

Ambleside Online



FAQ's, Schedules, & Booklists
for Years 1-12

AmblesideOnline Frequently Asked Questions

These are the questions that were found on the AmblesideOnline support group to be most commonly asked by AO moms. Information from nearly two years of our archives has been collected and compiled here; we encourage you to read this page in its entirety - the chances are good that your question has already been answered here!

About Charlotte Mason
About AmblesideOnline
Getting Started
Language Arts
Mathematics
Science
Social Studies/History
Fine Arts
Foreign Languages
High School

About Charlotte Mason

Who was Charlotte Mason and what is her method of homeschooling?

Charlotte Mason lived in England in the 1800's. [see photos of the Ambleside area where she lived and worked at this link.] Orphaned at age 16 and never married, she devoted her life to children and their education. Her ideas were ahead of her time - while others thought that children were no more than empty slates to be filled with information, she believed that they were already real people capable of independent, intelligent thought and that they needed vital ideas, rather than dry facts, to feed their growing minds.

The students in the schools she founded read and discussed living books written by excellent authors on various subjects, took daily nature walks and recorded their observations in notebooks, enjoyed art and music, cultivated and maintained good personal habits such as attention to detail, focused attention and consideration to others, and learned foreign languages. And, by using short lessons, they accomplished all of this (and more) by lunchtime so that they had their afternoons free for their own individual worthy pursuits.

The Charlotte Mason method uses living books with an emphasis on quality rather than quantity, narration instead of comprehension exercises or composition, copywork for handwriting, spelling and grammar modeling, nature observation as the primary means of early science, and literature, poetry, art and music to give children's minds beautiful ideas to feed on.

"We want our children to feel that each fresh lesson gives them an 'open sesame' to a fairy palace full of treasures worth the seeking; that they are the inheritors of all the heaped-up

gains of past ages, not slaves doomed to a treadmill of weary monotony." [Kathleen Warren, 1903]

CM is not unschooling, nor is it **delight-directed**. To illustrate the difference, imagine that you had a son who was interested in knights and wanted to learn more about them. With unschooling, you wouldn't plan any lessons but you would let your son read all the books he could find about knights, play knights games, look up knights on the internet. Then, you'd count those hours as school time. With delight-directed, you would note his interest in knights, and ditch your plans to teach about ancient cultures and US History, and instead plan a semester of lessons about knights. With CM, you would allow your son to learn all he wanted about knights in his spare time, but during school hours, you would continue to assign readings from chronological history and literature so he'd still be learning about ancient Egypt, Rome, US History, etc. because, as Charlotte Mason said, you never know what will ignite a passion in a child, so exposure to many topics is necessary. However, you would keep school hours short to give him plenty of time (and inclination) to learn about knights after school.

CM is not unit studies. Unit studies attempt to link knowledge in the child's mind by arranging lessons around specific topics. Charlotte Mason felt that this was an artificial way to create mental relationships based on a faulty concept of ideas as taught by Herbart. Children don't need unit studies to organize ideas for them. Their minds are perfectly capable of taking ideas from various unrelated sources and figuring out how they relate to each other on their own. Yet, if you look at the whole curriculum, there's no lack of hands-on activities--there are science experiments, handicrafts, nature notebooks and collections, making timeline books (for the older ones), etc. Children can also be asked to narrate by illustrating a scene from a story or by acting something out. Many children will go on to "play the stories" of what they've read or to do hands-on projects of their own. The point is that these should not be stage-managed by the parent--they belong to the children themselves.

CM is not Montessori. While Maria Montessori's goals were much like Charlotte Mason's (educating the whole person and creating an attitude where learning is enjoyed for a lifetime), CM isn't about creating an optimal environment to entice children to learn. Charlotte Mason felt that that children could and should learn by dealing with real things in their real world rather than an artificially manipulated environment. Montessori relies more on sensory, hands-on experience while CM's emphasis is on training the mind to process knowledge by focusing the attention. (To get an idea of Charlotte Mason's opinion of Montessori's method, read her letter to the editor of the paper.)

CM is not about making learning fun. Charlotte Mason felt that, although children enjoy being entertained, entertainment is a passive activity. Children need to apply their own minds to the effort of getting knowledge from their books and making their own mental relationships with the world around

them. However, since humans have an inborn curiosity to learn things, the process of education itself, while challenging, can be enjoyable for its own sake.

CM is not vocational training. Although Charlotte Mason had nothing against students learning skills they might be able to use at a job, she was very much against vocational training when it replaced a broad, mind-enhancing education for the personal growth and enrichment of the student. She was also against focusing a child's education on math, or science, or any one subject, at the expense of a well-rounded education.

CM is not Classical Education in the way homeschoolers understand classical education today. Charlotte Mason did not adhere to the trivium idea of stages of a child's mind, although her method dovetails nicely with classical education and falls very squarely and firmly with the classical tradition as practiced for centuries by a stream of Christian educators and philosophers. When trying to contrast CM with CE, Michelle Duker suggests "thinking through the following thought questions, which will require some reading of the two perspectives: 1. What is the view of a child in each method? What is a child? 2. What is the purpose of education? 3. What is the role of the teacher/parent?" Rather than having students read classics in dead languages for cultural literacy as traditional classical required, Charlotte Mason felt that there were just as many wonderful books that her students should be reading and reflecting on in their own native English language. (Read Karen Glass's article about CM and CE, and a related post she wrote to Truthquest. Karen has also written a book about the subject called Consider This: Charlotte Mason and the Classical Tradition with a related podcast, and a brief Q&A podcast with Cindy Rollins.)

First and foremost, Charlotte Mason is a 12-year Christian Character Building curriculum. Books are chosen not for cultural literacy so much as the literary quality with which they were written, and even more, their ability to develop the whole person and inspire his character. For all those years that children are getting a CM education, what's really being trained more than anything else is their character. Students receiving a CM education don't need any character building program because the entire curriculum is geared towards building character with the use of personal habits, quality books, teacher guidance, the work of the Holy Spirit and personal reflection.

How does CM compare with other homeschool approaches?

These sites give a brief overview of common homeschool methods:
Homeschool.com <http://www.homeschool.com/ApproachesHowStuffWorks>
<http://people.howstuffworks.com/homeschool4.htm>
Homeschool Learning Network
<http://www.homeschoollearning.com/index.php/homeschool-resources/homeschool-methods>

Homeschool Marketplace
<http://www.homeschoolmarketplace.com/newsletters.html>
(used to be Elijah Co) has posted a four part series in their newsletter archives called Choosing Teaching Materials that includes one of the best overviews of common teaching approaches:

1. 10 Rules of Thumb
2. Determining How Your Child Learns Best
3. Common Teaching Approaches
4. Developing an Educational Philosophy

Not exclusively CM-related, but the article "No Thank You, We Don't Believe in Socialization!" by Lisa Russell shows the absurdity of school socialization as a means of preparing children for real life.

We collected a few posts from members who discussed how AO compares with other CM-inspired programs; you can read them at this link.

Do you want to learn more about the Charlotte Mason method in slow, gentle, easy to digest bites? We offer a series of brief, friendly "Patio Chats" shared every week that will introduce you to the why's and how's of this method over the school year so that you can think about them, discuss them online in one of our social groups, or use them as springboards for discussion with your local Charlotte Mason-ey friends. They are available three ways: by joining our announcement-only email group where you will receive these brief emails without any discussion or chatter, on our Forum, or in our Facebook chat group. For more details, see <http://www.amblesideonline.org/PatioChatsJoin.shtml>.

About AmblesideOnline

AmblesideOnline is an attempt to create a curriculum that's as close as possible to the curriculum that Charlotte Mason used in her own PNEU schools. Our goal is to be true to Charlotte Mason's high literary standards. AmblesideOnline is not the only way to implement a Charlotte Mason education, and, in fact, Charlotte Mason herself warned that simply taking her booklist and applying it to a school would not be enough - her method is more than a booklist. It is the principles and philosophy behind the approach as well as books with a high literary standard that are the distinctions of a true CM education. (Read more about what distinguishes a CM education, and how AO compares to other curriculums.)

Does that mean you should not use any booklist, or curriculum? Not at all. While Charlotte Mason warned against simply applying the booklist she used, she never intended teachers or parents to attempt to school without a plan, and always provided them with a booklist and schedule, and it was expected that her books (what we know today as the 6-volume Original Homeschool Series) would be studied. Charlotte Mason is not alive today to consult for book

choices, but AmblesideOnline is one way to provide parents with a guide on their homeschool journey. However, following AmblesideOnline's schedule without also learning about Charlotte Mason's approach will not give your children the full benefits of a CM education, and we cannot emphasize strongly enough the importance of reading her series and learning all you can as you school. AmblesideOnline is not intended to replace a parent's own understanding of CM's methods, but is a way to remove the burden of creating a curriculum from scratch while discovering more about the method itself. It is imperative to understand the CM method in order to know how best to tweak AO to suit the curriculum to meet your needs without compromising Charlotte Mason's principles. As well, the more you grasp her principles, the more you'll notice the synergy that's built into AO, as some AO moms have observed:

". . . the more time invested in learning CM's methods, the more the program will reveal itself to you." ~ Carol

"Yes, Carol hit it right on the nose with this statement. I can't say that I fully understand how, but this has been so very true for me. I'm reading along with the CM series and have learned so so much more than I could have imagined. I jumped into using AO Year 1 last year and am now seeing all the concepts I missed by just 'checking off' my AO list. We learned so much together and had so much fun, but I now see that I was teaching truth but not in spirit and truth, if that makes any sense. I'm excited and looking forward to starting Year 2 with so much more to offer my dear little students. Hard to believe it can be better!" ~ Susan B. in TX

Who put all of this together?

A group of moms very much like you! The Advisory are all moms who are often busy, tired and distracted, who sometimes raise their voices when they shouldn't, who don't always get the laundry done when they should or meals on the table on time, who deal with sick children and plumbing emergencies, and who worry about not doing enough in their children's schooling. If they can do a Charlotte Mason, so can you -- especially with the help and support the AO Forum offers. We all help each other.

Why are you putting so much work into something for which you receive no remuneration?

The Advisory members are all homeschooling moms who have seen firsthand what Charlotte Mason's methods have done for their own children and homeschool experience, and believe with a passion that her approach can have just as beneficial an effect in any homeschooling family. They are encouraged that such an education might be a positive influence on the next generation, but that parents discovering her methods may need the kind of practical help that a curriculum outline such as AmblesideOnline provides while learning about Charlotte Mason's philosophy and implementing it in their own homeschool. Although the Advisory receives no payment or dues for their work on the

curriculum, they do benefit from the collective pool of research and information, which enhances and takes some of the burden from their own attempts to homeschool. As the Advisory are all busy moms themselves, the information here is posted in the hopes that homeschooling parents can obtain enough information and confidence to apply a Charlotte Mason education in their families. Unfortunately, Advisory members' roles as mothers and teachers and hours planning and maintaining the curriculum does not often allow them as much time to handle individual questions as they might like.

Wow! All this for free? Isn't there any way we can contribute something?

Yes! Any contribution to the virtual worldwide library of texts online, whether AmblesideOnline uses a specific book or not, is in the spirit of AmblesideOnline's vision to make available resources and information at no cost to the public at large, provided by volunteers for the benefit of others without expectation of return. We encourage members to help put etexts online by either scanning, typing, or proofreading texts to put online. If you would like to know more about getting etexts online, <https://www.gutenberg.org/> is the best place to start gathering research. Scroll down the page to where it says, "How to Help."

In the same spirit, AO moms have written lesson plans to go with the curriculum for the free use of members, made art prints available at no more than their cost of production, shared resources such as online websites that enhance the term's studies, written biographies to enhance the term's artist or composer, exchanged ideas for implementing the curriculum, shared narrations and exam results with one another and worked together to create audio readings of public domain books for participating members. Individuals keeping their forum and Facebook posts on topic also contributes to the fine-tuned focus, which enables parents with limited time to participate in the support group. And forum members answering questions and providing encouragement to new members is a great help, since Advisory members rarely have as much time as they'd like to help new members.

Please note -- while we appreciate the willingness of anyone wishing to provide products that benefit members, the Advisory is not able to donate time to help with projects intended to generate income for others. In general, we prefer that contributions be on a volunteer basis and provided for free.

You can help support the cost of AO's website and domains when you visit amazon.com from our link and by clicking on the "purchase" links or "Kindle" links from our booklists. We have tried to link to unabridged editions published by reputable book sellers for each book.

Your website is so plain and low-tech. Can't you use some pictures or something to make it look more updated and attractive?

Yes, we know our website looks a bit old-school. But that's somewhat intentional. We know there are families overseas using AmblesideOnline, and we're committed to keeping the website simple so that even those in remote areas with limited bandwidth and outdated hardware can still access our content. We believe that every child should have the opportunity to benefit from this kind of excellent education.

That means that it takes a little more mental effort to figure out how AO works, but we have found that the extra effort is a valuable step in understanding some of the CM philosophy behind the method and making AO more effective.

Can children follow the plots of many books read slowly in the same term? Why shouldn't I just read the books at a quicker pace so my child can focus on just one or two at a time?

Education is more than the accumulation of knowledge. Maturity and wisdom require reflective thought about ideas. Rushing through lots of books doesn't leave the book in contact with the child long enough to make the kind of lasting impression that will influence him. Getting through a book at a quick pace leaves room for little else besides a brief brush with the storyline; it leaves no time for the mind to linger with the characters and contemplate their moral aspect. Taking an entire term to read a book allows the child to almost live the book in a way not possible if he breezed through it in a week or two before picking up the next one. AmblesideOnline schedules a few books to be savored simultaneously over the entire term to give the child more time with the ideas and allow him more than casual contact with its ideas. In the end, it may result in fewer books being read, but the books are chosen with excellence in mind with an emphasis on quality over quantity. Children seem to have no more trouble following along with six books at a time than many people do following various soap operas. :-) Read more about this topic at this link.

Why does AmblesideOnline use so many old books?

AmblesideOnline tries to select books that meet both of our criteria of high literary quality *and* being widely available to most people. We seek to use books with deep, rich ideas that cross barriers of time and culture. Often that will mean an older book, but not always. To be of use to AO, a book also needs to stay in print (affordably) and/or be available online -- preferably both. In some cases, we offer a good online option to a book that not all families will be able to purchase.

In general, well-written older books use richer vocabulary, more complex sentence structure, and contain more ideas per page than modern books. Recently written books, by contrast, use watered-down language, weaker, less complex sentence structures, and if they have any meaningful ideas, they either sandwich them between pages and pages of fluff, or they club the reader over the head with the message. In teaching history, a sense of the past is not just a matter of knowing dates and

events and being able to put them in order. It's about coming into contact with some of the best minds of the previous *centuries*, not mere decades. It's about reading their ideas and stories in their own words, getting a feel for truth, justice, mercy, faith, friendship, charity, loyalty, courage -- these are ideas and traits that are timeless. Older books that AO uses have stood the test of time. They have been read for generations, and they will be read for many generations to come. It's too early to tell which of our currently published, modern crops of books will still be communicating to readers outside of the culture and time that produced them a hundred years from now.

You can read more at the Advisory blog, "The Modern Place for Older Books," by Wendi Capehart, where much of this section was copied from.

Why does AmblesideOnline use books that are so challenging for most children?

Charlotte Mason wanted to put students in direct contact with the best minds of all time, so she had her students reading first hand from books written by great minds with great ideas. Retellings of these books will usually be inferior, watered down versions of the original. The strength of great literature is often in its detailed depiction of characters who come to life as we read and allow us to see a different world through their eyes and consider their moral dilemmas - this is the kind of reading that helps a child firm up his own convictions. When books are abridged, they are stripped of almost everything but the plot line, and the wonderful vividness of the characters is sacrificed.

Children are at their prime stage of development to learn language - and what better vocabulary teacher is there than a well-written but challenging book? As Charlotte Mason found a hundred years ago, and Marva Collins found more recently, even children lacking the benefits of a good education will rise to the challenge of understanding difficult books when given a chance. Charlotte Mason said that "children naturally take to literary expression. They love hearing it, reading it, and using it in their own tellings and writings. We should have known this a long time ago. All the old ballads and songs of the ancient wild warriors and barbaric kings have been thought too complicated for anyone but highly educated people to enjoy. But we'll soon see that only minds like a child's could have produced such fresh, finely expressed thoughts. Children have a natural aptitude for literature. Their inclination for it can overcome the challenge of the vocabulary without effort. Knowing that should direct the kind of teaching we give." (see vol 6, pg 91)

It's difficult to train up children to be readers of Great Literature on a diet of easy books. It's even more difficult if books have to compete with TV and video games for a child's attention. An understanding and appreciation for challenging books begins with early exposure to well-written literature that uses rich literature and demands something of the child's mind. An accurate definition of "living books" is imperative,

as well the use of narration to help the child's mind work with the material, and teach him how to pull knowledge from books.

Diana at the blog Taking Joy wrote about The Importance of Books in Education at <https://takingjoyblog.wordpress.com/2020/07/31/the-importance-of-books-in-education/> Read Wendi Capehart's blog post, "What if we just do not enjoy that book?" at <http://thecommonroomblog.com/2017/09/what-if-we-just-do-not-enjoy-that-book.html> . Also, read Wendi's post about how "not reading challenging books surely will result in a stultified mind." That post is at <http://thecommonroomblog.com/2015/05/miss-mason-mortimer-adler-read-hard-books.html>

Read Colleen Manning's article about how "Living Books" are defined in a CM education at this link. Also, there is more great discussion on this topic at this link as well as Wendi's thoughts on the benefits of words vs pictures in education at this link.

For a quick look at how AO's books rate on the Lexile scale, see a short list here: [Lexile Reading Ratings](#)

Why use short, varied lessons instead of long lessons that might train children to persevere at their work?

Charlotte Mason advocated short lessons for home schoolrooms as well as school classrooms. She wrote in volume one that short lessons teach the children the value of a golden minute, that now is the time to do this lesson and one time is not as good as another. Another way of putting it would be to say that short lessons help children learn to make the most of the time. Short lessons ensure both that lots of free time will be available, and that the child's interest will be high.

We on the advisory, as well as many AO moms, have tried both longer and shorter lessons. What we have found is that when we stop while the child is still hungry, so to speak, for more information on that book, the child is nearly obsessed with thinking about the material in the book. She spends time wondering what might happen next, why events have fallen out as they have, what might have been done differently - each child will spend more time in reflection, more time play acting (later, in their spare time) and more time making the material their very own in a deeply personal way (obviously, some books work out better for this than others). One thing we find makes this more possible is to follow reading lessons with subjects that make it possible for them to spend some time thinking about what they just read. So we might read from history, then do handwork, then read from a science book, then do copywork, then read from a literature selection and then do nature study, and so on.

Wendi Capehart says, "Before I actually tried this, stopping while a child was still interested was anathema to me - I thought it a terrible, ridiculous thing to do, and it went against

all my assumptions. But putting it into practice has made me a believer - I even get extra 'narrations' as my children will come up to me sometimes during lunch or while we are at the park and suddenly say, "I just can't believe that he's dead!" and I, startled, will say, "who?" and then they proceed to tell me their concerns about where some story is going and what is going to happen and their indignation at the behaviour of some character. =)

Why doesn't AO's reading list fit into Charlotte Mason's PNEU timetables?

The timetables are a guide for schools, not homes where there are apt to be distractions from younger siblings, household emergencies, and laundry. We looked very closely at Miss Mason's schedules when we designed AO. We matched her page count. We did not create daily schedules because children and families are different. One child might finish a chapter in *The Princess and the Goblin* in ten minutes, while another might take over half an hour to read half as much. So it works better for some children to read a book once a week, and for another doing the same Year to read the same book every day for 10-15 minutes. Some families need to get school done in four days, some take five. Miss Mason took SEVEN. Yes, seven. (Some of her books were scheduled as "evening reading," "Sunday reading," and even "holiday reading," and don't show up on the PNEU timetable.) So if your goal is match her precise timetable, you need to have school readings also scheduled on Saturdays and Sundays and you may need some readings in the evenings and over school breaks.

