expanded Color Wheel

➊ COLOR THEORY DAY
Work through the lesson and any teacher prep suggestions. Lay out all materials.

➔ FOLLOW TEACHER GUIDE
Lessons in Art Level 8
Lesson 3

★ Image: [Example of Expanded Color Wheel](#)

04 Lessons in Art Level 8 (45m)
Apple with Leaves and Stem

➊ OBSERVATIONAL DRAWING DAY
Work through the lesson and any teacher prep suggestions. Lay out all materials.

➔ FOLLOW TEACHER GUIDE
Lessons in Art Level 8
Lesson 4

☆ Apple with Stem and Leaves Attached

04 Lessons in Art Level 8 (45m)
Apple with Leaves and Stem

➊ OBSERVATIONAL DRAWING DAY
Work through the lesson and any teacher prep suggestions. Lay out all materials.

➔ FOLLOW TEACHER GUIDE
Lessons in Art Level 8
Lesson 4

☆ Apple with Stem and Leaves Attached

04 Lessons in Art Level 8 (45m)
Apple with Leaves and Stem

➊ OBSERVATIONAL DRAWING DAY
Work through the lesson and any teacher prep suggestions. Lay out all materials.

➔ FOLLOW TEACHER GUIDE
Lessons in Art Level 8
Lesson 4

☆ Apple with Stem and Leaves Attached

04 Lessons in Art Level 8 (45m)
Apple with Leaves and Stem

➊ OBSERVATIONAL DRAWING DAY
Work through the lesson and any teacher prep suggestions. Lay out all materials.

➔ FOLLOW TEACHER GUIDE
Lessons in Art Level 8
Lesson 4

☆ Apple with Stem and Leaves Attached

Evening Reading

Evening reading is to be done for the pure joy of it. Relationship building is a natural by-product. (No narration required.)

<input type="checkbox"/> o6 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story	<input type="checkbox"/> o7 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story	<input type="checkbox"/> o8 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story	<input type="checkbox"/> o9 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story	<input type="checkbox"/> o10 Becoming an Informed Citizen (15m) Topic: ----- <input checked="" type="radio"/> Preview news and think about which articles to discuss with students and/or what to assign for reading. → (Forms 1-2b) DISCUSS: Talk about appropriate news stories in a gentle way with students. → (Form 2a+) RN&D: News story
<input type="checkbox"/> o6 Pausing for Pleasurable Poetry (5m) ----- → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> o7 Pausing for Pleasurable Poetry (5m) ----- → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> o8 Pausing for Pleasurable Poetry (5m) ----- → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> o9 Pausing for Pleasurable Poetry (5m) ----- → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.	<input type="checkbox"/> o10 Pausing for Pleasurable Poetry (5m) ----- → Select a poem to read and enjoy. Favorite Poems Old and New or Other: Poem Title: p.
Choose from Biographies Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Travel Readers Bookshelf (20m)	Choose from Children's Classics Bookshelf (20m)	Choose from Historical Fiction Bookshelf (20m)
<i>Sunday Occupations</i>				
These courses are our offering for enhancing Sabbath observance through contemplation. You are welcome to schedule these as best suits your family.				
History Timeline/Charts (10m)	Choose from Sunday Reading Bookshelf (20m)			

Sample Passages & Occupations

Week 2

Form 3



2020-2021

Monday

Tuesday

Wednesday

Thursday

Friday

Suggested Passages (Copywork, Dictation & Grammar, and Composition): Choose according to schedule, student ability, and interest.

<p>▲CW: Genesis 22:7</p>	<p>▲CW: Newton At the Center p.14 Choose a quote from the beginning of Ch.2</p>	<p>▲CW: Genesis 22:9</p>	<p>▲COMP: Descriptive Describe Nicias, Cleon, and Pericles. What do you learn about the nature and manner of each of these citizens of Athens?</p> <p>The Plutarch Project Vol.2 "Nicias" Lesson 1 Pt.1 p.78-79 "Of Nicias" - "in his time."</p>	<p>▲CW: Genesis 22:11</p>
<p>▲D&G: Dictate 1 Paragraph English Lit. for Boys & Girls Ch.7 p.33-35 "Geoffrey of" - "to read it."</p>	<p>▲CW: Genesis 22:8</p>	<p>▲COMP: News Report Imagine you are a journalist who is witnessing the scene before the locked gates of Angiers. Write a report detailing the conflict.</p> <p>King John Act 2 Scene 1 p.31-53 "Before Angiers" - "our right!"</p>	<p>▲CW: Genesis 22:10</p>	<p>▲COMP: Expository "You see by this last line that Layamon has forgotten the difference between Briton and English." Explain what the writer means by this statement.</p> <p>English Lit. for Boys & Girls "How the Story of Arthur..." Ch.7 p.39 "You see" - "and English."</p>
<p>▲CW: Ourselves p.76 "To listen" - "even dull people."</p>	<p>▲D&G: Dictate 1 Paragraph America is Born Ch.1 p.2-4 "In our half" - "all summer."</p>		<p>▲COMP: Written Narration A Castle With many Rooms "Narration Notecard 9" p.1</p>	
<p>▲COMP: Written Narration Tell of a time when you took a "share in the interests of the great world" by listening with all your heart to someone who shared about a profession, skill, subject, or experience with which you were unfamiliar.</p>				

Occupations: It is not necessary to do everything listed. Choose according to time, availability, and student interest.

<p>● CITIZENSHIP NOTEBOOK Update habits log. Start a chart where you can list desirable human character traits on one side and their daemons on the other.</p>	<p>● HISTORY CHARTS Nicolaus Copernicus (1473-1543)</p>	<p>● LEARNING IN THE LAB ☆ Lab: Lab: Invincible Microbe "Lab 2: Bacterial Life"</p>		<p>● HISTORY CHARTS Thermometer invented (1715) Stethoscope invented (1818)</p>
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<p>● NATURE JOURNALING Practice applying Art skills.</p> <p>Practice color matching in your nature journal.</p>	<p>● CIT. NOTEBOOK (US) Who is your current state governor? Is it an election year? If so, answer the following questions: Who is currently running for governor? To which parties do they belong? Create a timeline page for your state elections. You will add to it later.</p>	<p>● NATURE JOURNALING Practice applying Art skills.</p> <p>Look for and collect interesting objects to draw in your nature journal.</p>		<p>● HISTORY CHARTS Michelangelo di Lodovico Buonarroti Simoni (1475-1564, Florence, Italy); Gian Lorenzo Bernini (1598-1680, Naples, Italy)</p>
	<p>● CIT. NOTEBOOK (CA) Who is the premier of your province? What party do they belong to? Is there a provincial election this year? If so, who are the current party leaders? Create a timeline page for provincial elections. You will add to this later.</p>			<p>● HISTORY CHARTS Sir Thomas Malory (c.1415-1471), "Morte d'Arthur" (1485)</p>
				<p>● TRAVEL JOURNAL Identify and add any national parks located in this state to the drawn map.</p> <p>"Midwest Region: State 1" Lesson 2</p>