

Suggested Schedule

This schedule is intended to suggest how the homeschooling parent might divide the day, alternating between direct instruction and interactive learning. The divisions of time in the schedule reflect Charlotte Mason’s philosophy of

- 1) 30-minute lessons (for the grade level)
- 2) Making each subsequent lesson as different from the last as possible to maintain interest.

The final decision must be the teaching parent’s, as the developers of this curriculum cannot know the individual circumstances of each learning environment. (Subjects with an asterick, see notes on the next page.)

TIME	SUBJECT	MON	TUES	WED	THURS	FRI
9:00–9:30	Christian Faith Studies	OT	Journal Entry	NT	Journal Entry	X
9:30–10:15	Math (<i>daily</i>)	X	X	X	X	X
10:15–11:15	Language Arts (<i>daily</i>)					
	Dictation-Spelling*	Intro-Dict.				Dict./Spell.
	Storytelling		X		X	
	Poetry	X		X		
	Recitation Practice		X		X	
	Literature or Shakespeare* (4rd Term only)	X		X		
11:15-12:15	Science* (<i>daily</i>)	X	X	X	X	X
Lunch						
1:00-2:25	World History*	X		X		X
	American History*		X		X	
	Geography	X	X	X	X	X
Arranged	Music Study	X				X
Arranged	Picture Study*	X			X	
Afternoons	Nature Study*	X	X	X	X	X
	Silent Reading	X	X	X	X	X
	Handcrafts	X		X		X
	Life Skills		X		X	

Notes on Suggested Schedule

Your student is old enough to have significant input into the schedule for his day. Consult him as you plan. It may be that Math first is better and Bible study is done as a family, for example.

Dictation-Spelling—Your student should review the chosen dictation and spelling words each day for approximately 10 minutes.

Shakespeare—Allow 20 minutes each day, or 30 minutes 3 times each week, during Term 4 for reading *Twelfth Night* aloud together. This can be done in any way that works best for your schedule; we suggest immediately after lunch.

Science—This period is for direct instruction. Your student should also be scheduling time to read and work on his own.

Language Arts—Each of the areas of Language Arts should not take longer than twenty minutes, with the exception of written narrations.

Nature Study—Includes time outdoors each afternoon. At least once a week make entries in the Nature Journal using the dry brush method described in Helpful Articles on *Grade Seven Resource CD*.

Picture Study—Introduce the picture at the beginning of the week, and then place it in view throughout the week. Two or three times during the week, study the picture and find one or two new things. At the week's end, turn the picture over and narrate the contents of the picture. See "Picture Study: Teaching Children to Love Great Art" on *Grade Seven Resource CD*.

Histories—Alternate days for American and World History. There is a significant amount of reading in both histories. Plan to read some of the books in the afternoon when "school" is over. Have your student read some of the literature silently, as well as aloud to the family. Do not require narration for all of the reading, but do allow time for some of the activities provided.

Composer Study—While doing the lesson, make sure you have your student's full attention. For additional listening consider during lunch, driving in the car, or at the end of the school day.