But there is no reason to feel compelled to match those timetables precisely -- because they are not principles. They illustrate principles, such as short lessons, variety in the schedule, having a routine, and so on. The timetables are expedients, aides, guides, illustrations of principles, but they are not principles themselves.

It is interesting to note that the timetables were problematic for PNEU teachers during Charlotte Mason's lifetime, too: in "L'umile Pianta," a periodical by and for CM's teachers, there's an article called "On the Possibility of Doing P.U.S. Work While Keeping Strictly to the Time-Tables" which asks, "how far is it possible to do the P.U.S. work keeping strictly to the Time-table and the Programme?" We encourage you to read the entire article, it is delicious, and everybody who feels like a failure for not keeping perfectly to Charlotte Mason's timetables will feel much better. :-)

E. A. Parish, in the book *In Memoriam* written shortly after Miss Mason's death, remembered this: "One of Miss Mason's principles is that method rather than system should be our way to our end, accordingly there was a great elasticity about the conduct of the college, and all the fortunes and misfortunes of daily life were woven in as so many opportunities. Perhaps this principle was specially evident during Criticism lessons on Thursday mornings when Miss Mason would criticize a student for doing what was,

apparently, precisely the thing another student has been criticized for not doing the previous Thursday, thus reducing us to despair. For what were we to do? And when we asked for the precise recipe we were told to 'mix it with brains.' Every lesson needs a special giving, and the method is based upon broad principles which leave the teacher all the exercise of her own ingenuity." (pg 200)

If the timetable is more important to you than the scheduled material, you should feel free to reduce the load, but remember that education is the science of relations, so try not to eliminate any subject completely. Make the schedule work for you, work with the needs of your children -- take CM's principles and "mix it with brains."

Does AO's page count line up with the number of pages Charlotte Mason's PNEU schools were doing?

There are two 'CM page counts.' One is in her six volume series, where she says, "These read in a term one, or two, or three thousand pages, according to their age, school and Form, in a large number of set books." (vol 6, pg 6) and, "These read in a term from one thousand to between two and three thousand pages, according to age and class, in a large number of set books; the quantity set for each lesson allows of only a single reading." (vol 6 pg 241). And one is illustrated by her programmes. When we created AmblesideOnline, not many PNEU programmes were available, but we did look at those we had. Now that more are available, we looked again and have been quite delighted to discover that actually, no, we really are not far off, and in most cases are still under.

To view page count numbers of AmblesideOnline's books from Years 1 to 11, click here.

If AmblesideOnline is a Christian curriculum, why does it use books that assume evolution like *A Child's History of the World* and *Van Loon's*? Why does it use fairy tales, myths and fantasy? Why does it use Shakespeare?

AmblesideOnline attempts to use the best book based on various criteria. If there were an excellent book for any required subject area that met our standards and also taught from a non-secular perspective, we would use it. (One might ask, Why aren't Christians, especially in our modern world, producing excellent work to offer us? One theory is that a mediocre education using inferior-quality materials may result in a person who is a solid Christian, but nonetheless doesn't know or recognize quality and therefore is unlikely to produce cultural work of excellence. Perhaps a well-disciplined Christian trained with good habits and accustomed to the best that culture has to offer will be in a better position to write works that rival the old classics, and will be better equipped to represent Christianity to a society that values creativity. This is one of our highest hopes for AmblesideOnline graduates!)

Unfortunately, the only flawless book is the Bible itself. Even books written by Christians may not hold to our particular viewpoint - there are Christians who fall under young earth,

old earth, and selective adaptation. In cases where the best book had a few flaws, it was chosen for the curriculum with the assumption that parents would handle situations as they arise. It is worth considering that reading only books coming from one perspective will not prepare children for pervasive ideas and cultural norms that they will be confronted with outside of the home. Further, children need to confront the fact that man-made books are fallible. As an example, using a book that contains some evolutionary ideas can provide parents with a natural opportunity to present the other side, using their choice of resources, which prepares children to be able to defend their position. Some have studied Genesis side by side, or used the book *It Couldn't Just Happen* by Lawrence Richards, or *Adam and His Kin* by Ruth Beechick or information at <http://www.icr.org/>. Rejecting books point blank because of some objectionable content may teach our children to reject whatever doesn't fit their viewpoint without first resorting to constructive dialogue or intellectual consideration - which can flow over into an attitude of automatic rejection of people who hold different views. Read more at this link. Related question: Was Charlotte Mason a creationist or an evolutionist? Read our response at this link.

Some parents just skip offending chapters, or choose to wait until their children are older to read books that present evolutionary ideas.

There is an element of fantasy in some books used in the curriculum - King Arthur has Merlin, and *The Hobbit* is scheduled in Year 6. Fantasy, when used correctly (and not by a 'hero' who abuses magic for his own selfish ends) can be a very effective literary device in a book with themes of good and evil. Myths can open a discussion about the beliefs of other cultures.

Some parents object to fairy tales either because of the fantasy/magic element, or because they fear that their children may be disturbed with the violent nature of some of them (although it seems that many children, even those sensitive to real life events, are undisturbed by it in fairy tales). AmblesideOnline has scheduled fairy tales in keeping with the practices of Charlotte Mason - she did read them to her young students. She felt that they were valuable as well-written mind food to help children identify noble and evil characteristics. Some parents selectively edit the most grisly portions as they read. Suggestions for substitutions that have been mentioned are Oscar Wilde's *Fairy Tales*, Perrault's *French Fairy Tales* or Hans Christian Andersen's *Fairy Tales*, but it is recommended that you read Wendi Capehart's essay before reaching a conclusion. "A Landscape With Dragons: Christian and Pagan Imagination in Children's Literature" by Michael D. O'Brien also addresses this issue, as does *Tending the Heart of Virtue: How Classic Stories Awaken a Child's Moral Imagination* by Vigen Guroian (read a series of blog posts about this book starting at this link). Angelina Stanford did a couple of podcasts with Pam Barnhill that may be helpful in showing the importance of fairy tales and myths to Christians: *Why Fairy Tales Are Not Optional* and

The Truth About Myth. <https://pambarnhill.com/ymb41/> and <https://pambarnhill.com/ymb60/>

She also had some fascinating thoughts about magic and traditional [medieval] Christianity at "The Commons" which you can listen to at

<https://shows.pippa.io/the-commons/episodes/angelina-stanford-on-the-problem-of-magic-in-childrens-liter>

Shakespeare is literature at its best. He had such a gift that his name is still the most well-known in the world of literature after hundreds of years, and his lines have become a part of our everyday conversation. Charlotte Mason believed that all truth came down from God and could be enjoyed regardless of which instrument it came through. AmblesideOnline's curriculum is an attempt to do what Charlotte Mason did in her schools, and her students read Shakespeare. If you have reservations about using Shakespeare's works, you may read Peter Leithart's book *Brightest Heaven of Invention* or this essay by Rev. Ralph Smith.

Regardless of what AmblesideOnline has scheduled, if you are uncomfortable with something, feel free to make substitutions - you are the best judge of what is right for your family, and there are many reputable booklists from which to choose alternatives. If it is the husband who objects after considering the information, then members are encouraged to submit to their husbands' leading. AmblesideOnline respects the rights of every parent to homeschool as they see fit. However, please understand that different families have various convictions that they feel very strongly about for reasons that they feel are intelligent and reverent. Bringing up this topic on our online forums tends to create a divisive and judgmental atmosphere on both sides. Therefore, we encourage members to read the information posted on our site and make a decision without taking it to our online support groups for open discussion.

I'm not a Christian. Can I still use AO?

Yes, although some of our books and resources are distinctly Christian and you may prefer to make substitutions to fit your family's needs. The Advisory is unable to take time to locate alternative books and resources and the AO Facebook group is not the appropriate place to ask for alternate suggestions. Although the Advisory is unable to tailor the booklist to accommodate all of the various denominational differences that exist, the CM movement is growing daily, and support groups for CM homeschoolers with specific religious affiliations, special interests, individual needs, and unique circumstances are always being added. We suggest that you find one of these groups and ask what resources they've found.

Before requesting that the Advisory locate suitable alternatives or create an alternative booklist for you, please read this blog post and consider contributing to the CM community by finding and posting alternate selections for others who may be looking for the same thing.

Can I do this if my child has ADHD, dyslexia or Asperger's?

Yes. Any child, regardless of aptitude or learning challenges, will make the most of his or her potential from a plan that respects the person of the child, broadens the mind with exposure to many subjects of interest, and relies on instilling habits that build character. Short lessons, small steps, focus on skills and habits, use of manipulatives, and exposure to living ideas through books are perfectly geared for children with special needs. You can read more at this link, as well as some thoughts about which Year to place your LD child. Donna-Jean Breckenridge wrote an article on using AO with her son.

There's an area for parents of children with special needs on the AO Forum. This is a private subforum that's only visible to approved parents who are already members of the forum. <https://amblesideonline.org/forum/index.php>

All I see is a booklist. Why isn't AO more "hands-on?"

If you look at the whole curriculum, there's no lack of hands-on: there are science experiments, handicrafts, nature notebooks and collections, making timeline books (for the older ones), etc. Children can also be asked to narrate by illustrating a scene from a story or by acting something out. Many children will go on to "play the stories" of what they've read or to do hands-on projects of their own; the point is that these should not be stage-managed by the parent--they belong to the children themselves. Some parents do supplement their reading with additional related activities, but it isn't necessary.

If you're concerned that AO may not be sufficient and tempted to supplement with additional activities or study guides, we suggest that you read Donna-Jean Breckenridge's blog post, "Enough," at <http://archipelago7.blogspot.com/2017/09/enough.html>

One mom in my homeschool group tried AO and isn't doing it anymore, why should I try it?

We don't know why the mom in your group isn't using AO anymore, and we understand it isn't for everybody, but here are some issues that have caused some people problems with implementing AO in their homes:

- They do not read this FAQ or other pages in the website that would help explain more about the curriculum.
- This is a Charlotte Mason curriculum and they do not have the time, or don't have the inclination, or for some other reason are not going to read more about Charlotte Mason's ideas.
- They have uncooperative children and are uncomfortable with the principles of proper use of authority that are found in Charlotte Mason's books (and the Bible).
- They do not use Fairy Tales/fantasy and are uncomfortable even making substitutions from a booklist that includes them.
- They have a large family of varying ages and abilities and feel they need a curriculum that tells them exactly what to do and keeps everybody on the same page. We do have members

with large families who use our material, but some families need more assistance than we are able to provide. Although we're happy to make this free curriculum available, we're only a small volunteer group of mothers with our own children to homeschool and that doesn't leave us time for the kind of personal one-on-one support that some moms need.

What if I want something more scripted and methodical so I can be sure I'm doing CM the right way?

In the preface to Volume 2, *Parents and Children*, Charlotte Mason wrote, "Believing that the individuality of parents is a great possession for their children, and knowing that when an idea possesses the mind, ways of applying it suggest themselves, I have tried not to weight these pages with many directions, practical suggestions, and other such crutches, likely to interfere with the free relations of parent and child."

Charlotte Mason is saying that parents are persons, too, and too many practical "how to's" are crutches! Principles suggest practices, and it might look different in different homes, and CM considered that individuality a "great possession"--a good thing. If this is true of the child-rearing principles which are the focus of Volume 2, it is triply so for the principles of what we think of as "school." CM even says in the preface that she hopes her book will be "suggestive" to teachers. "Pure" CM is a myth--CM gave us robust principles which will flex to accommodate our individual families.

The point is, this distinction between principles and practices is absolutely vital, and needs to be our focus. That's why AO clearly reminds our users that "AO will not give your child a CM education"--you have to follow the principles, not just do the curriculum. Karen Glass talked in detail about the importance of following principles over practices in her podcast, Don't Let Your Methods Grow Up To Be Systems. <http://www.scholesisters.com/ss20/>

She also wrote a blog post identifying which practices are also principles: Some Practices are Principles, Part 1 <http://www.karenglass.net/some-practices-are-principles-part-1/>

Sometimes when two people are implementing CM's principles a little differently, you might feel distressed about trying to figure out which one is "right." But it is very likely that they are simply variations of practice. Charlotte Mason's principles are solid and foundational. What you build on them can be a little different, while still resting on that solid foundation. The best way to evaluate any practice is to know Charlotte Mason's philosophy well, and the best way to learn it is to read her volumes. Join us in the AO Forum, where there's always an ongoing discussion and study of her volumes. And keep in mind that AmblesideOnline is a free curriculum, offered in love. If it doesn't meet your needs and expectations, there are other CM programs out there (which there were NOT when we started).

I have a product which would meet the needs of AmblesideOnline users. Can I post details to your forum or Facebook group?

You can write the Advisory with your plan, and ask permission, but the answer will probably be no.

AmblesideOnline is a free program lovingly put together with much labor, time, sweat, tears, and thousands of man-hours as a voluntary service to help other homeschooling parents implement their vision of a Charlotte Mason education at home. We do not exist to serve as a market for somebody else's business. We do not have time to devote to helping somebody else make a profit. We are not opposed to businesses making money, we just don't believe that our online support group is the place for it. Neither do we have time to help other families make money from our work using our forums. We also are protective of the time constraints and the privacy of the members of our support groups, as well as our own.

Therefore, we almost never permit businesses to e-mail our users seeking a market for their business. The rare exception may be when an established business is considering producing a product that:

- A. Would be of great help to our members at a reasonably affordable price;
- B. Our members cannot get anywhere else; and which
- C. Is specific to AmblesideOnline (The Homestead Pickers' CD of our folk music, for example).

On rare occasions, we have permitted an AmblesideOnline member acting as liaison between our users and the business to pose the simple question 'Would members be interested in this?' To date, this has only happened twice. We can't imagine it will be a common occurrence. If you are a business seeking a market through AmblesideOnline and you meet the above criteria, we will consider your request. Please be aware, though, that the answer will probably be no, and that buying and selling through our online forum or Facebook group is never permitted.

Our policy as outlined in our Copyright statement says:

1. No one may put AmblesideOnline in the name of their product.
2. No one may copy and publish the curriculum elsewhere.
3. No one may use the AO Forum or AO Facebook group to advertise their products for sale.

We have consistently refused all requests to do these things, not because we bear ill-will to anyone, but because we chose to make AmblesideOnline free, and no one else has a right to make a profit by using our name, and because we did not want AO users to become a targeted market.

<https://www.amblesideonline.org/RegardingCopyright.shtml>

I don't understand why you won't allow people to market products and services that make it easier for moms to use AO. Why are you so stingy with something that's free? Why shouldn't I expect remuneration if I help people use AO? After all, *my time is worth something.*

After purchasing and pre-reading countless books that end up not making the cut, paying hundreds of dollars in library fines for overdue books that were being previewed for the curriculum, correlating pages and pages of notes to come up with history rotations that fit across the terms, working days together on three hours of sleep finalizing each high school Year, spending multiple series of 12-hour days linking books to free online etexts to the point of back pain and thumb-muscle discomfort, this sounds ungracious, as if our time means nothing. We are pleased to offer AO as a gift to homeschooling parents, and we prefer that our users offer their help and contributions in the same spirit.

Getting Started With AmblesideOnline

I'm new to CM; where can I learn the basics of this kind of education?

You can learn more about the Charlotte Mason method from various online sources, such as:

A brief one-page definition of the method at <http://archipelago7.blogspot.com/2015/03/defining-charlotte-mason.html> (or even briefer: CM in 100 Words)

What is CM?

<http://www.amblesideonline.org/WhatIsCM.shtml>

Why Choose a CM Education?

<http://archipelago7.blogspot.com/2017/01/why-choose-charlotte-mason.html>

A Charlotte Mason Education

<https://charlottesmasonhome.com/2012/01/08/charlotte-mason-in-a-nutshell-2/>

The ABC's of Charlotte Mason <http://homepage.bushnell.net/%7Epeanuts/faq1.html>

Charlotte Mason Approach <http://pennygardner.com/brief-overview-of-charlotte-mason-approach/>

or books such as The Charlotte Mason Study Guide by Penny Gardner, A Charlotte Mason Education by Catherine Levison, For The Children's Sake by Susan Schaeffer Macaulay, or Charlotte Mason's own six-volume Original Homeschool Series. Not sure which volume to read first? Click this link for help.

We suggest that those using AmblesideOnline's curriculum be learning about the philosophy behind the Charlotte Mason approach because the full benefits of this type of education cannot be realized without understanding the foundational ideas behind the method. We recommend joining a local support group devoted to learning more about Charlotte Mason, or the CM Series reading group on the AO Forum, which reads through her books together. We also suggest reading the Parents' Review articles from Charlotte Mason's original magazine, which are posted on AmblesideOnline's website.

The Advisory's hardest struggle to date has been convincing teachers that if they attempt to use our AO

curriculum without the support of the CM method and philosophy for instructional wisdom in each subject area, they will simply not realize the success that is attainable in a CM education.

What do I need to do to start, what does it cost, and where do I get the books?

Find out what you need in the way of registering and record-keeping. Every state has different laws; find a local homeschooler or ask someone from a local homeschool group what your state requires. You might be able to find this information online.; try this link.

We have a page to help you get started with AmblesideOnline at this link. There's also a How to Use the AO Website video tutorial.

How much does it cost to use this curriculum?

Advisory members receive no funds, fees or dues, and the curriculum is as free as they could make it. There is no charge for using the books, booklists, or any other material found on this website or offered through our forum. The vast majority of scheduled books are available free, online, as e-texts. A few books will have to be purchased, but never from AmblesideOnline or the Advisory. You purchase the book from the source that works best for you. So how much you have to spend on the curriculum will vary from family to family.

How do I begin? What should I do first?

You do not need to notify AmblesideOnline or obtain our permission to use this curriculum - it is posted for individual homeschool families to implement or alter freely. You may join the AO Forum if you wish, but even that is not required. We ask that you read over this entire page carefully before asking questions - your question may already be answered here. Please keep in mind - we on the Advisory are all busy homeschooling moms ourselves and are rarely available to answer questions about placement, book substitutions or individual implementation of this curriculum. If you have specific questions, you will stand a better chance of receiving an answer on the forum. There are specialized email lists for AmblesideOnline members with special circumstances, religious preferences, and regional areas; an incomplete list is at this link.

Choose a Year for your child to start in by looking at the booklists and assessing what seems appropriate for your child.

Look at the booklist, make a list and gather materials - buy, borrow or print out books, choose a math program, consider what you'll use for transcription/copywork (you can simply have your child transcribe appropriately sized passages from any of his school books).

NEW! You can help support the cost of AO's website and domains when you visit amazon.com from our link and by clicking on the "purchase" links, which are marked with a (\$), or "Kindle" links, which are marked with a (K), from our booklists. We have tried to link to unabridged editions published by reputable book sellers for each book.

The booklists have links to online etexts where etexts are available. Those can be printed out, or read from your computer screen (although most people prefer to have a hard copy to bring to a comfortable chair). Hard-to-find books are linked on the years' booklists to websites where they're commonly sold. Find free etext links, publishers that specialize in classics, online booksellers and online used books vendors on our Books page. Books can be purchased from online booksellers, or your local bookstore, or from used bookstores. Look for the unabridged, complete edition (beware of Landoll classics that claim to be complete and unabridged but are not). AmblesideOnline uses many classics that are available in libraries. There's an area to buy/sell AO books on the AO Forum.

Please note that it is not our intention parents to feel pressured to pay inflated prices for an out-of-print book. No book is so instrumental to providing a CM education that you need pay a lot of money for it. If a book is so hard to find that copies are going for a king's ransom, there is always a book that can be substituted. Valerie's Living Books has an article that addresses this. We suggest you read it before you stress about cowing to price-gouging to get your hands on a book because you saw it on our booklist. :-)

Decide how you'll divide the workload over the term or year and plan a schedule. We provide a 36-week schedule for each AO year. Find the link to the schedule for each year at the top of the booklist or on the splash page for that year. The schedule is provided in a simple list displayed on the webpage, but also in three different file formats you can download. Two of those formats can be edited by you after you download the file. You don't have to use these schedules, but they're provided if you want them. Remember to schedule short lessons of 10-20 minutes for younger children, 20-40 minutes for older children. You don't need to do every subject every day. You can do math Mon/Wed/Fri, geography Tue/Thur, US history Mon/Tues/Wed and world history Thu/Fri. You can break up the week in any way that suits you. Some break up the traditional subjects over four days and reserve Fridays for art or music. There is no one right way. You do not need to purchase special cards, books or forms to create a schedule, nor does your schedule need to match a school timetable. Find what works for your family. Be prepared to make changes as you see what works.

AO Auxiliary member Brandy Vencel (AfterThoughts) has some tips with videos to help you create blank weekly chart templates and weekly schedules. Advisory member Leslie Laurio has posted many of her students' daily schedules here and Auxiliary member Kathy Livingston has sample schedules here; you are welcome to use/tweak those, or to use

them as an example to see what a day's work might look like in various grades.

Plan to start slowly, beginning with history, geography, copywork, math, natural history/science, literature and poetry - you can add nature study, art, music and foreign language one step at a time as you feel ready.

On your first day, alternate the day between quiet subjects and hands-on subjects to keep your child's mind fresh. After your child reads from one of his schoolbooks, have him tell you what he read (this is narration). You may discuss it with him, if you wish. Most students do copywork every day. Ideally, your school day should be done by lunchtime, but plan for longer at first as you and your child adjust to this new endeavor.

After the first week or so, assess how your schedule is working and what you might change. Add nature study, art or music if you feel ready. Over the following weeks, slowly add one subject at a time as you feel you can handle it. Remember that any new venture can seem overwhelming and don't rush yourself to get it all in at first. Many who have been doing this for 2 or 3 years still have one or two things they have trouble fitting in.

Learn as much as you can before you start, and continue to learn as you go. The Charlotte Mason method is more than a booklist. It's a whole philosophical approach. The more you understand, the more effective your homeschool will be.

You can read some reviews/tips from AmblesideOnline members at <http://www.amblesideonline.org/Reviews.shtml>

Find support! Almost everyone has doubts, frustrations and feels overwhelmed at times - and everyone does at first. Find support -- either a local support group, a friend who has some experience homeschooling, or an online group.

At which Year/level should I place my child?

(This is the most frequently asked question posted to the support group!)

In general, the best Year for each child is the Year that challenges him without paralyzing frustration. An AmblesideOnline "Year" does not mean "Grade" as it would in public school. AmblesideOnline's Year levels (year 1, year 2, etc) are loosely equivalent to grades, but, true to Charlotte Mason's standards, the curriculum is rigorous, so a Year level of AmblesideOnline will be advanced compared to the same grade in most public schools - some gifted sixth graders doing AmblesideOnline's Year 4 find it plenty challenging! Charlotte Mason placed her students in their form or grade levels somewhat according to their ability as well as age. It's normal for parents to place children coming from public school in an AmblesideOnline Year that's a notch or two below his actual grade level - which works out fine because, even if a child graduates from high school after having only

completed AmblesideOnline's Year 8, it still may be more than they may have learned in many public high schools.

All children should be working at their grade level in math and language arts regardless of which Year of AmblesideOnline they're doing.

Where you start your children will depend on what they can handle - the books should be a challenge, but not so frustrating as to be discouraging. Some people look at the booklists for each AmblesideOnline Year and if their children have read most of the books in a particular Year, they start with the following AmblesideOnline Year. These books may be more difficult than some children, even good readers, are used to. If you've been using a different curriculum, you will probably want to look at Years a year or two behind their actual grade level and adjust by moving up or down from there.

Consider the level of difficulty of the books the children currently read and compare them to the majority of the books in the curriculum for the year you are considering. If a child can read classic books like Pilgrim's Progress, Black Beauty, Water Babies and other books on the Year 3 and earlier lists like Heidi, he should be ready to attempt Year 4, even if he hasn't read all the books on the Year 3 list. The books should not be too easy, but neither should they be nearly impossible. Many times children will rise to the occasion when placed in a Year that looks at first glance above their abilities. One parent, whose fourth grade child was still having trouble reading, decided to try Year 4 anyway: "I went ahead and put her in Year 4, but was afraid. It was a tough, tough year. However, we persevered, and by the end of the year her reading skills had leapt forward at an astonishing rate, and she now says Plutarch is her favorite school book."

Is it preferable to place a 9 or 10 year old child in Year 1 so he doesn't miss all the great books? Generally, no, it is not. Parents who did start an older child in Year 1 found themselves having to jump ahead a couple of Years after finding that the books were too easy for their child. If there is a concern about missing books done in earlier Years, they can be read in the child's spare time or in the evenings as family read-alouds.

When choosing which Year to place children, it's important that the workload not be too easy or boring. It should be a challenge, something they work at and think about - but it shouldn't be so difficult that the child is frustrated and dreads school. That generally means that the ideal is for each child to be working at his own level rather than placing two children in the same Year for the ease of the parent.

It is not necessary that the child be able to read all the books himself. In fact, it is assumed that the parent will probably be reading the books to the child at least in years 1-3; gradually, as his reading level increases, the task of reading the books will be handed over to the student. Limiting early texts to those a child can read himself sacrifices literary quality, and

the early years are the prime time for exposure to well-spoken language, which isn't found in early graded readers with limited vocabulary. Ideally, by Year 4 he should be able to read them himself, but this is the ideal and there are many situations and circumstances where this won't be the case.

Some texts are scheduled over two or even three years - don't worry about starting in the middle portion of the history books. Most of the chapters in the history books are rather self-contained. Having a child "speed read" in order to get the whole book in may cause more problems than just starting in the middle and is not recommended, as rushing results in less time to linger and absorb what's been read. With "so many books, so little time," it's important to remember the value of emphasizing quality over quantity and not try to squeeze in more books than the child can assimilate. There may be gaps, but no education is free of gaps, and it's better for a child to learn a portion and learn it well than to rush to cover much and remember nothing. If your child is ready for Year 4, don't worry about missing earlier history books - reading *This Country of Ours*, *An Island Story* and *A Child's History of the World* are not prerequisites to starting Year 4.

When deciding where to place a child, consider that, by the time he finishes Year 6, he will need to be prepared for the more difficult work in Years 7-12. It may be beneficial to put a child as old as 12 in Year 4 as preparation for the more advanced later years. Year 4 is not at all insulting to the intelligence of a 12 year old. Many of the Year 4 books, like *Kidnapped* and *Rip Van Winkle*, are ageless classics, yet are still very engaging.

Year 4, being a transition year into more advanced work, is a jump in difficulty and is considerably more challenging than Year 3 (this is true of almost all curricula). In Year 4 children begin reading Shakespeare's actual plays and Plutarch's Lives. One option might be to use Year 4 but scale it down a little by omitting some of the books (at least temporarily) or proceeding at a slower pace at first, then picking up the pace later. By Year 4, children should be reading the bulk of their books themselves. If an older elementary child is still working on reading skills, it may be helpful to drop back to Year 2 or 3 to give the child time to improve their reading skills. Or, difficult books can be read with or to the student. Some parents "buddy read" with their child by taking turns reading a paragraph at a time to help get them through a challenging book. (If your child completes Year 3 and is not quite ready for Year 4, you might consider Year 3.5 as a transitional course of study between Year 3 and 4. It has been designed so that it can be started at any week during the first term, so if you get started on Year 4 and find that your child is struggling, you can switch mid-term.)

Year 7 is also a transition year. Like the AmblesideOnline curriculum, the House of Education (currently Years 7-10, with Years 11-12 still in the planning phase) is quite advanced. Many of the books scheduled for Years 7 and 8 (middle or intermediate school years) are used in public high

schools, and even in college work, so don't assume your student is ready for Year 6 or Year 7 based on age alone.

The Pre-7 booklist is a compilation of books from Years 4-6 that are recommended for students to have read by the time they do Year 7. These are books from the lower Years that shouldn't be missed. A student might read these books in free time, or perhaps over the summer before beginning Year 7. Or, a child coming directly from public school who needs a period of adjustment to homeschooling could use the Pre-7 list as a slow transition before jumping into Year 7.

If you have multiple children around similar ages, you may prefer our new variation: AO for Groups. AO4G was developed for cottage schools and co-ops, but could be used in large families where students in too many different grades/years could be overwhelming. Some moms have suggested keeping young children (from 1st to 3rd grade) together in AO4G's Form 1, and then moving children to AO's regular Year 4 when they age out of Form 1 and are able to read more of their schoolbooks themselves. Watch Brandy Vencel's 15-minute video explanation and tutorial of AO4G at <https://afterthoughtsblog.net/2019/07/amblesideonline-groups-tutorial.html>.

Read more about placement at this link about what Year/level to place new students as AO moms from our online support group respond to questions from new AO users about placement. Cheri Hedden has also written an article for parents wondering where to start as they transition from textbooks. You can read it at this link.

How soon can my child start Year 1?

Young children may be impulsive, need to move and have trouble focusing enough to listen to an entire story and narrate it. Charlotte Mason knew this and therefore recommended that children not do formal school until they were 6 years old. She said that no child under six should be required to narrate. They would gain more from playing, exercising their limbs and getting to know their environment first-hand in a casual, natural way by being outdoors.

Some children still aren't ready at six. There is nothing to lose and much to gain by waiting until a child is ready. More is required from AmblesideOnline with each progressive Year, so the child who is not ready for Year 1 at age 6 may not be ready for Year 2's more intense history at age 7. Some children need a year or two more to mature. One AmblesideOnline student wasn't quite ready at age 6; he couldn't keep still and was easily distracted. He didn't start Year 1 until he was 8. Two years later, he is in Year 3, reading most of the books himself and enjoys school - a couple years made all the difference. Had his parents insisted on making him sit still for school at age 6, it would have been a struggle for both the student and his parents and he would have quickly learned to dislike school. How do you know if your child is ready? When he can listen along and follow a story and tell enough about back to convince you that he comprehended.

In the years when a child's readiness is still developing, there are things you can do to prepare him for AmblesideOnline. Severely limiting TV watching will help his mind to reach its intended potential and help his ability to focus attention. Jane Healy's book *Endangered Minds* explains the relationship between the visual information of TV and a child's attention span. Help your child become less dependent on visual images by reading him chapter books with few pictures - perhaps *Peter Pan*, *Pinocchio*, fairy tales, or E.B. White's books. These sorts of books encourage him to form pictures in his mind as he receives auditory information. Get him used to hearing well-spoken language in the form of poetry and well-written stories like Beatrix Potter's *Peter Rabbit* series, nursery rhymes and classic children's poems, A.A. Milne's *Pooh* classics, and James Herriot picture books. Cultivate an interest in growing things by planting a garden (or even a potted plant) or watching insects. Listen to music together, including classical music by Mozart and Bach. Go for walks and enjoy the sights and sounds of nature together. Help your child learn to be observant.

What about a child who is advanced or already reading at age 5, or even 4? Should that child begin Year 1? Although a young child who is able to do formal schoolwork may reflect well to onlookers, AO moms overwhelmingly said no. None of those parents who waited regretted their decision. Some children did start early and did fine - but many of those parents said that, if they had to do it over, they would have waited. One mother started her 5 year old in Year 1 with success, but, due to family needs, had to stop and start Year 1 again the following year. Her daughter got more out of the books a year later. Even a precocious child will benefit from a little maturity, and will gain much by waiting. Don't think that waiting a year means your child isn't learning - the very young brain is programmed to grow best by learning from its environment - watching and participating in routine family life, learning about numbers through day-to-day activities and math games, use of linguistic skills through natural conversations with parents, hearing good language modeled by listening to well-written books, and free play. If you desire some kind of history exposure, your child may enjoy hearing books from the *Childhood of Famous American* series for fun.

One benefit of waiting is that it gives you, the parent, more time to learn about Charlotte Mason's methods - she herself said that, without understanding the "why" behind her approach, a Charlotte Mason curriculum was little more than just another booklist. There is more information about this age group at this link.

How do I do this with more than one child?

Members vary in how they manage with multiple children. Many combine history/literature readings so they can read aloud to all the students at the same time. Their children do math and language arts at their own appropriate levels. Since many of the books are advanced and not 'dumbed down,' this can work well as most of the books in the earliest Years will

not be below the level of older students. On the other hand, many parents have found that it works out easier to keep children in their own levels, especially when students do most of their school reading on their own.

Whether you combine children in the same Year or keep children in their own Year, you can combine art appreciation, music, nature study, Shakespeare and other topics that aren't specifically grade-relevant. It can be useful for even the youngest child to listen in on the older child's Plutarch lesson; even if nothing is required of him, the exposure to the language may help prepare him for future books in later Years.

Theoretically, if a parent wanted to combine students into a younger and older group but keep them all in the same period of history, this would be how AO years line up. Year 12 doesn't match any earlier Year's history. Note that the line-up of Year 1/6 and Year 6/11 aren't an exact match.

Year 1 -- early history
Year 6 -- modern; ancient history

Year 2 -- Middle Ages
Year 7 -- Middle Ages

Year 3 -- 1400 - 1600 (Renaissance and Reformation)
Year 8 -- 1400-1600's (Renaissance and Reformation)

Year 4 -- 1700-1800 up to the French and American Revolutions
Year 9 -- 1688-1815 including French and American revolutions

Year 5 -- 1800 to 1920 up to WWI
Year 10 -- 1815-1901 including the American Civil War

Year 6 -- end of WWI to present day
Year 11 -- 1900-present

Lining them up more historically chronologically would look like this:

Year 1 -- early history
last 2 terms of Year 6 -- ancient history

Year 2 -- Middle Ages
Year 7 -- Middle Ages

Year 3 -- 1400 - 1600 (Renaissance and Reformation)
Year 8 -- 1400-1600's (Renaissance and Reformation)

Year 4 -- 1700-1800 up to the French and American Revolutions
Year 9 -- 1688-1815 including French and American revolutions

Year 5 -- 1800 to 1920 up to WWI
Year 10 -- 1815-1901 including the American Civil War,
Term 1 of

Year 11, 1900-

1940

Term 1 of Year 6 -- end of WWI to present day
Terms 2 and 3 of Year 11 -- 1940-present

AO mom (and Auxiliary member) Kathy Livingston wrote about how she dealt with scheduling when homeschooling with multiple children began to feel more like herding cats! You can read it on the Afterthoughts blog.

Can I schedule two of my children in the same Year, or do they need to be doing their own Year?

Some parents put two children in the same Year to lessen the burden of keeping up with two different programs and keep their children in the same period of history, and in cases where children are at a similar stage of readiness, this can work fine.

However, in the interest of keeping each child in a Year that challenges without frustrating them, it sometimes turns out - to the surprise of even the parent - to be easier to keep each child in his own Year as soon as he can read some of his own books himself. A child trying to keep up with an older sibling doing the same work may be disheartened, whereas the difference in ability is less evident if they are doing separate work. Also, children who can "get by" with the same work in Year 1 may grow farther apart in their differences in progressive Years, and a parent may have to skip the older child ahead a Year or two later to keep him at his best level - meaning that he misses an entire Year's worth of books. Parents need to choose a plan that works best for them, but with caution and a consideration for all the options and issues. (read more at this link)

What do I do with my toddler while I'm doing school?

Generally, if toddlers are disrupting time, it's because the other children in the household are young enough to still need most of their work done with a parent's help - older children are usually working some on their own and can go to another room if necessary. If your children are all young, it may help to remember that this time will be short. And young school-aged children have less demands on what is expected or truly necessary for their formal schoolwork - it's okay to spend more time on family dynamics and let them "catch up" in a year or two when they're able to do more on their own. It's normal with demanding little ones to have days where very little gets done, and it may help to set realistic expectations. If undisturbed time is short, plan to focus on the basics (some reading, copywork and math) and use the year to instill good habits and family togetherness.

Many parents schedule school to coincide with naptime, even if this means that some of school is being done in the afternoon (or even in the evenings after the little one is in bed!). Depending on the ages/responsibility level of your other children, you might have one child entertain the toddler while

you work with another student. There are school-related activities that can be done with a toddler, such as taking nature walks with a stroller, listening to classical music, or baking. Try doing some school reading outside while the toddler plays in the sandbox. Plan a schedule of daily activities for toddlers to do while the older children do school - you might find ideas in books such as "102 I-Can-Do-It-Myself Activities for Preschoolers." Some members suggested having a specific amount of time where your toddler is confined (maybe using a baby gate?) by himself with toys that can only be used at that time - perhaps Duplo blocks. Some parents have trained their toddler starting with a few minutes at a time and stretching the time to as long as an hour. During that time, some school can be done.

Many members highly recommended the book *Managers of Their Homes, A Practical Guide to Daily Scheduling for Christian Home-School Families*, by Steve and Teri Maxwell, which has scheduling helps, forms and tips for setting priorities and organizing time. Other books by Teri Maxwell were also found helpful.

Is it too late to start this kind of education if my child is in middle school, or high school?

No, it's never too late to benefit from the stretching of the mind that comes from a classical education. Even many adult members of our online support group report being able to read and comprehend books which they could not have managed just a few years prior.- it gets easier with practice at any age. Charlotte Mason thought her methods would work well with children who began at age 14. Volume 6 of her original series includes sections about "A Liberal Education in Secondary Schools" that should be of interest to anyone wanting to try this kind of education with an older student. (You can read a little more about this topic at this link, and on the Advisory blog.)

How do I keep school records?

How parents keep records is their choice and may depend on the requirements of their state. Some people save a copy of their AmblesideOnline schedule into a word processing file, modify it to add things like math assignments, and then print out their customized list. Some just keep a journal. Others don't keep very detailed records, just noting which books they've finished and keep copies of written work for work samples. Some keep detailed notebooks of each separate subject, filling it with photos, projects, notes of field trips and samples of written work from that subject. This can fulfill the requirements of states needing portfolios. Core subjects might be met with written narrations from history, literature. Nature notebooks would fall under science and copywork samples would be considered language arts. Notes, pictures and drawings from field trips could fall under the subject most relevant to the place traveled. Those who do CM-style exams can write down their child's answers and keep them on file.

CHASE SC has Forms for keeping records, reading logs, time line forms and other useful pages. A .pdf reader is needed for most of the forms, but they are all free for the printing. Free Homeschool Deals and Homeschool Connections have downloadable forms for planning and keeping records.

How many of my child's books should I read to him, and when should he start reading his schoolbooks on his own?

Reading aloud is a wonderful bonding activity and families are encouraged to share read-aloud time together even when children are into high school. But, for educational purposes, children are expected to become independent readers who can extrapolate information from their school books themselves. In families with children in multiple years, it would be impossible for the parent to do all of the reading aloud for each child.

It's normal for a child in Year 1, and even Year 2, to need all of their school books read to them. Children who are still learning to decode phonetics will not be able to comprehend their lessons unless they have help. Easy readers such as Arnold Lobel's Frog and Toad books can be used additionally for phonics practice. (Easy readers have not been scheduled into the curriculum because the age/year at which a child will need such practice varies.) Parent and child should be working towards the goal of the child reading the majority of his own books by Year 4 or 5. A transition suggestion is buddy-reading, where parent and child take turns reading a paragraph at a time.

Starting in Year 2 or 3, a child should begin slowly assuming the responsibility of reading his books. Perhaps in Year 2, the parent might choose one of the school books for the child to attempt on his own. His narrations from that book will manifest whether the child is comprehending or not. Every term, it should be expected that the child will assume more and more of his own reading until the only books that are read to him are those that require parental editing or or benefit from discussion, like Plutarch. (Shakespeare will always be read aloud because, being a play, it's more enjoyable to act it out together.) Parents will need to use discernment to decide how much of the reading the child is ready to handle on his own, considering comprehension and frustration levels.

It is expected that, even after children are able to do their own school reading, families will share regular read-aloud time for fun. You can read more about this topic at this link.

Do I need to pre-read everything my independent reader is reading?

In an ideal school situation, a teacher trained in Charlotte Mason's methods would have pre-read and prepared every lesson. If you can do that too, it's a fine thing. The reality is that most homeschool moms of many are not going to be able to pre-read everything. There are a few strategies to help you be as prepared as possible, (such as quickly skimming that day's reading ahead of time, or looking at an online site such

as SparkNotes), and we encourage you to pay attention to your children's narrations as a way of evaluating how well they are understanding what they read.

Although we cannot promise to have found every issue that will cause parents a concern (especially in the upper years), AmblesideOnline adds footnotes on the booklists whenever a specific book might be a concern to parents to give a heads-up. When you see a footnote on our booklist marked in red, we've flagged something in that book that parents should be aware of -- click on the red number to see what specifically is noted for that book to determine whether that is a concern for you, and how you will deal with it (let it go, discuss that portion of the book with your child, read aloud so you can edit, or skipping that part of the book). If you have an unusually sensitive child, you may need to do more pre-reading to determine whether a specific book might trigger your child's sensitivities.

How do I do exams?

AO offers CM-style exams for each Year. Exams are optional - nobody at this website will be checking or grading your exams, but some AO moms have attempted doing CM-style exams as a way to gauge their child's progress. Charlotte Mason gave essay-type exams asking students questions like what they remembered of a particular book read earlier in the term, or to compare the qualities of two characters in a book, or to trace the travels of a journey they read about. There was no review before a term's exam in Charlotte Mason's schools - the child was assumed to have mastered the information after reading about it and narrating it. You can read more at this link.

Language Arts

How does a Charlotte Mason curriculum handle language arts, including phonics, handwriting, copywork, grammar and composition?

AmblesideOnline's language arts consists of reading instruction, transcription (copywork), narration, dictation and grammar. Creative writing consists of physically forming the letters, composing thoughts and, finally, transferring those thoughts to paper. Charlotte Mason's methods teach each of these steps separately - physically forming letters (copywork), composing thoughts (narrating) and transferring those thoughts to paper (written narration).

In grammar there's only a small body of knowledge to learn-- it doesn't need to take years and years to learn it, and it doesn't need to start in first grade. Students will pick up grammar concepts without years and years of formal training if they read books. Trust the process! By the end of elementary school, students only really need to know two rules: (1) Capitalize sentences and proper nouns. (2) End sentences with punctuation (a period, question mark, or exclamation point).

It's also useful (but not vitally necessary) to be familiar with the following so that, when grammar is learned later, these concepts aren't totally new. This is only a suggestion. Don't worry if you haven't covered these, and don't feel pressured to rush out and buy a curriculum to teach them. They can be introduced naturally during routine school reading. All your child needs is to be able to identify these in a sentence: The four kinds of sentences (question, statement, command, exclamation) and the eight parts of speech (conjunction, noun, pronoun, verb, adjective, adverb, preposition, interjection).

When you begin written narrations, you can introduce more punctuation. Don't teach the mechanics of writing before students are actually writing! This might be around year 5 or later. Two years after beginning written narrations, you can begin to focus on style.

The most effective way to teach language arts is to get your child reading their school books themselves as soon as possible. When reading aloud, your child's mind may wander. Also, he isn't seeing the words on the page, so he's not seeing the spelling, sentence structure, punctuation, and he isn't being challenged to push his reading levels. When you read all your child's school books to him, he isn't learning to spell, you are. So read aloud a fun story to enjoy together, but your student should be doing his own reading for school.

(Read AO's Language Arts Scope and Sequence at this link.)
Read our page about Language Arts at this link.
The Common Room blog has a series of posts that provide a detailed look at CM Language Arts for each age group.

Phonics and Reading Instruction

Charlotte Mason's method included sight-recognition as well as phonics; Kathy Livingston wrote about phonics at this link. There's a series of CM reading posts at JoyfulShepherdess's blog (or read all 7 parts: 1, 2, 3, 4, 5, 6, 7). AmblesideOnline mentions a few programs that have worked for Advisory members, but use whatever you like. One AO can recommend is Discover Reading by Amy Tuttle, of the AO Auxiliary. Once children are able to read, they should be reading many or most of their schoolbooks for themselves. Read more about phonics and reading instruction at this link.

Transcription (Copywork)

A child learns the physical skills of learning to write, first by perfectly forming each letter, and later by copying sentences or paragraphs. In the beginning, copywork is no more than letter practice - the child works on forming letters perfectly, with the emphasis on neat, accurate formation: quality rather than quantity. A Year 1 child should do only as much as he can do neatly in five or ten minutes - perhaps only a single word, or a few examples of one letter, such as "a." Some children may not have sufficient muscle coordination to begin writing until 7 years old.

It is through transcription that specific skills such as punctuation and mechanics (what a paragraph is, when to use capital letters) are picked up. Copywork done properly forces a child to slow down and absorb the punctuation details, notice capitalization, and internalize sparkling, well-written prose. Copywork is usually done daily, but children who are exceptionally resistant to writing may do it two or three times a week.

How perfect does copywork need to be? As soon as the child makes an error, even if it is so small as a comma, should you take the paper away and make him start again from scratch until they get it perfect in one sitting, even if it takes an hour? No, this is nowhere in CM's volumes. This seems developmentally inappropriate, and is not what CM described for copywork. Go for the child's best work, but you know your child: be realistic in your expectations. Aim for success, not exasperation.

What should be transcribed? Since modeling excellence in writing is important, children should copy literary examples - poems, scripture verses, passages from wonderfully written books, memorable quotes. For that reason, using a child's own creative writing for copywork is not recommended. Some members like to collect and prepare memorable sayings and advice for use as copywork, but that is not necessary - you can use poems and passages from the child's school books. Some parents choose copywork passages that include spelling words or punctuation examples that they want their child to learn. Many children like helping to select their copywork.

Shakespeare lines, Bible verses, morals from Aesop's Fables, proverbial advice or wisdom (including Proverbs), memorable quotes (some collect these and keep them in a jar for their children to pull out at random for daily copywork), hymns, The Preamble to the Constitution, George Washington's Rules of Civility (modernized copy at this link) and/or phrases in a foreign language the child is learning - these are some resources parents have used for assigning copywork. If you like to have copywork assignments pre-selected, you can access copywork assignments taken from AmblesideOnline readings by joining the copywork email list, which is at this link.

Copywork continues through all twelve years of a child's education, although an older child may do his copywork in a copybook of quotes and quips that he chooses on his own.

A formal handwriting program is not necessary, but may be used if desired. Some resources that AmblesideOnline members have enjoyed are:

A Reason for Handwriting is an excellent choice.
Handwriting Without Tears may be useful for a student who has struggled with handwriting.
Getty Dubai Italics workbooks
Getty Dubai-type free fonts at this link or this link
Create lined handwriting practice paper with your own text and choice of font, line sizes for free
Penmanship Practice Worksheets at DonnaYoung.org

StartWrite sells font software for printing out examples for children to copy and writing paper

Educational Fontware copywork fonts for sale

Print your own customized writing worksheets for free

Cursive and D'Nealian alphabet pages

Jan Brett alphabet samples shows children what the letters should look like

Vintage Handwriting books online for free viewing at IAMPETH, 'an international, non-profit association dedicated to practicing and preserving the beautiful arts of calligraphy, engrossing and fine penmanship.' They even offer video lessons.

Spencerian Penmanship Lessons

Sample of a Copybook from 1845

To download the fonts, right-click and choose "save target as." Make a note of where they are being saved on your computer. Once you have downloaded them, you can right click on them and copy them. Then go to My Computer on your desktop, open the C drive, open the Windows folder, open the Fonts folder and then right click and paste the font into that folder.

Read more about copywork at this link.

Narration

Narration, or oral composition, utilizes many mental functions. Each time your child narrates, he is mentally composing his thoughts and communicating through words. Many specific comprehension skills are learned through narration - sequencing, main idea, details - and it's also good practice in listening and in speaking skills.

Charlotte Mason had her pupils narrating multiple times per day, in various ways, and even when each student could not narrate every time for every lesson, each student was prepared to narrate, because he never knew if he'd be called on to narrate or not. Education is the science of relations, and narration is a relationship-building exercise. So AO recommends daily narration in just about every subject. Cutting back on narration (and narration can be done in many ways) reduces your child's opportunity to form lasting relationships with the books they read.

Written narration begins around age 10 or 11, starting with perhaps one written narration per week. The intent is to get the child putting his words on paper - spelling, writing, etc are taught with copywork and dictation, not narration. To de-emphasize grammatical, spelling and punctuation errors, it may help if the child reads his narration aloud rather than the parent seeing it and discouraging the child's efforts by noting mistakes. Written narrations will not be as long as oral ones - a child's first attempts may be only a sentence or two. But as he gets used to it, you can ask for longer narrations - five sentences, perhaps, and as you see ability grow, half a page. Editing and refining written work can be started after written narrations are easier - perhaps after a year or two of

experience. Eventually, older children (high school) should be doing written narrations of a half page or more daily.

Written narration never completely replaces oral narration. Creative writing will be an extension of written narration. Current thinking says you have to write to be a writer, but Charlotte Mason's thinking was more along the lines of "you have to read to be a writer." Contrary to our culture's emphasis on self-expression, which often results in self-absorbed, imitative writing, she believed a child needed something inspiring from the outside - in the form of his books - to spark his creativity and give him something worth writing about.

Some parents supplement (not substitute!) written narrations with Writing Strands or Excellence in Writing.

Why is narration so important and how do I do it?

Narration - your child telling back what he's heard or read - is perhaps the most important key to making this kind of education work. Narration requires the higher-level mental activities of processing, sorting, sequencing, sifting and articulating information. Filling in blanks in a workbook can't match narration as a comprehension exercise. Oral narration is also the first step toward composition - the child becomes adept at articulating his thoughts in order, which is required in writing. Thoughts should be formulated in the mind before they are put on paper. Although simply 'telling back' is the most focused form of narration and probably the most challenging to the mental processes we are seeking to develop, some parents occasionally break up the usual routine by using other forms of narration, such as acting out, playing out, or drawing what children have heard. You can have a CM education without classical music, art, or Shakespeare--but you can't have a CM education without narration from living books. In fact, it isn't too extreme to say that a lesson that isn't narrated may be a wasted lesson!

Narration is a deceptively challenging skill that tasks various brain functions and takes practice. Don't get discouraged if your child's narrations seem to be lacking; it takes time:

"This is the biggest reason I quit AO our first year. I was so frustrated! I felt like it just wasn't working. I regret leaving (because I sold everything and had to re buy everything lol) but here we are and had a successful Y1. <3 Here is my 2 cents and wish someone would have told me this. It will take a good year to have a successful narration given. Not a week, not a month but a year. The whole year is training. Take turns narrating. Give him a choice on which book he'd like to narrate so he's prepared to listen knowing he'll have his turn. I simply say 'what did you hear' the details sometimes are so off and it would irritate me to death lol but I would not correct but say, 'hmm that's strange, I didn't hear any of that'. I think he understood I was disappointed. I have asked questions like 'what's your favorite part?' And I'll stop if something dramatic happened and say 'oooh what's your opinion on that!' (This is me seeing if he's paying attention and also inviting for conversation). The first several months I

would stop and ask him to narrate smaller sections so he could have the story/details fresh. I hope this helps!" -- Tawny Mullikin

Because narration is so crucial in a Charlotte Mason education, it is recommended that parents learn as much as they can in order to gain confidence in this method of learning. You can read more (25 pages worth!) about narration at this link. Also, Donna-Jean Breckenridge's thoughts on narration.

Dictation

Dictation, which reinforces spelling, is when the child writes something as the parent dictates. This is not for testing purposes - the child should be familiar with the passage or sentence being written. You can let them "study" for it first so that he knows how to spell the words. He might close his eyes and try to picture the passage accurately. He might practice words he's unsure about spelling. Only when he feels he is ready does the dictation exercise begin. This makes it more likely that the child will spell words correctly the first time. Some children are natural spellers and seem to effortlessly absorb spelling from their copywork and reading. For other children, dictation can help polish spelling skills because the child will have to memorize how to spell the word before the dictation exercise begins. The parent then reads the passage slowly and clearly while the child writes it from memory. Some parents use dictation as a way to test their child's spelling, using misspelled words as a spelling list. But caution should be used because once a child sees or writes a word incorrectly, that incorrect spelling is recorded in his memory. (Sand, rice, cornmeal, salt or shaving cream, which allows misspelled words to be wiped out immediately, is a fun way to practice writing for young children.)

A child does not start dictation until he has mastered handwriting from copywork experience. His first dictation exercise may be a single sentence. By 10 or 11 years of age, he might be able to do a few sentences. Older children might do a paragraph or two once a week.

By 10 to 12 years of age, some children, especially those who don't learn visually or are dyslexic, will still be having trouble spelling and need extra help. Programs that AmblesideOnline members have used with success are Mary Pecci's Super Speller and DesignAStudy's Natural Speller. Sequential Spelling or the reading program "Seeing Stars" by Nanci Bell (\$) may be helpful for dyslexics. Spelling Workout, although popular and effective with some AO moms, does not follow CM's philosophy. Spelling Power is also used with success by some AO moms, but none of the Advisory members have seen it to assess its compatibility with Charlotte Mason's methods.

Grammar

Charlotte Mason introduced grammar in her schools when the students were in fourth grade, or about ten years old and taught from a traditional textbook, going very slowly,

covering perhaps only ten pages in her book in a term. We suggest that parents wait until age ten to begin a grammar program. Younger children will learn more about grammar from hearing it properly used. There is more to be learned from well-written books--reading them, listening to them, narrating them--adventures, Bible, poetry, and so on than filling in worksheets that drill such facts as what a synonym is. Students who speak well are already on their way to learning formal grammar by example. Ruth Heller's World of Language picture book series can be used for years 4-6 as optional fun reading if desired.

For later years, Charlotte Mason used a book she wrote herself; it has been reproduced and is sold under the title Simply Grammar. Some parents may prefer a book with more teacher helps. English For The Thoughtful Child may be easier to use for teaching the basics. We suggest spending one year in a good grammar book (such as Our Mother Tongue: An Introductory Guide to English Grammar by Nancy Wilson), no earlier than year eight, then use the book as a reference when (if) needed. A grammar reference is probably available online.

Read more about grammar at this link.

Mathematics

How do I choose a math program?

"How do I fit math into short lessons? Math's not my favorite subject anyway, and I'm not comfortable without a textbook, but I read that Charlotte Mason didn't like textbooks. What did she use, and can I get a copy? Is there one best-of-all, most-CM math program out there that AmblesideOnline users like?"

If you're interested in reading more about CM and math, I'd recommend a couple of helpful sites. First, look up Lynn Hocraffer's CM site and check out her math section--she gives page references for all the mentions of math in Charlotte Mason's writings. Then, read Alice Horrocks' article "A Generous Education in Mathematics" at <http://groups.yahoo.com/group/Magnanimity/>.

It's true that Charlotte Mason did not want math to take over the time that could be spent on the humanities, so every minute of the time we do spend on teaching math must count. Many of us are comfortable finding literature and other language-oriented materials that fit our children's specific needs; we need to become as demanding with what we require of our math materials, and as purposeful in the way we use them.

There are a number of good math programs and approaches that can be used with CM principles, e.g. short lessons,

manipulatives where appropriate, and a problem-solving approach vs. never-ending sums and long-division questions. Is one better than another? In the AmblesideOnline archives, there are posts from people whose children floundered with Making Math Meaningful and flourished with Math-U-See, and vice versa. Right Start and Singapore Math usually get great reviews; Miquon Math is popular for the early grades. All these programs have websites with helpful information that you can use in comparing one to another; but the best way of all seems to be to see the materials up close if at all possible before making a decision.

Charlotte Mason did use math textbooks in her schools. I don't think you'd find the particular math books the PUS used too helpful, as besides being old and scarce, they're British (lots of pounds-and-shillings questions). If you want something very similar to these books, Ray's Arithmetic would be the American equivalent, and there are some AmblesideOnline users who do like Ray's because of its emphasis on mental arithmetic.

What about trying to fit math into short lessons? There is nothing sacred about having a 15 minute time period for math. Even in the lower grades, Charlotte Mason's schedule allowed about half an hour for math, although that did include oral drill as well as problem solving. If you need twenty minutes or thirty minutes, then do it! You know your child's needs and attention span. If you prefer, you could break up the math period (do some math, do something else, do some more math).

Finally, don't worry too much about finishing a math book in one year. Work with each concept until the child has mastered it. Take breaks where prudent, and work on something else for awhile between sessions of tackling a difficult concept. Or incorporate math games, math library books, some math history . . . and you can't do all that in 15 minutes a day and still finish the textbook!

For anyone who wants to read about math education in greater detail, there are two books that have been recommended by a CM math educator. One is Math: Facing an American Phobia, by Marilyn Burns; the other is Math Power, by Patricia Clark Kenschaft.

Science

What is nature study, and what else does AmblesideOnline do for science?

Charlotte Mason said that science should increase and feed our wonder and delight in the world around us. It should spark our admiration, both at the wonder of creation and the skill and wisdom of the Creator. It should put us on a first name basis, so to speak, with the natural world, which means we

must know the names of the inhabitants and their surroundings, and it should introduce us to the laws that order our universe as well as the methods used to make scientific discoveries.

Charlotte Mason wanted students to have a broad base in topics such as botany, astronomy, and physiology, although her curriculum for the younger grades used mostly books on animals and other natural science, in addition to their own personal observations and collections. Most importantly, science was to be taught as something wonderful in itself, beginning with a sense of reverence for God's world, rather than starting by tearing things apart for analysis. Science should lead to a knowledge of the properties of substances and of the forces in the world around us. This must be first-hand knowledge of the things and forces, not simply knowing about them. It must be obtained by personal experience. Some science teachers today note that their students don't "get" higher-level science concepts because they don't have the childhood experience of being outside doing things like collecting tadpoles, watching butterflies, skipping stones, seeing plants sprout from seeds - they have no sensory experience on which to "hang" those concepts. CM thought that a child's foundation of first-hand experience should naturally lead to scientific methods of thinking, accurate observation, careful comparison of results, and the formulation of general principles. It should introduce children to a world of absorbing interests that will enlist their sympathy or arouse their enthusiasm, a world of mystery that fascinates with promise of discovery and fuller knowledge, a world of wonder and beauty that we cannot explain, but in which we walk reverently with uncovered head.

In the early years, AmblesideOnline uses nature study - observing and recording nature - as the means to familiarize children with the wonders of nature in their immediate surroundings. Nature walks are encouraged, and children should record their observations in a notebook, preferably by making paintings in a Nature Notebook. For more information about the paint technique that Charlotte Mason's students used in their notebooks, read this tutorial on dry-brushing. Parents are to use The Handbook of Nature Study and field guides to provide correct names and information about what their children see. In the middle years, scientific properties are demonstrated with common items. AO's Living Science plan for Years 9-11 is still in the works, but Apologia or other materials are (and will continue to be) a viable alternative option for high school. Literary books detailing the intricate details and ways of animals and nature are used throughout, such as Pagoo (about a hermit crab), The Sea Around Us (about sea life), Madame How and Lady Why (about earth science) and Jean Henri Fabre's descriptive books about insects.

Read more at this link and in the vintage Parents' Review article, The Cultural Value of Science.

Social Studies/History

What kind of history outline does AmblesideOnline use?

Charlotte Mason taught the history of her own country alongside world history, doing both side by side chronologically. It hasn't been practical for AmblesideOnline to duplicate that totally because Charlotte Mason's country (England) had a long, rich history, unlike the US, whose history is only known only vaguely before the 1400's. Rather, what AmblesideOnline has offered is closer to a history of western civilization, with an emphasis on America's roots in Western/British history. Every class in Charlotte Mason's schools followed the same period of history, covering that historical era for each level, every term. This is a mammoth task that the organizers of this curriculum were not prepared to undertake with each new term - it simply isn't practical for the advisory to schedule books for each historical period for every level. Therefore, an equally satisfactory method was developed whereby each AmblesideOnline student will study history in a chronological sequence.

". . . the history of the United States is tied more closely to that of England than of any other country. You cannot know American history well without knowing something of the history of England, for they are parts of the same story." (Gerald Johnson, America is Born, from his "History for Peter" series, pg 49)

We have been following AO since my 14 y.o. was a toddler. We just finished our 4th week of Year 9. As my son is reading about the lives of Ben Franklin, George Washington, the Salem witch trials, the making of the U.S. Constitution, etc., after having spent time in Year 8 with Elizabeth, the Jameses, the Charleses, and Cromwell, and before that, the Lancasters and Yorks, bad King John and his Magna Carta, etc., I am reminded of why we start with British History. You understand the Washington family of Virginia's ancestry if you know who the Cavaliers were. How weird it would be to read about the colonists grieving against George III if you didn't know the history about the monarchy of Britain. I know the question comes up often about why start with British History (for those on the North American continent). Being on this side of it (now going through the American revolution for the second time in the AO cycle), it's crystal-clear why. Trust it, American AO users. -- Kay Pelham

AmblesideOnline schedules two rotations of history in a child's 12-year school career, starting with the early middle ages (year one) and progressing chronologically until year 6. At this point Greek and Roman history are introduced (mythology and ancient history are covered throughout the years, beginning in Year 2, via myths and Plutarch's Lives) This enables students to deal with meatier works suitable for older readers. The chronological sequence is continued in HEO (House of Education Online, AmblesideOnline's upper years) from year 7, and in Year 12 Greco-Roman ideas will be

approached again as a backdrop to current thoughts and ideas. This, again, enables us to present the students with the really complex material necessary to really grapple with the ideas involved. Mythology and ancient civilizations are saved for later years rather than started in year 1.

Year 1 -- early history, focusing on people rather than events

Year 2 -- 1000 AD - Middle Ages

Year 3 -- 1400 - 1600 (Renaissance and Reformation)

Year 4 -- 1700's up to the French and American Revolutions

Year 5 -- 1800 to 1920 up to WWI

Year 6 -- end of WWI to present day, then 2 terms in ancient history

Year 7 -- 800-1400's Middle Ages (Alfred, King Arthur, Joan of Arc)

Year 8 -- 1400-1600's (Renaissance and Reformation)

Year 9 -- 1688-1815 including French and American revolutions

Year 10 -- 1815-1901 including the American Civil War

Year 11 -- 20th Century (1900-present)

Year 12 -- Today; an overview of ideas from ancients to now as an

antidote to postmodernism

There is some evidence that Charlotte Mason's PNEU schools may have done a four year history cycle, with all the grades/forms doing the same history at the same time. Why doesn't AO do it that way? This may be the single most significant difference between the way the PNEU worked and the way that AO works. The reason is very simple. Charlotte Mason wrote new programs for the entire school every single term, all her life, and after she died, the job was taken over by someone else. We love AmblesideOnline, and we love the moms who use it, but we have other obligations and are unable to continually re-create AO, so we created a static program. (This also enables every Year's book to be re-used by succeeding children in the family.) If you read CM's thoughts about teaching, her primary concerns were that it should be chronological and that literature should correlate with the period studied if possible. The only thing she said about "cycles" was that when you got to the end, you went back to the beginning. Our two six year cycles, linked by a couple of terms on ancient Greece and Rome, have delighted families for over fifteen years. We know it works well, is consistent with CM's principles, and it violates none of them. If four-year cycles are really important for you, you may prefer another program. We don't mind being the alternative to that, and offering people a more leisurely six-year option. Because, after all, education is the science of relations, and taking a little more time with each period of history gives you a chance to spend more time with it and get to know it a little better.

Don't get too flustered or worried if your child starts later in an AO year somewhere in the middle of history. It's less important *where* in history a child begins, and more important that he dig in wherever he happens to start. If the interest is kindled, children will have the rest of their lives to fill in the gaps. A Parents' Review article from CM's PNEU school in

1901 says, "Now the Parents' Review School is like all other schools in this, that it is impossible for new children when they join a class to begin at the beginning of every subject taught in that class; nor does it really matter. Historical and scientific subjects have only a nominal beginning, the important thing is that children should grip where they alight, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards."

Charlotte Mason said, "It is a great thing to possess a pageant of history in the background of one's thoughts. We may not be able to recall this or that circumstance, but, 'the imagination is warmed'; we know that there is a great deal to be said on both sides of every question and are safe from crudities in opinion and rashness in action. The present becomes enriched for us with the wealth of all that has gone before." It is with that vision in mind that history books were selected, looking for books that make people and places come alive rather than textbooks that attempt to cram dates into a child's mind. Many history texts were considered with the goal of finding books that were well-written rather than too simplistic and not rigidly one-sided as well as widely available to members. Books that are out of print but still copyrighted (and whose texts, thus, could not be posted online) could not be used. This Country of Ours, which was selected as the spine for US history in the middle AmblesideOnline Years, was written by H.E. Marshall, who wrote the English history book that Charlotte Mason used in her schools. An Island Story, by the same author, is beautifully written for a younger child, and thus was selected for the earliest AmblesideOnline Years. AmblesideOnline members voluntarily scanned both books and made them available in etext form for use in the curriculum, for which we are very grateful. A Child's History of the World by Virgil Hillyer and The Story of Mankind by Hendrick Van Loon have been found to meet the criteria of interesting children's imaginations.

"History is integrated with literature to some degree, but not obsessively. Children need to make their own connections to what they are learning, and these connections are stronger when they occur naturally instead of being artificially constructed, as can happen with 'canned' unit studies where all literature and other material are integrated. Prepacking a time period for a child can stifle relationship building by being just a little too 'pat'. That is not to say that including literature, or poetry or music from a time period that is being studied is wrong - it certainly is not, and provides a richer understanding of the culture and times. I am referring to 'closed loop' programs, where little crafts are done and little poems are included with little to no regard for literary value than because they are 'relevant'." (quote by Amy Toomsen)

Some parents like to supplement with books by Genevieve Foster or Landmark books, but AmblesideOnline's schedule is full enough that users find little or no need to enhance the historical period being studied with unscheduled books. We do not officially recommend supplementing more than two stories or biographies in a term, if at all. You can see listings of Landmark book titles in historical order at this link or this link.

Let the Authors Speak by Carolyn Hatcher has listings of CM-friendly books for supplementing history.

If you wish to read additional English history, AmblesideOnline recommends Dickens' "A Child's History of England," although, as a caution, Dickens tends to be one-sided in his anti-Catholic opinions; boys will especially like its dramatic action.

[Note that "This Country of Ours" by H.E. Marshall has prompted some negative reviews challenging its accuracy. The reviews do not offer much on which to base their complaints; and in the opinion of the Advisory, who reviewed many possible books on this topic, This Country of Ours is accurate and well written enough to make it our top choice for American history at this level. You may take note of the Advisory's letter regarding "This Country of Ours" at this link .]

Additional history links

<http://www.historyplace.com>

<http://www.history.com/>

U.S. Documents Archive <https://www.archives.gov/historical-docs>

U.S. History and Historical Documents

<https://www.usa.gov/history>

Read responses to questions from the old AO email list about chronological sequence, AO's focus on British history, why we chose the books we did, and more at this link.

Podcast: Should history be learned in two 6-year cycles, or three 4-year cycles? Should students memorize a timeline? What does it mean to "know" history? What is the point of learning history? How does Charlotte Mason's approach to history reflect her push against mechanism? Brandy Vencel and Karen Glass did a podcast on all things history at Afterthoughts. Listen here.

Can children follow two consecutive threads of history at the same time?

Children studying two different streams of history concurrently typically do not experience difficulty keeping the events and eras straight in their minds. Keeping a timeline (either on a wall or in a century book - see links below for descriptions) provides a visual experience with the progression of history that helps immensely in this regard. We recommend that the student should also mark events on maps. Merely showing a child a timeline or map is passive; Charlotte Mason wanted the child to be an active participant by placing events and people on a timeline and map himself. Children should start keeping their own timeline from about ten years of age.

Parents Review articles that might be helpful include:

The Teaching of Chronology (making and using a century chart)

The Correlation of Lessons

The Book of Centuries

Teaching English and French History Concurrently

How-tos about timelines and Book of Centuries:

Laurie Bestvater's book *The Living Page* details timelines; her Book of Centuries is the one recommended by AO.

JoyfulShepherdess blog post

Brandy Vencel's Afterthoughts blog

<http://www.donnayoung.org/history/timeline-cw.htm>

History Through the Ages is a book of timeline images published by Amy Pak, but you can find images for your own timeline by doing a clip-art image search on your own. Type in a subject (Like George Washington) and it searches the web for any pictures with this name.

What does AmblesideOnline use for geography?

As with most other subjects, Charlotte Mason wanted geography to be a subject that fed children's minds with real knowledge. She summarizes her approach to geography this way: "A map--to put the place in position--and then, all about it, is what we want." Charlotte Mason said that "most of the geography books, for example, require to be translated into terms of literature before they can be apprehended." Geography, which is a subject based in ideas, should transport us to a place and make us feel as if we have been there--seen the sights, felt the heat on our heads, heard the roar of the sea, and felt the awe of the visitor who sees Niagara Falls or the Grand Canyon for the first time. This kind of knowledge is conveyed in well-told stories or biographies. Charlotte Mason asks us, "Do our Geography lessons take the children there? Do, they experience, *live in*, our story of the call of Abraham?--or of the healing of the blind man on the way to Jericho?"

AmblesideOnline has selected books for each year that will take your children "there" -- such as *Holling's Seabird* and *Paddle to the Sea*, *Marco Polo*, *Longitude* -- and give them a chance to experience geography as a living subject. Maps are an important aspect of *all* our reading. A United States map, a world map, and a globe if possible should be easily accessible at all times. In history, literature, and current events, as well as geography reading, taking a moment to locate a place before or after the reading should be a frequent practice.

Charlotte Mason also included "map work" in her curriculum -- where the children gave to the map the same kind of full attention demanded of picture study or history. Her students learned to locate countries, and identify the main cities and bodies of water, as well as the countries that bordered each place. Many families choose to use map drill programs (such as *seterra.com* or the *TapQuiz* app) for map work. Geography works with science, as well, and AO has scheduled geography concepts in Years 1-6 (such as the shape of the earth, points of the compass, land and water bodies, latitude and longitude) to be covered slowly "by the way" -- perhaps during nature outings or informal walks. Long's "Home Geography" or

Charlotte Mason's own geography book can provide help if you'd like something a little more scripted; chapters corresponding to the term's geography concepts are suggested as optional supplements on our booklist, but are not required. It is preferable to teach these basic geography concepts in nature rather than through a book.

Parents are encouraged to make their children aware of the geography of places by following a map when they travel, familiarizing them with places they've visited, having children sketch maps of their immediate surroundings by counting paces between house and tree, fence to road, etc and then by trying to apply that to paper, forming islands, straits, mountains, lakes in a tub of sand, and practicing tracking skills like the boy scouts might do, with landmarks, compasses and stars.

Outline Map links

d-maps.com/ 195116 maps in 6 different graphic formats

17 Blank maps of the US and Other Countries

<http://www.50states.com/maps/> (one for each state)

National Geographic's Map Maker

WorldAtlas.com <https://www.worldatlas.com/search?q=maps>

The AO Forum has compiled links for maps and resources:

Geography links, map links for each year, links to articles on geography

Years 1-3

Years 4-6

Years 7-8

Years 9-12

Fine Arts

What are handicrafts, and what are my children supposed to be doing for that?

The handicrafts Charlotte Mason wanted children to do were more than arts and crafts projects - she wanted children to put time into creating something of real use, and she expected them to care enough about the project to take pains to produce well-done work. Making (and mending) real things like rugs, baskets, ceramic pots, doll furniture, and sewing on lost buttons, hemming pillowcases, cooking, woodworking, cross stitching and fixing plumbing were what she had in mind rather than worthless busy art projects that end up thrown away. She saw this as a way to encourage a productive will and develop skills that can be carried into adulthood, and perhaps a way to reveal and exercise talents or callings. Afternoons were left free for children to work on such projects.

The American Boys Handy Book by D.C Beard has ideas for boy projects; there is also an American Girls Handy Book. Another popular and well-illustrated resource is *Back to Basics: How to Learn and Enjoy Traditional American Skills*,

published by Readers Digest. State fairs and art festivals with booths for spinners, weavers, woodworkers, etc. may also provide opportunities to find craft ideas. You can read more about handicrafts at this link.

How do I teach my children about art and classical music?

"Speaking generally of both subjects, music and art, I have a strong feeling that . . . one of the chief objects . . . should be to cultivate the aesthetic sense . . ." from Parents' Review article, *Music and Art in Schools*.

AmblesideOnline has scheduled artists and composers for each term for the purpose of art and music appreciation, the focus being development of the child's sense of beauty. Parents are also encouraged to provide some kind of art classes and/or music lessons if they are able. The schedule of artists and composers is on the website and is offered as a suggestion. Members may choose to focus on different artists or composers for any given term (however, in doing so, one would sacrifice the shared support of fellow AO moms who are following the suggested schedule).

Members are encouraged to share resources pertinent to the current term's study that may help others with art/music appreciation - information about CD's containing scheduled music, websites, books and biographies appropriate for children are helpful to share during the term. If you use a timeline, you should have your children add the composer or artist's life to the timeline.

Art and music appreciation are to be done by all your students together - the rotation schedule is for all years. Your level and depth of study will depend on how much time you have to invest your available resources. Those who are new to this kind of curriculum may find it easiest to begin by simply exposing their children to art by posting it in a prominent place (perhaps as computer screen wallpaper?) and playing the classical music sometime during the day. Some families make a practice of playing classical music in the background during school hours, or in the car as they run errands, or during lunch. Although it sounds too simple to be of any benefit, exposure alone will go a long way toward attuning your children's senses and tastes to the beautiful. The best education in music appreciation is listening to music.

Why don't AO's artist and composers line up with the historical era being studied? While matching the artists and composers to the time period is a lovely ideal AO, children in the same family are likely to be in different time periods, and then they'd all have their own material, so they wouldn't be able to do the same artist/composer together. And there are too many consecutive terms that have no appropriate composer or artist to choose six works from (unless you want to do numerous terms of chant music back to back). Charlotte Mason's own PNEU schools didn't always match them, either. During one term (Programme 92) they were studying history from the Roman invasion, and listening to Schumann. Sometimes, the artist and composer that the PNEU schools

did didn't even match each other's time period! Here is Charlotte Mason's take on things, from Volume 6: "I must commend any further study of the rationale of our syllabus to the reader's own kind consideration; he will perceive that we have a principle of correlation in things essential, but no fatiguing practice of it in detail." Don't get bogged down in fatiguing practices. If you are doing AO and want to substitute artists and composers, feel free.

If you're curious to know what an artist/composer schedule would look like if arranged to "fit" AO's historical sequence, we tried arranging a list that way for fun (it's here). But we much prefer the arrangement we already have.

Some members like to read biographies with their children; books that are mentioned regularly are *The Spiritual Lives of Great Composers* by Patrick Kavanaugh; *The Gift of Music* by Jane Stuart Smith and Betty Carlson; *Famous Composers for Young People* by Gladys Burch and John Wolcott; composer biographies for children by Opal Wheeler (some have been reprinted by Zeezok Publishing/The Book Peddler).

Color the Classics by Carmen Ziarkowski are coloring books that foster music appreciation

CD inserts often contain information about the composer and work of art that you might share with your children.

Many AO families have used Classical Kids cassettes and CD's that dramatize a composer's life using his music as the backdrop throughout. Some titles are *Beethoven Lives Upstairs*, *Mozart's Magic Fantasy*, *Vivaldi's Ring of Mystery*, *Tchaikovsky Discovers America*, *Hallelujah Handel*. These are generally delightful and memorable, with the one caveat being that they only offer snippets of longer works which are better enjoyed whole, and therefore should be supplemented with complete recordings wherever your resources allow.

There are websites dedicated to public education in classical music, such as
Naxos.com Classical Composers
www.classicalarchives.com
www.classicsforkids.com
A Music Glossary

If you'd like to learn along with your children, these books might help - *Classical Music for Dummies* by Pogue and Speck; *Milton Cross' Encyclopedia of the Great Composers and their Music*

To learn more about all aspects of music in a CM context, we recommend *A Touch of the Infinite: Studies in Music Appreciation* with Charlotte Mason by Megan Hoyt; purchase it from amazon.com. You can hear Megan talk about her book on Cindy Rollins' *Mason Jar* podcast.

It isn't necessary to purchase resources for art/music. Many libraries have classical music CD's and large art books you can check out. If you can't locate or purchase CD's with the

term's classical selections, you might use an inexpensive "Best Of" for that composer instead. If even that is not possible, you can still play classical music - either with CD's you already have by another composer, or on the internet with one of the streaming audios that some radio stations now make available.

www.wdav.org 24-hour commercial-free classical music. An Advisory favorite.

<http://www.kcme.org/> One Advisory member's favorite. No ads, wide programming, friendly announcers.

<http://www.wrr101.com/> Dallas's first radio station

<http://wcpe.org/> listener supported, commercial-free

<http://www.king.org> Features helps for beginner (but has commercials, too)

Earlymusic.net "supports and promotes early music and historical performance" and has free music to listen to.

<http://www.classicalarchives.com>

The art can be found online; some members print out a copy, or even just display it on their computer screen.

Art appreciation, as mentioned above, can be as casual as putting the term's art in a visible place. An easy way to begin picture study are to show your child the picture for the first time and let him look at it for 5 minutes. Then, turn the picture over and see what kind of details he can recall from memory. Some parents have their children attempt to recreate the major lines of the picture, or even draw or paint a copy of the picture. The goal of picture study is simply to become familiar with and enjoy the picture. The first volume of Charlotte Mason's Original Homeschool Series talks about picture study in more detail. Biographical information about the artist from the internet, encyclopedia or a book can be shared if desired.

More art resources

doverpublications.com has coloring books that feature master works of art.

Ducksters Art History

There are additional links and information on the pages where the art and music are scheduled.

How does AmblesideOnline handle art that includes nudity?

On the rare occasions when AmblesideOnline schedules a work of art that depicts nudity, it will be tasteful rather than vulgar, and there will always be an alternate work of art offered. The final choice of which to use is left up to parents. AmblesideOnline leaves it up to each family to use their own discretion regarding what they place in front of their children.

What is solfa/solfege?

Solfa, (solfege in French), is a method to train the voice to sing on pitch and to identify notes and intervals by sight and ear. Charlotte Mason utilized Solfege in her schools. A simplified version of the method can be glimpsed in the

movie *The Sound of Music* when Maria teaches the Von Trapp children the do-re-mi song. Hand symbols are used to identify each note of the scale, as the notes are sung. (In another version of solfa, music with specially shaped notes is used rather than hand signals.) John Curwen and his son popularized what became known as "The Curwen Method" of solfa hand signal instruction in Charlotte Mason's era, and it was then widely taught in England's schools. Interest in the hand signal variety of solfa is again on the rise in the US and in Europe. Shape note solfa singing (more commonly called "Sacred Harp" singing) has been handed down through generations of traditional sacred music enthusiasts in the US, and recently there has been a revival of interest in the art in Europe.

Yamaha Music Schools, Kodaly classes, MYC (Music for Young Children) and Kindermusik utilize this method. Read Lynn Bruce's explanation at this link. Heather Bunting's "Children of the Open Air" has YouTube videos. Heather is an AO mom with a college major in choral and general music education and a few years' experience teaching music in public schools; she did a podcast with Cindy Rollins for *The Mason Jar*. The Mennonite community still uses Solfa; they have affordable resources available through Rod and Staff. 4-min YouTube on pentatonic music

I'm unfamiliar with Shakespeare, how am I supposed to teach it to my children?

Those who are new to Shakespeare should start out reading just for enjoyment; it doesn't need to be analyzed, just appreciated. It helps to be familiar with the plot before tackling the real play, so that the language enhances the story rather than being a barrier to understanding it.

A scaled down version might be read first. Edith Nesbit's *Beautiful Stories from Shakespeare for Children*, which has retellings of 20 plays, and is ideal for young children because it uses easy-to-understand language, although she simplifies some plays so much that sometimes it's harder to follow because fitting details are left out. Charles and Mary Lamb's *Tales of Shakespeare* may be more of a challenge to those very new to Shakespeare because of its more advanced vocabulary, but some parents of even elementary-aged children prefer it to Nesbit's because it's more thorough and doesn't leave out crucial details. For high school students, Leon Garfield's *Shakespeare Stories* works well. There are also side-by-side paraphrases and online guides to Shakespeare at Sparks Notes.

Then, a play, either live or on video (most of the BBC ones are good) or even on cassette, might be enjoyed. After all, Shakespeare wrote his plays to be seen, not read. (We do advise that parents preview film productions of Shakespeare before viewing with their families.) And Shakespeare, like poetry, should be read aloud, not silently. After becoming familiar with the story, parent and child can read the play together, each taking certain parts, perhaps attempting a scene per sitting. It's not necessary to finish reading the actual play

if the child has seen or listened to it acted out. It's also not necessary for the child to do a narration from Shakespeare.

Jim Weiss does an excellent one-man dramatization on CD - it includes *A Midsummer Night's Dream* and *The Taming of the Shrew*. (\$).

AO moms have used various props to keep track of characters: drawing stick figures with crowns or other identifying symbols on a dry-erase board, finger puppets, assigning each part to family members and pets, stuffed animals and toy figures, Fisher Price Little People, and paper dolls. Dover Books sells a book of Shakespearean paper dolls, or search Google images for Victorian paper dolls.

For most families, the order of "Read a retelling, listen to a tape or watch a video, then read the original" usually works very well.

Foreign Language

What about foreign language?

Which foreign language to learn, and how to learn it, are questions that arise frequently on the AmblesideOnline support groups. Charlotte Mason advocated learning French first, and then adding other languages later, including Latin (at about age 10 or 12). Families may certainly make a different choice of which language - but the goals are the same: to be able to express ideas in another language, to communicate to others, to be able to 'think' in another language, and to be able to read literature - and narrate from it - in another language.

The selected foreign language should be presented orally at first, until the child knows an abundant vocabulary (including verbs and idioms). Seeing the words in written form while learning them is confusing to many children, since the phonics of another language will differ so much from English and create a hindrance. Charlotte Mason even said in volume 1, "The child should never see French words in print until he has learned to say them with as much ease and readiness as if they were English."

Charlotte Mason wrote of starting out by learning two to six new foreign words daily - while still keeping up with the ones already learned. At the end of a year, "the child who has that number of words, and knows how to apply them, can speak French." (volume 1)

It is the ear that learns the language, and the parallel is drawn between learning a foreign language and learning to speak as a child: it is done orally at first, with exposure to accurate (and preferably native) speaking of that language. Finding an available native speaker is the difficult part for many homeschoolers - though we do have the technological advantage today of using one of the many online programs

available to us; even YouTube has instruction, dialog, and audiobooks in various languages.

After the child is familiar with a large number of words and phrases, it is time to read a story to the child and have them listen to it. The child is to begin to attempt oral narration (in the foreign language) of the material. And it is also time to begin to teach how the foreign language is written.

So how does a parent accomplish this when he/she has no foreign language experience? This is another of those areas in which the parent can learn along with the child, using their program's pronunciations as a guide.

One program we can recommend is Duolingo, which can be used on a PC or device. Their motto is "Learn a language for free. Forever." They offer 21 language options. There is some old discussion on our Foreign Language page, though links to programs haven't been updated there in years; the most current suggestions can be found in the Foreign Language area of the AO Forum.

There are three useful articles from Parents Review that explain the value and method of language study in more detail:

Why Learn Greek and Latin

When and How to Begin Modern Languages

Plea for Teaching Greek

and here are some beneficial links for teaching foreign languages (please note that the Advisory has not used all of these, and cannot vouch for their compatibility with CM).



Physical Education

What is Swedish Drill?

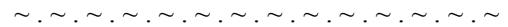
Charlotte Mason's students did Swedish Drill, a pre-Victorian era exercise regimen that has significant value when viewed through a modern health science lens. These carefully planned movements correct postural faults that can lead to poor body alignment, incorporate cross-lateral activities that optimize brain function, and emphasize the habits of observation, attention and perfect execution. The method is described with photos for schools in the 1910 book, *The Swedish Drill Teacher* by M. H. Spalding and L. L. Collett, online at archive.org, or *Manual of Swedish Drill Based on Ling's System For Teachers and Students* by George L. Melio (1889), also online at archive.org. AO mom Dawn Duran, formerly a licensed physical therapist with a Master of Health Sciences degree, has studied this extensively and offers a complete open-and-go curriculum that will assist you in instructing your children two complete Swedish Drill routines. Purchase from her website.



High School

Does AmblesideOnline have anything for high school??

Yes, AmblesideOnline goes all the way through high school; the middle/high school age (years 7-12) even has its own name: "House of Education," or HEO. Hundreds of students have gone through AO's High School program. You can read information about using AO/HEO in the high school years, tallying credits, planning for ACT/SAT tests, college planning, and a few notes from moms who have graduated AO/HEO students on our High School page, which is at this link.



More

You can read reviews, suggestions and experiences from Moms who have used AO at this link.

We hope that this FAQ answers enough of your questions to get you started. If you still have questions, we invite you to join the forum and discuss the implementation of this curriculum with other parents who are using AmblesideOnline, many of whom have been using Charlotte Mason's methods for years and are quite knowledgeable. If you have any comments about AmblesideOnline or suggestions as to how this FAQ may be made more useful, you may send an email to the Advisory. Please keep in mind, though - we on the advisory are all busy homeschooling moms ourselves and may not be able to get to questions in a timely manner. If you have specific questions, you will stand a better chance of receiving an answer on the forum.

If AmblesideOnline does not meet your needs as is, we encourage you to adjust the curriculum as fits the needs of you own family, use the ideas or book suggestions found here in your own schedule, or to implement a Charlotte Mason education of your own from various other sources.

Proverbs 11:14 states, "Where there is no counsel, the people fall; but in the multitude of counselors there is safety." Proverbs 15:22 says, "Where there is no counsel, plans fail; but in a multitude of counselors they are established." The Advisory cannot offer free private, personalized consulting. However, The Advisory, our Auxiliary, and a large number of other experienced, informed, smart, solidly CM homeschooling moms do frequent the AO Forum, answering questions, giving advice, sharing what worked for them, and offering input on implementing AO in your home. Feel free to

ask your questions there. We think we have the best team possible for helping out our fellow homeschooling parents.

Last update Apr 25, 2020 Copyright © 2002-2020
AmblesideOnline. All rights reserved. Use of this curriculum
subject to the terms of our License Agreement.

Ambleside <i>Online's</i> - Year 1											Term 1 (<i>Weeks 1-12</i>)	
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible OT: <i>Selected Stories</i>	Gen 1:26-31; 2:7, 20-25; 3:1-24 Adam and Eve	Gen 6:5-8, 13-22; 7:13-18; 8:13-22 Flood	Gen 22:1-19 Abraham and Isaac	Gen 25:27-34 Sale of Birthright	Gen 28:10-22 Jacob's Ladder	Gen 37:1-4, 11, 28b Coat of Colors	Gen 41:15-49, 53-57 Pharaoh's Dreams	Ex 2:1-10 Baby Moses	Ex 3:1-4:17 Burning Bush	Num 13:1-14:9 Spies into Canaan	Judges 6:11-24; 6:36-7:25 Gideon	Judges 13:1-25; 16:4-31 Samson
History and Tales: <i>50 Famous Stories</i>	Sword of Damocles	Damon and Pythias; Laconic Answer	Brave 300	Alexander/ Bucephelas and Diogenes	Regulus	Cornelia's Jewels	Horatius at the Bridge	Cincinnatus	Androcles and the Lion	Alfred and the Beggar	William Tell	Arnold Winkelried
<i>Island Story</i>	1 Albion and Brutus		2 Coming of Romans		3 Romans Again		4 Caligula		5 Boadicea		6 Last of Romans	7 Story of St. Alban
<i>Trial and Triumph</i>		Polycarp					Blandina					Constantine
<i>D' Aulaire</i>								Benjamin Franklin				
Natural History: <i>Burgess Bird</i>		Jenny Wren		Old Orchard Bully		Choose a chapter		Choose a chapter		Choose a chapter		
<i>Paddle to Sea</i>	Ch 1	Ch 2	Ch 3		Ch 4	Ch 5	Ch 6		Ch 7	Ch 8	Ch 9	
<i>James Herriot's Treasury</i>				Moses Kitten	Only One Woof							
Literature/ Tales: <i>Aesop</i>	Wolf and Kid, Tortoise and Duck	Belling Cat; Eagle and Jackdaw	Boy and Filberts, Hercules and Wagoner	Kid and Wolf; Town and Country Mouse	Fox and Grapes, Bundle of Sticks	Ass and Driver; Oxen and Wheels	Lion and Mouse; Boy and Wolf	Gnat and Bull; Plane Tree	Farmer and Stork; sheep and Pig	Traveler's and Purse; Lion and Ass	Frogs Who Wished for King; Oak and Reeds	Boys and Frogs; Crow and Pitcher
<i>Parables of Nature</i>	Lesson of Faith				Authority and Obedience						Unknown Land	
<i>Just So Stories</i>	Whale				Camel				Rhino			Leopard
<i>Blue Fairy</i>			Beauty and Beast			Sea Salt					Prince Darling; Toads and Diamonds	
<i>Shakespeare*</i>							Midsummer		Tempest			
Poetry: <i>A Child's Garden of Verses</i>	<i>Read a poem a day</i>											

*Shakespeare readings may be spread over 1-2 weeks, as desired.

Ambleside Online's - Year 1										Term 1 (Weeks 1-12)		
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's Geography - Our World Part I and Long's - 1. Position (Spread over term)</i>											
<i>Art: Picture Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Charlotte's Web by E.B. White King of the Golden River by John Ruskin Peter Pan by James M. Barrie Pinocchio by Carlo Collodi Red Fairy Book by Andrew Lang						St. George and the Dragon by Margaret Hodges The Velveteen Rabbit by Margery Williams Little House in the Big Woods by Laura Ingalls Wilder Pocahontas by Ingri D'Aulaire					

Ambleside Online's - Year 1										Term 2 (Weeks 13-24)		
SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible OT: <i>Selected Stories</i>	Ruth, spread over week	1 Sam 16:1, 5-13 David, Boy Shepherd	1 Sam 17:1-54 Goliath	1 Sam 24:1-22 David spares Saul	1 Kings 1:28-40; 6:1-14, 38 Solomon's Temple	1 Kings 18:20-39 Elijah and Prophets	Jonah 1:1-2:10 Jonah and Whale	Dan 3 Fiery Furnace	Dan 6 Daniel in Lion Den	Luke 1:5-20, 57-66 Angel by the Altar	Luke 1:26-38; 2:1-20 Babe of Bethlehem	Matt 2:1-12 Star and Wise Men
History Tales <i>50 Famous Stories</i>	Bruce and Spider	Black Douglas	Whittington	Inchcape Rock	Philip Sidney and Ungrateful Soldier	Washington and Hatchet; Dr. Goldsmith	Casabianca	Picciola	How Napoleon Crossed the Alps	Maximillian and the Gooseherd	Antonio Canova	Grace Darling
<i>Island Story</i>	8 Vortigern and Constans	9 Hengist and Horsa		10 Hengist Treachery		11 Giant's Dance		12 Coming of Arthur		13 The Round Table		14 Gregory and Children
<i>Trial and Triumph</i>		Athanasius				Ambrose of Milan				Monica and Augustine		
<i>D' Aulaire</i>							George Washington					
Natural History: <i>Burgess Bird</i>		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter
<i>Paddle to Sea</i>	Ch 10	Ch 11	Ch 12		Ch 13	Ch 14	Ch 15		Ch 16	Ch 17	Ch 18	
<i>Herriot's Treasury</i>	Bonny's Big Day								Blossom Comes Home			Market Square Dog
Literature/ Tales: <i>Aesop</i>	Ants and Grasshopper; Ass and Image	Raven and Swan; Two Goats	Ass and Salt; Lion and Gnat	Leap at Rhodes; Wild Boar and Fox	Ass, Fox and Lion; Birds, Beasts, Bat	Lion, Bear and Fox; Hares and Frogs	Fox and Stork; Travelers and Sea	Stag and Reflection; Peacock	Mice and Weasels; Wolf and Lean Dog	Borrowed Feathers; Monkey and Cat	Dogs and Hides; Bear and Bees	Fox and Leopard; Heron
<i>Parables of Nature</i>					Training and Restraining						Waiting	
<i>Just So Stories</i>		Elephant's..		Kangaroo			Armadillos				First Letter	
<i>Blue Fairy</i>	Glass Slipper		Master Maid			Aladdin and Lamp						
<i>Shakespeare*</i>				As You Like It			Winter's Tale					
Poetry: <i>A.A.Milne</i>	<i>Read a poem a day</i>											

Ambleside Online's - Year 1										Term 2 (Weeks 13-24)		
SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>Long's - 2and3 (Spread over term)</i>											
<i>Art: Picture Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Charlotte's Web by E.B. White King of the Golden River by John Ruskin Peter Pan by James M. Barrie Pinocchio by Carlo Collodi Red Fairy Book by Andrew Lang						St. George and the Dragon by Margaret Hodges The Velveteen Rabbit by Margery Williams Little House in the Big Woods by Laura Ingalls Wilder Pocahontas by Ingri D'Aulaire					

Ambleside Online's - Year 1										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible: <i>Selected Stories</i>	Luke 2:41-52 Child in the Temple	John 2:1-11 Water to Wine	John 4:5-42 Stranger at Well	Luke 5:1-11 Story of Fishermen	Matt 5:1-10 Sermon on Mount	Luke 7:1-10 Other Miracles	Jn 10:7-18 and Lk 10:29-37 Good Shepherd; Samaritan	Matt 21:1-11 Palm Branches	Lk 22:39-51 The Betrayal	Mark 16:1-8 Empty Tomb	Acts 1:1-11 The Ascension	Acts 3:1-16; 4:1-22 Man at Beautiful Gate
History and Tales:	50 Famous The Kingdoms	Viking Tales: The Baby	Tooth thrall	Olaf's Farm	Olaf's Fight with Havard	Foe's -Fear	Harald is King	Harald's Battle	Gyda's Saucy Message	The Sea Fight	King Harald's Wedding	Harald Goes West over Seas
<i>Island Story</i>	15 Alfred Learns to Read		16 Alfred in Cowherd Cottage		17 More Alfred the Great		18 Ethelred Unready		19 Edmund Ironside		20 Canute and Waves	21 Edward Confessor
<i>Trial and Triumph</i>			Patrick to Irish					Pope Gregory				Boniface
<i>D' Aulaire</i>				Buffalo Bill								
Natural History: <i>Burgess Bird</i>		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter		Choose a chapter
<i>Paddle to Sea</i>	Ch 19	Ch 20	Ch 21		Ch 22	Ch 23	Ch 24		Ch 25	Ch 26	Ch 27	
<i>James Herriot Treasury</i>				Oscar, Cat about town					Smudge, Lost Lamb			
Literature/ Tales: <i>Aesop</i>	Fox and Goat; Cat, Cock and Mouse	Wolf and Shepherd; Farmer and Sons	Goose and Golden Egg; Astrologer	3 Bullocks and Lion; Mercury and Woodman	Wolf in Sheep Clothes; Milkmaid and Pail	Goatherd and Goat; Wolf and Housedog	Quack Toad; Cat and Fox	2 Travelers and a Bear; Dog and Reflection	Hare and Tortoise; Fox and Crow	Lion's Share; Northwind and Sun	Ass in Lion's Skin; Bees, Wasps and Hornet	Fighting Cocks and Eagle
<i>Parables of Nature</i>	Law of the Wood						Daily Bread				Cobwebs	
<i>Just So Stories</i>	Alphabet				Crab				Cat			Butterfly
<i>Blue Fairy</i>		East Sun/ West Moon					40 Thieves					White Cat
<i>Shakespeare*</i>					King Lear					Twelfth Night		
Poetry: <i>Book of Poems</i>	<i>Read a poem a day</i>											

Ambleside Online's - Year 1							Term 3 (Weeks 25-36)					
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's Geography - Our World Part II (Spread over term)</i>											
<i>Art: Picture Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Charlotte's Web by E.B. White King of the Golden River by John Ruskin Peter Pan by James M. Barrie Pinocchio by Carlo Collodi Red Fairy Book by Andrew Lang						St. George and the Dragon by Margaret Hodges The Velveteen Rabbit by Margery Williams Little House in the Big Woods by Laura Ingalls Wilder Pocahontas by Ingri D'Aulaire					

Ambleside Online's - Year 2											Term 1 (Weeks 1-12)	
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible OT: <i>Genesis</i>	1:1-2:4 Creation	2:15-3:24, The Fall		4; 5:21-26, Cain and Abel	6:9-22; 7, The Flood		8; 9:1-20 After Flood	11:1-10, 26- 32, 12, Acts 7:1-6, Call of Abraham		13; 14:1-13, Lot's choice	14:13; 15 Abram	
<i>NT: Matthew</i>		1:18-2:23	3:1-4:12		4:12-5:27	5:27-6:25		6:25-7:29	8		9:1-35	9:35-10:42
History and Tales <i>CHOW/TCOO</i>		CHOW: Ch 47 (45) 2 Empires	Ch 48 (46) Getting a Start (opt)	Ch 49 (47) The End of World	TCOO: Ch 1 Vikings		CHOW: Ch 50 (48) Real Castles		Ch 51 (49) Knights / Chivalry		Ch 52 (50) Pirate's Grandson	Ch 53 (51) Great Adventure
<i>An Island Story</i>	22, Harold	23, Stamford Bridge	24, Battle of Hastings	25, William Conqueror, Hereward		26, William Conqueror, Death	27, William the Red	28, Henry I "White Ship"	29, King Stephen	30, Henry Plantagenet, Gilbert and Rohesia	31, Henry Plantagenet, Thomas a Becket	32, Henry Plantagenet, Conquest of Ireland
<i>Trial and Triumph</i>	Charle- magne				Alfred the Great				Anselm			
<i>Little Duke</i>	½ ch 1	1/2 ch 1	½ ch 2	1/2 ch 2	½ ch 3	1/2 ch 3	½ ch 4	1/2 ch 4	½ ch 5	1/2 ch 5	½ ch 6	1/2 ch 6
Natural History <i>Burgess Animal</i>	Jenny Wren and Peter	Peter and Jumper	Long-legged Cousins	Chatterer and Happy Jack	Tree Squirrels, Striped Chipmunk	Johnny Chuck, Whistler, Yap Yap	2 Queer Haymakers	Prickly and Grubber and 1000 Spears	Lumberman and Engineer	Worker and Robber	Trader and Handsome Fellow	2 Unlike Cousins
<i>Tree in the Trail</i>	Ch 1	Ch 2and3	Ch 4	Ch 5and6	Ch 7	Ch 8and9	Ch 10	Ch 11and12	Ch 13	Ch 14and15	Ch 16	Ch 17and18
Literature <i>Shakespeare*</i>	Gentlemen of Verona	<i>Continue if needed</i>					Romeo and Juliet	<i>Continue if needed</i>				
<i>Parables of Nature</i>			Knowledge Not Limit of Belief	<i>Continue if needed</i>		Light of Truth	<i>Continue if needed</i>				Lesson of Hope	<i>Continue if needed</i>
Pilgrim's Progress	<i>800 words per week</i>											
<i>Understood Betsy</i>		Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11
Poetry <i>Walter de la Mare</i>	<i>A poem a day</i>											

*Shakespeare readings can be read all in one week, or divided and spread between two weeks.

Ambleside Online's - Year 2											Term 1 (Weeks 1-12)	
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work <i>Math</i>												
<i>Handwriting/</i> <i>Copywork</i>												
<i>Phonics/</i> <i>Reading</i>												
<i>Foreign</i> <i>Language</i>												
Weekly Work <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography</i>	<i>Long's Geo 4</i>	<i>CM's Geo</i>	<i>both compass</i> <i>chapters</i>			<i>Spread over</i> <i>term</i>						
<i>Art:</i> <i>Picture Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music:</i> <i>Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Heidi by Joanna Spyri A Wonder Book by Nathaniel Hawthorne Tanglewood Tales by Nathaniel Hawthorne Five Little Peppers and How They Grew by Margaret Sidney Hans Christian Andersen Fairy Tales Pied Piper of Hamelin by Robert Browning Abraham Lincoln by Ingri D'Aulaire Five Children and It by Edith Nesbit Little House on the Prairie by Laura Ingalls Wilder						Farmer Boy by Laura Ingalls Wilder The Story of Doctor Dolittle by Hugh Lof ting Mary Poppins by P.L. Travers Brightly of the Grand Canyon by Marguerite Henry Mr. Popper's Penguins by Richard Atwater Otto of the Silver Hand by Howard Pyle Chanticleer and the Fox (various authors) Along Came A Dog by Meindert De Jong The Door in the Wall by Marguerite De Angeli					

Ambleside <i>Online's</i> - Year 2										Term 2 (Weeks 13-24)		
SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible OT: <i>Genesis</i>	16:15-16 and Gen. 17 Covenant	18 Sodom		21 Ishmael	22:1-20 and 23:17-20 Sacrifice		24:1-29, 58- 67 Rebekah	25:29-34 and 27:1-41 Jacob and Esau		27:41- 29:15 Vision at Bethel	32 and 33:1-10, A Critical Day	
<i>NT:Matthew</i>		11	12:1-38		13:18-58	15:21- 16:23		18	19:16-20:17		20:17-21:17	21:18-46
History and Tales <i>CHOW</i>	Ch 54 (52) Tick Tack Toe				Ch 55 (53) 3Kingdoms West Africa					Ch 56 (54) Bibles	Ch 57 John Nobody Loved	
<i>Island Story</i>	33, Coeur d' Lion	34 Richard 35, Blondel and Lackland	36, Great Charter	37, Henry III, Hubery de Burgh	38, Henry III, Simon d' Montfort	39-40 Henry III, Edward I, Chalons	41-42, Edward I, 1 st Prince of Wales, Hammer	43-44, Edward II, Robert Bruce Bannockburn	45-46, Edward III of Windsor, Sluys and Crecy	47, Edward III, Siege of Calais	48, Edward III, Battle of Poitiers	49-50 Richard II
<i>Trial and Triumph</i>	Bernard Clairvaux				Waldo and Waldensians				Francis of Assisi			
<i>Little Duke</i>	½ ch 7	1/2 ch 7	½ ch 8	1/2 ch 8	½ ch 9	1/2 ch 9	½ ch 10	1/2 ch 10	½ ch 11	1/2 ch 11	½ ch 12	1/2 ch 12
Natural History <i>Burgess Animal</i>	Northern Cousins and Nimbleheel s	3 Little Redcoats	Mice with Pockets	Teeny Weeny	4 Busy Little Miners	Flitter Bat and Family	Independent Family	Digger and Glutton	Shadow and Family	2 Famous Swimmers	Marten and Fisher	Reddy Fox Joins
<i>Tree in the Trail / Seabird</i>	Tree in the Trail: 19	20-21	ch 22	ch 23-24	ch 25	ch 26-27	Seabird: ch 1	ch 2-3	ch 4	ch 5-6	ch 7	ch 8-9
Literature and Tales <i>Shakespeare</i>			All's Well That Ends Well				Cymbeline					
<i>Parables Nat</i>				Circle of Blessings	<i>Continue if needed</i>			Active and Passive	<i>Continue if needed</i>		Not Lost, Gone	<i>Continue if needed</i>
<i>Pilg's Prog</i>												
<i>Wind/Willows</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
Poetry	<i>Eugene Field</i>	<i>AND</i>	<i>Whitcomb- Riley</i>	<i>a poem a day</i>								

Ambleside Online's - Year 2										Term 2 (Weeks 13-24)		
SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work <i>Math</i>												
<i>Handwriting/</i> <i>Copywork</i>												
<i>Phonics/</i> <i>Reading</i>												
<i>Foreign</i> <i>Language</i>												
Weekly Work <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's – Our Worlds and Others Worlds, Pt 1 and 2, Day and Night (Spread over term)</i>											
<i>Art:</i> <i>Picture Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music:</i> <i>Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Heidi by Joanna Spyri A Wonder Book by Nathaniel Hawthorne Tanglewood Tales by Nathaniel Hawthorne Five Little Peppers and How They Grew by Margaret Sidney Hans Christian Andersen Fairy Tales Pied Piper of Hamelin by Robert Browning Abraham Lincoln by Ingri D'Aulaire Five Children and It by Edith Nesbit Little House on the Prairie by Laura Ingalls Wilder						Farmer Boy by Laura Ingalls Wilder The Story of Doctor Dolittle by Hugh Lof ting Mary Poppins by P.L. Travers Brightly of the Grand Canyon by Marguerite Henry Mr. Popper's Penguins by Richard Atwater Otto of the Silver Hand by Howard Pyle Chanticleer and the Fox (various authors) Along Came A Dog by Meindert De Jong The Door in the Wall by Marguerite De Angeli					

Ambleside Online's - Year 2								Term 3 (Weeks 25-36)				
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible Old Testament: Genesis	37 and 39:1-7, Joseph	39:20-23; Gen. 40 Joseph in prison		41:14-57 From prison to Throne	42 Joseph and Brothers		43, 44	45; 46:1-8, 26-34 Joseph and Father		48:15-22, 49:1-27 Jacob's Deathbed	49:27-33, and 50 Death of Joseph	
<i>New Testmt Matthew</i>		22	23		24:1-4 and 24:36-25:14	25:14-46		26:1-31	26:31-75		27:1-57	27:57-28:20
History and Tales CHOW/TCOO	CHOW: 58-59 (55-56) Storyteller; Thingamajig	CHOW: 60 (57) Thelon Gest Wart Hate Verwas		CHOW: 61 (58) Off with Old, On with New					TCOO: Ch 2-4 Colombus OR Colombus by D'Aulaire, over 3 weeks			TCOO: Ch 5 America Named
<i>Island Story</i>		51, Henry IV Shrewsbury	52-53, Henry IV and Henry V Agincourt		54-55 Henry VI, Maid Orleans and Roses	56-57, Edward IV, Queen Margaret, Kingmaker	58-59, Edward V, Richard III, 2 Princes	60-61, Henry VII, Make-believe Prince				
<i>Trial and Triumph</i>		Elizabeth of Hungary			Wycliff				John Huss			
<i>Joan of Arc</i>												
Natural History Burgess Animal	Old Man Coyote and Howler Wolf	Yowler and Tufty	Big and Little Cats, Bobby Coon	Buster Bear	Buster's Cousins	Uncle Billy and Mrs. Possum	Lightfoot, Blacktail and Forkhorn	Bugler, Flathorns and Wanderhoof	Thuderfoot Fleetfoot and Longcoat	2 Wonderful Mountain Climbers	Piggy and Hardshell	Mammals of the Sea
<i>Seabird</i>	Ch 10	ch 11-12	ch 13	ch 14-15	ch 16	ch 17-18	ch 19	ch 20-21	ch 22	ch 23-24	ch 25	ch 26-27
Literature/ Tales Robin Hood	Prologue	Robin and Tinker	Shooting Match	Will Stutely	Robin Turns Butcher	Little John goes to Fair	Little John at Sheriff's	Little John and Tanner	Robin and Will Scarlet	Midge the Miller	Allan a Dale	Curtal Friar (finish over summer)
<i>Parables of Nature</i>	Motes in Sunbeam		Red Snow	Red Snow								Whereunto ?
<i>Shakespeare</i>		Macbeth									Comedy of Errors	
<i>Pilg's Prog</i>	800 words/wk											
Poetry	<i>Christina</i>	<i>Rossetti</i>	<i>a poem/day</i>									

Ambleside Online's - Year 2							Term 3 (Weeks 25-36)					
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's – Poles and Axis, Four Seasons Pt 1and2, (Spread over term)</i>											
<i>Art:Pict Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	Heidi by Joanna Spyri A Wonder Book by Nathaniel Hawthorne Tanglewood Tales by Nathaniel Hawthorne Five Little Peppers and How They Grew by Margaret Sidney Hans Christian Andersen Fairy Tales Pied Piper of Hamlin by Robert Browning Abraham Lincoln by Ingri D'Aulaire Five Children and It by Edith Nesbit Little House on the Prairie by Laura Ingalls Wilder						Farmer Boy by Laura Ingalls Wilder The Story of Doctor Dolittle by Hugh Lof ting Mary Poppins by P.L. Travers Brightly of the Grand Canyon by Marguerite Henry Mr. Popper's Penguins by Richard Atwater Otto of the Silver Hand by Howard Pyle Chanticleer and the Fox (various authors) Along Came A Dog by Meindert De Jong The Door in the Wall by Marguerite De Angeli					

Ambleside <i>Online's</i> - Year 3										Term 1 (<i>Weeks 1-12</i>)		
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible <i>NT: Luke</i>	1:1-12	1:26-45	1:46-80	2:1-40	2:41-3:20	3:21-4:30	4:31-44	5:1-16	5:17-39	6:1-19	6:20-7:10	7:11-28
<i>Old Testament Exodus</i>	Ch 1	2:1-10, Acts 7:17-22	-----	2:11-16, Acts 7:23-34, Heb. 11:24-28	3:4-17	-----	4:29-5:23	6:1-12, 7:14-25	-----	8, 9, 10 or the 10 plagues	12:1-39	-----
History: <i>CHOW/TCOO</i>	CHOW ch 63 (60) Fortune Hunters	TCOO ch 6 Flag of England in New World	CHOW ch 64 (61) Land of Enchant	TCOO ch 7 Flag of France and Florida		TCOO ch 8 French Colony in Florida	CHOW ch 65 (-) Coast of Africa	TCOO ch 9 Spanish drive out French	CHOW ch 66 (62) Rebirth	TCOO ch 10 Frenchman Avenged Countrymen		TCOO ch 11 Sir Humphrey Gilbert
<i>Island Story</i>	ch 62 Field/Cloth of Gold		63 Defender of Faith	64 King's Six Wives	ch 65 Boy King	ch 66 Lady Jane Grey	67 Elizabeth in Prison	ch 68 Candle Lit in England	ch 69 Emprisoned to Queen	ch 70 Unhappy Queen	71 England Saved from Spaniards	
<i>Trial and Triumph</i>	Martin Luther			William Tyndale				John Calvin				
Biography: <i>DaVinci</i>	spread over term											
Geography: <i>Marco Polo</i>	spread over year											
NatHistPagoo	ch 1	ch 2	ch 3	ch 4	ch 5-6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13
<i>Drop of Water [experiments]</i>	1 Smallest Parts	2 Elastic Surface	3 Floating Steel [Surface Tension]	4 Water Makes Air	5 Flows Up [Capillary Attraction]	6 Soap Bubbles [Soap Bubbles]	7 Bubble Shapes [BubblFrames]	8 Molecules [in Motion]	9 Ice [Ice]	10 Water Vapor	11 Condensation [Condensation]	12 Evaporation [Evaporation]
Lit/Tales: <i>Tall Tales</i>	Paul Bunyan			Pecos Bill				Stormalong				
<i>The Heroes/ Parables of Nature</i>	Heroes: Perseus, part 1	Parables of Nature: 17 Purring	Heroes: Perseus, part 2		Parables Nature 18 Voices	Heroes: Perseus, part 3			Parables of Nature Harvest	Heroes: Perseus, part 4	Parables of Nature 20 Deliverer	Heroes: Perseus, part 5
<i>Princess Goblin</i>	Ch 1-3	Ch 4-6	Ch 7-9	Ch 10-11	Ch 12-14	Ch 15-16	Ch 17-19	Ch 20-21	Ch 22	Ch 23-25	Ch 26-27	Ch 28-end
<i>Shakespeare</i>				Merchant of Venice	<i>Continue if needed</i>		Pericles	<i>Continue if needed</i>				
<i>Pilgrim Progress</i>	800 words/wk											
Poetry Blake	A poem/day											

Ambleside Online's - Year 3										Term 1 (Weeks 1-12)		
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's – Hot and Cold Countries, Pt 1and2, Parallel Lines (Spread over term)</i>											
<i>Art: Pict Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	A Little Princess by Frances Hodgson Burnett Water Babies by Charles Kingsley At the Back of the North Wind by George MacDonald Men of Iron by Howard Pyle Alice's Adventures In Wonderland by Lewis Carroll Through the Looking Glass by Lewis Carroll The Bears of Blue River by Charles Major Swallows and Amazons by Arthur Ransome *Unknown to History: Captivity of Mary of Scotland by Charlotte Yonge						Caddie Woodlawn by Carol Ryrie Brink On the Banks of Plum Creek by Laura Ingalls Wilder The Little White Horse by Elizabeth Goudge The Saturdays by Elizabeth Enright English Fairy Tales by Joseph Jacobs King of the Wind Marguerite Henry (18th century, Af rica, France and England) The Four Story Mistake by Elizabeth Enright Then There Were Five by Elizabeth Enright The Wheel on the School by Meindert De Jong					

Ambleside <i>Online's</i> - Year 3										Term 2 (<i>Weeks 13-24</i>)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>NT: Luke</i>	7:29-50	8:1-21	8:22-9:9	9:10-27	9:28-62	Luke 10:1-37	10:38-11:13	11:14-36	11:37-12:34	12:35-59	13:1-30	13:31-14:35
<i>Old Testament Exodus</i>	Parts of ch 12	13:20-14:30 Crossing Red Sea	-----	16, Num 11:7-9, Ps 78:24-25	19, 20:1-17, Deut 5:6-21	-----	32:1-30 Deut 9:9-19	32:30-35, 33:1-23, 34:4-8	-----	35:4-36:7 (see also 25:1-8)	Deut 1:19-46	-----
History: <i>CHOW/TCOO</i>	CHOW ch 67 (63) TCOO ch 12 Raleigh	TCOO ch 13 John Smith	TCOO ch 14	CHOW ch 68 (64) Queen Elizabeth	TCOO ch 15 Colony Saved	TCOO ch 16 Pocahontas	TCOO ch 17 Redmen/ White Brothers	TCOO ch 18 Duel w/ Tyranny	TCOO ch 19 Coming of Cavaliers	TCOO ch 20 Bacon's Rebellion	TCOO ch 21 Golden Horseshoe	CHOW ch 69 (65) TCOO ch 22 Pilgrim
<i>Island Story</i>	ch 72 Raleigh	ch 73 Queen's Favorite	ch 74 Guy Fawkes	c 75 Mayflower	ch 76 A Blow for Freedom	ch 77 King Quarreled	ch 78 King to Death	ch 79 Prince Adventures	ch 80 Lord Protector	ch 81 Death in London	ch 82 London Burned	
<i>Trial and Triumph</i>		Ann Askew			Bishop Martyrs				John Knox			
BioBard <i>ORBess</i>	spread over term											
Geo <i>MarcoPolo</i>	spread over year											
Nat Hist <i>Pagoo/Secrets</i>	Pagoo: ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	ch 20	Secrets: Tookhees 1/2	Tookhees 2/2	Wilderness Byway	Keonekh 1/2	Keonekh 2/2
<i>Drop of Water [experiments]</i>	13 Clouds [C. Nuclei]	14 Snowflakes [Snowflakes]	15 Endless Variety	16 Frost, Dew [Dew]	17 Water, Light [Refraction, Rainbows, Sph Raindrops]							
Lit/Tales: <i>Tall Tales</i>	Mike Fink			Davy Crockett				Johnny Appleseed				
<i>The Heroes/ Parables of Nature</i>		Heroes: Argonauts I	Parables: Inferior Animals	Heroes: Argonauts, II	Heroes: Argonauts, III	Parables: General Thaw		Parables: Light of Life	Heroes: Argonauts, IV	Heroes: Argonauts, V	Heroes: Argonauts, VI	Parables: Gifts
<i>ChildrNew Forest</i>	ch 1-3	ch 4-6	ch 7-8	ch 9-10	ch 11-12	ch 13-14	ch 15-16	ch 17-18	ch 19-20	ch 21-22	ch 23-24	ch 25-end
<i>Shakespeare*</i>		Taming of the Shrew	<i>Continue if needed</i>				Measure for Measure	<i>Continue if needed</i>				
<i>Pilgrim Progress</i>												

Poetry <i>Teasdale/Conkling</i>	(a poem/day)											
---------------------------------	--------------	--	--	--	--	--	--	--	--	--	--	--

Ambleside Online's - Year 3											Term 2 (Weeks 13-24)	
SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/Read</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's – Sunrise and Sunset, Why Sun Rises and Sets, Mid-day Lines (Spread over term)</i>											
<i>Art: Pict Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Compos</i>												
<i>Folksong</i>												
<i>Hymn</i>												
Free Reads:	A Little Princess by Frances Hodgson Burnett Water Babies by Charles Kingsley At the Back of the North Wind by George MacDonald Men of Iron by Howard Pyle Alice's Adventures In Wonderland by Lewis Carroll Through the Looking Glass by Lewis Carroll The Bears of Blue River by Charles Major Swallows and Amazons by Arthur Ransome *Unknown to History: Captivity of Mary of Scotland by Charlotte Yonge						Caddie Woodlawn by Carol Ryrie Brink On the Banks of Plum Creek by Laura Ingalls Wilder The Little White Horse by Elizabeth Goudge The Saturdays by Elizabeth Enright English Fairy Tales by Joseph Jacobs King of the Wind Marguerite Henry (18th century, Africa, France and England) The Four Story Mistake by Elizabeth Enright Then There Were Five by Elizabeth Enright The Wheel on the School by Meindert De Jong					

Ambleside Online's - Year 3											Term 3 (Weeks 25-36)	
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>NT: Luke</i>	15:1-32	16:1-31	17:1-37	18:1-27	18:28-43	19:1-40	19:41-20:19	20:20-47	21:1-22:23	22:24-62	22:63-23:48	23:49-24:53
<i>Old Testament Numbers, with cross refs</i>	16, Korah, Dathan and Abiram	20:1-13, Deut 32:51, Ps 106:32-33	-----	22, Micah 6:5-8	23, 24:1-20, Micah 6:5-8, 2Pet 2:15, Rev 2:14	-----	Deut 16 (Leviticus 23:34-43 optional)	20:23-21:10; 20:1	-----	Deut 31	Deut 34:5, Mk 12:26-27, Mt 17:1-8, Lk 9:28-36	-----
History: <i>CHOW/TCOO</i>	TCOO ch 23 Mass.	CHOW ch 70 (66) James Servant	TCOO ch 24, Harry Vane		TCOO ch 25 Anne Hutchinson		TCOO ch 26 Harvard		TCOO ch 27 Quakers in England		TCOO ch 28 Maine and Hampshire	
<i>Island Story</i>	ch 83 Fiery Cross	84 King of Monmouth	ch 85 Seven Bishops	86 William Deliverer	87 London-derry	ch 88 Sad Day	ch 89 Union Jack	ch 90 Earl of Mar	91 Bonnie Prince	ch 92 Flora MacDonald	ch 93 Hole of Calcutta	94 Canada Won
<i>Trial and Triumph</i>	Jeanne d' Albret				Duchess of Ferrara				Warrior King			
<i>Landing Pilgr</i>	pg 1-9	pg 10-23	pg 24-34	pg 35-51	pg 52-60	pg 61-73	pg 74-84	pg 85-100	pg 101-110	pg 111-124	pg 125-138	pg 139-end
Geo <i>Marco Polo</i>	spread ovr yr											
Natural History: <i>Secrets Woods</i>	Koskomenos 1/2	Koskomenos 2/2	Meeko 1/2	Meeko 2/2	Ol' Beech Pa'tridge 1/2	Ol' Beech Pa'tridge 2/2	Deer - Summer Woods	Deer - Still Hunting 1/2	Deer - Still Hunting 2/2	Deer - Winter Trails 1/2	Deer - Winter Trails 1/2	Deer - Snow Bound
Lit/Tales: <i>Tall Tales</i>	John Henry					Joe Magarac						
<i>The Heroes/ Parables of Nature</i>	Heroes: Theseus, part 1		Heroes: Theseus, part 2	Parables: Night and Day		Parables: Kicking	Heroes: Theseus, part 3	Parables: Imperfect Instrument	Heroes: Theseus, part 4	Parables: Birds in the Nest		
<i>Jungle Book</i>	Mowgli's Brothers	Kaa's Hunting		Tiger! Tiger!	The White Seal		Rikki-tikki-tavi		Toomai of Elephants		Majesty's Servants	
<i>Shakespeare</i>				Much Ado Nothing	<i>Continue if needed</i>							Hamlet
<i>Pilgr's Progr</i>	800 words	per week										
Poet <i>Longfellow</i>	(a poem/day)											

Ambleside Online's - Year 3										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Phonics/ Reading</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>Long's – 7and8, CM's – Plan of a Room through How Maps are Made (Spread over term)</i>											
<i>Art:Pict Study</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>												
<i>Folksong</i>												
<i>Hymn</i>												
<i>Free Reads:</i>	A Little Princess by Frances Hodgson Burnett Water Babies by Charles Kingsley At the Back of the North Wind by George MacDonald Men of Iron by Howard Pyle Alice's Adventures In Wonderland by Lewis Carroll Through the Looking Glass by Lewis Carroll The Bears of Blue River by Charles Major Swallows and Amazons by Arthur Ransome *Unknown to History: Captivity of Mary of Scotland by Charlotte Yonge						Caddie Woodlawn by Carol Ryrie Brink On the Banks of Plum Creek by Laura Ingalls Wilder The Little White Horse by Elizabeth Goudge The Saturdays by Elizabeth Enright English Fairy Tales by Joseph Jacobs King of the Wind Marguerite Henry (18th century, Africa, France and England) The Four Story Mistake by Elizabeth Enright Then There Were Five by Elizabeth Enright The Wheel on the School by Meindert De Jong					

Ambleside Online's - Year 4										Term 1 (Weeks 1-12)		
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible <i>NT: Mark</i>		Mark 1:1-13	Mark 1:13-29		Mark 3	Mk 4:1-25		Mk 6:1-30	Mk 6:32-56		7:24-37; 8:1-21	8:27-38; 9:2-8
<i>Old Testament Joshua</i>	Joshua 1	Joshua 3		5:10-6:27 (Jericho)	Joshua 7		Joshua 9 (Gibeon)	Joshua 10:1-15		14; 15:16-20; 19:49-51	20; 21:41-45	
History <i>CHOW/TCOO</i>	TCOO ch 29 Connecticut CHOW 71-72 (67-68)	TCOO ch 30 New Haven	TCOO 31 Hunt for Regicides	TCOO ch 32 King Philip's War	TCOO ch 33 Charter Saved	TCOO ch 34 Witches of Salem	TCOO ch 35 Maryland	TCOO ch 36 New York	TCOO ch 37 New York	TCOO ch 38 Pirates!	TCOO ch 39 New Jersey	TCOO ch 40 Pennsylvania
<i>Answering the Cry</i>				Intro p.6	Pt 1 Fighting for Freedom				Ch 1 Boston King ½	Ch 1 Boston King ½		
<i>Trial and Triumph</i>	Richard, Lion of Covenant				Solway Martyrs				John Bunyan			
<i>Poor Richard</i>	pg 11-23	pg 25-31	pg 33-43	pg 45-55	pg 57-69	pg 71-77	pg 79-89	pg 91-101	pg 103-119	pg 121-133	pg 134-143	pg 144-159
Geography <i>Minn w/ Map</i>	ch 1		ch 2		ch 3		ch 4	ch 5		ch 6		ch 7
Natural History <i>Storybook of Science</i>	ch 1Six; 2 Fairy Tale and True	ch 3 City; 4 Cows	ch 5 Sheepfold; 6 Wily Dervish	ch 7 Numerous Family; 8 Pear Tree	ch 9 Age of Trees; 10 Animal Life	ch 11 Kettle; 12 Metals	ch 13 Metal Plating; 14 Gold/Iron	ch 18 Paper; 20 Printing	ch 21 Butterflies; 22 Big Eaters	ch 23 Silk; 24 Metamorphosis	ch25 Spiders; 26 Epeira's Bridge	ch 27 Spider's Web; 28 Chase
<i>Madam How Lady Why</i>	Preface	ch 1 The Glen to "than if I had given you a thousand pounds."	ch 1 The Glen from "But now that we know that How and Why" to "I leave you to guess."	ch 1 The Glen from "So now that I have taught you not" to "as a spade above ground."	ch 1 The Glen from "Now come to the edge of the glen" to "I will show you that it was true."	ch 1 The Glen from "But what could change a beautiful chine" to "in plain words, moving ice."	ch 1 The Glen from "About that moving ice, which" to "they are and were created."	ch 2 Earthquakes to "I myself once felt in the Pyrenees."	ch 2 Earthquakes from "I was travelling in the Pyrenees;" to "mercies that we are not consumed."	ch 2 Earthquakes from "You saw those pictures of the ruins of Arica" to "beach, and on to the land."	ch 2 Earthquakes from "But there is another way of accounting" to "of them which I have given you here."	ch 2 Earthquakes from "But you do not seem satisfied yet?" to "do you and I, and all of us, depend."
<i>GregorMendel</i>	All (pic bk)											
Literature <i>Age of Fable</i>	Preface	Ch 1 Intro 1/3	Ch 1 Intro 2/3	Ch 1 Intro 3/3	Ch 2 1/2	Ch 2 2/2	ch 3 Apollo and Daphne	3 Pyramus and Thisbe	3 Cephalus and Procris	ch 4 Juno	ch 4 Callisto	4 Diana and Actaeon
<i>R. Crusoe [*]</i>	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24
<i>Shakespeare</i>	<i>AO rotation</i>											
Poetry <i>Tennyson</i>	<i>A poem/day</i>											

* Some versions of Robinson Crusoe don't have chapter numbers, in that case, divide the book evenly over the term.

Ambleside Online's - Year 4								Term 1 (Weeks 1-12)				
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>	<i>[follow AO rotation]</i>											
<i>Plutarch</i>	<i>[follow AO rotation]</i>											
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography</i>	<i>CM's – Earth's Surface, Pt1&2, Highlands/Lowlands, Long's, 11&12 (Spread over term)</i>											
<i>Art: Picture Study</i>	<i>[follow AO rotation]</i>											
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>	<i>[follow AO rotation]</i>											
<i>Folksong</i>	<i>[follow AO rotation]</i>											
<i>Hymn</i>	<i>[follow AO rotation]</i>											
Free Reads:	**Calico Captive OR The Sign of the Beaver by Elizabeth George Speare ***Johnny Tremain by Esther Forbes ***The Reb and the Redcoats by Constance Savery Tree of Freedom by Rebecca Caudill Amos Fortune, Free Man by Elizabeth Yates Justin Morgan had a Horse, Marguerite Henry Black Beauty by Anna Sewell Pollyanna by Eleanor Porter Secret Garden by Frances Hodgson Burnett The Railway Children by Edith Nesbit A Book of Golden Deeds by Charlotte Yonge						Bambi by Felix Salten The Chronicles of Narnia series by C.S. Lewis Little Britches series by Ralph Moody Lassie Come Home by Eric Knight Gentle Ben by Walt Morey Gone Away Lake by Elizabeth Enright Thimble Summer by Elizabeth Enright Return To Gone Away by Elizabeth Enright By the Shores of Silver Lake by Laura Ingalls Wilder Complete Peterkin Papers by Lucretia Hale The Borrowers by Mary Norton					

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 4								Term 2 (Weeks 13-24)				
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>NT: Mark</i>	-----	Mk 9:14-33	Mk 9:33-10:17	-----	Mk 10:17-46	Mk 14:1-26	-----	Mk 14:26-50	Mk 14:53-15:15	-----	15:15-42 Crucifixion	Mk 15:42-47; 16 Resurrection
<i>OT-Josh/Judges</i>	Joshua 22	24	-----	Judges 2	Jud 3:7-15, 31; 4:1-15		5 Deborah	6 Gideon	-----	7 Gideon	11 Jephthah	-----
History <i>TCOO</i>		TCOO ch 41 Franklin to Philadelphia	TCOO ch 42 N. & S. Carolina	TCOO ch 43 War in Carolinas	TCOO ch 44 Georgia	TCOO 45 Mississippi Discovered	TCOO ch 46 William's War/ Anne's War	TCOO ch 47 Mississippi Bubble	TCOO ch 48 Disaster for the British	TCOO ch 49 End French in America	TCOO ch 50 Rebellion of Pontiac	TCOO ch 51 Boston Tea Party
<i>Answering the Cry</i>		Ch 2 Agrippa Hull 1/2***	Ch 2 Agrippa Hull 1/2							Ch 3 James A. Lafayette 1/2	Ch 3 James A. Lafayette ½	
<i>Trial Triumph</i>	Jonathan Edwards				George Whitefield				John Wesley			
<i>George's World</i>	Beginning- 19**	pg 19-31	pg 32-44	pg 45-58	pg 59-74	pg 75-90	pg 91-103	pg 104-121	pg 122-139	pg 140-148	pg 149-158	pg 158-175
<i>Abigail Adams</i>	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
<i>Ocean Truth</i>				ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9
Geography <i>Minn w/ Map</i>		ch 8		ch 9		ch 10	ch 11		ch 12		ch 13	
Natural Hist <i>Storybook of Science</i>	ch 29 Venomous Insects; ch 30 Venom	ch 31 Viper/Scorpion ; ch 32 Nettle	ch 33 Caterpillars; ch 34 Storm	ch 35 Electricity; 36/37 Experimentsw/ Cat, Paper	38 Franklin/ De Romas; ch 39 Thunder /Lightning	ch 40 Thunderbolt; ch 41 Clouds	ch 42 Sound; ch 43 Experiment w/ Cold Water	ch 44 Rain; ch 45 Volcanoes	ch 46 Catania; ch 47 Pliny	ch 48 Boiling Pot; ch 49 Locomotive	ch 50 Emile Observes; 51 Journey to the end...	ch 52 Earth; ch 53 Atmosphere
<i>MHLW</i>	ch 3 Volcanoes to "him with the Gorgon's head."	ch 3 Volcanoes from "But you will see, too, that most of these red" to "made, or an old one re- opened."	ch 3 Volcanoes from "Now we can understand why earthquakes" to "and streams of lava from its sides."	ch 3 Volcanoes from "And now, I suppose, you will want to know" to "but how that can be, we know not."	ch 3 Volcanoes from "Why is a volcano shaped like a cone?" to "get a trowel and try this experiment."	ch 3 Volcanoes from "Now you ought to understand what" to "artillery underneath our feet."	ch 4 Transformation of . . . Soil to "seas which are now firm dry land."	ch 4 Transformation of . . . Soil from "This is very strange." to "not time to tell about everything."	ch 4 Transformation of . . . Soil from "And now you will ask me" to "world could get on at all."	ch 4 Transformation of . . . Soil from "Of course, when the lava first cools" to "before the worlds were made."	ch 4 Transformation of . . . Soil from "But now I see you want to ask" to "soil fit to feed a great people."	ch 4 Transformation of . . . Soil from "And now think what a wonderful" to "even as seems good to Him."
Literature <i>Age of Fable</i>	4 Latona and Rustics	ch 5 Phaeton 1/2	ch 5 Phaeton 2/2	ch 6 Midas	ch 6 Baucis Philemon	ch7 Prosperine 1/2	ch 7 Proserpine 2/2	7 Claucus Scylla	ch 8 Pygmalion	ch 8 Dryope	ch 8 Venus and Adonis	8 Apollo Hyacinthus
<i>Crusoe*</i>	Crusoe25-26	27-end	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
<i>Kidnapped</i>	-----	-----	1-2	ch 3-4	ch 5-6	ch 7-8	ch 9-10	ch 11-12	ch 13-14	ch 15-16	ch 17-18	ch 19-20
<i>Shakespeare</i>	[follow AO rotation]											
Poet <i>Dickenson</i>	a poem	per day										

* Some versions of **Robinson Crusoe** don't have chapter numbers, in that case, divide the book evenly over the term.

** **George Washington's World** - there are multiple versions, please see Y4 Schedule page for more details about scheduling this book.

***One instance of a racial slur.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 4								Term 2 (Weeks 13-24)				
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: <i>Math</i>												
<i>Handwriting/ Copywork</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i>	<i>[follow AO rotation]</i>											
<i>Plutarch</i>	<i>[follow AO rotation]</i>											
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>Long's ch13-19, CM's Rivers (Spread over term)</i>											
<i>Art: Picture Study</i>	<i>[follow AO rotation]</i>											
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Composer</i>	<i>[follow AO rotation]</i>											
<i>Folksong</i>	<i>[follow AO rotation]</i>											
<i>Hymn</i>	<i>[follow AO rotation]</i>											
<i>Free Reads:</i>	**Calico Captive OR The Sign of the Beaver by Elizabeth George Speare ***Johnny Tremain by Esther Forbes ***The Reb and the Redcoats by Constance Savery Tree of Freedom by Rebecca Caudill Amos Fortune, Free Man by Elizabeth Yates Justin Morgan had a Horse, Marguerite Henry Black Beauty by Anna Sewell Pollyanna by Eleanor Porter Secret Garden by Frances Hodgson Burnett The Railway Children by Edith Nesbit A Book of Golden Deeds by Charlotte Yonge						Bambi by Felix Salten The Chronicles of Narnia series by C.S. Lewis Little Britches series by Ralph Moody Lassie Come Home by Eric Knight Gentle Ben by Walt Morey Gone Away Lake by Elizabeth Enright Thimble Summer by Elizabeth Enright Return To Gone Away by Elizabeth Enright By the Shores of Silver Lake by Laura Ingalls Wilder Complete Peterkin Papers by Lucretia Hale The Borrowers by Mary Norton					

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 4										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>NT: Acts</i>		Acts 1	Acts 2		2:37-3:26	Acts 4:1-32		4:32-5:17	5:17-6:8		6:8; 7:54-8:5	8:5-40
<i>OT: Judges; 1 Samuel</i>	Judges 13:1-8,24-25; 14	Judges 16:4-31		1 Sam 1 2:1-11	1 Sam 2:26-30; 3		1 Sam 4	1 Sam 5; 6		1 Sam 7	1 Sam 8	
History <i>CHOW/TCOO</i>	TCOO ch 52 Paul Revere	TCOO ch 53 Bunker Hill	TCOO ch 54 War in Canada	TCOO ch 55 Birth of Nation	TCOO ch 56 Trenton; Princeton	TCOO 57 Burgoyne's Campaign1	TCOO 58 Burgoyne's Campaign2	TCOO 59 Brandywine-Valley Forge	TCOO ch 60 War on Sea	TCOO ch 61 Battle of Monmouth	TCOO ch 62 A Great Crime	TCOO ch 63 Turning Point
<i>Answering the Cry</i>		Pt 2 Cradle of Liberty			Ch 4 Phillis Wheatley ½	Ch 4 Phillis Wheatley ½						
<i>Trial and Triumph</i>				John Newton					David Brainerd			
<i>George's World*</i>	pg 176-194	pg 195-210	pg 211-224	pg 225-233	pg 234-244	pg 249-263	pg 264-276	pg 277-295	pg 296-315	pg 316-327	pg 328-336	pg 336-349
<i>Abigail Adams</i>	ch 13	ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	ch 20	ch 21	ch 22	ch 23	ch 24
<i>Ocean Truth</i>	ch 10	ch 11	ch 12	ch 13	ch 14	ch 15	ch 16	ch 17	ch 18	Epilogue		
Geography <i>Minn w/ Map</i>	ch 14	ch 15		ch 16		ch 17		ch 18		ch 19		ch 20
Natural History <i>StorybookScience</i>	ch 54 Sun; 55 Day and Night	ch 56 Year, Season; 57 Belladonna	ch 58 Poisonous Plants; 59 Blossom	ch 60 Fruit; 61 Pollen	ch 62 Bumblebee; ch 63 Mushrooms	ch 64 Woods; 65 Orange-Agaric	ch 66 Earthquakes; ch 70 Shells	ch 71 Spiral Snail; ch 72 Pearls	ch 73 The Sea; ch 74 Waves, Salt, Seaweed	ch 75 Running Waters; ch 76 Swarm	ch 77 Wax; ch 78 Cells	ch 79 Honey; ch 80 Queen Bee
<i>MHLW</i>	ch 5 The Ice-Plough to "that land is to be fit to live in."	ch 5 The Ice-Plough from "Now you must not ask me to tell" to "ground on which we live."	ch 5 The Ice-Plough from "Do I mean that there were ever" to "ice-plough are among them."	ch 5 The Ice-Plough from "If you ever travel along" to "we will talk of it next time.)"	ch 6 The True Fairy Tale to "first chapter of my fairy tale."	ch 6 The True Fairy Tale from "Now while all this was going on," to "marvels you ever read in fairy tales."	ch 6 The True Fairy Tale from "You may find the flint weapons" to "facts? Who, but God?"	ch 6 The True Fairy Tale from "Then truth is as much larger" to "but this is the fairyland of God."	On Wisdom and Foolishness from "(Boy): Father, do you think me silly" to "whole world wiser than John."	-----	-----	-----
Literature <i>Age of Fable</i>	ch 9 Ceyx and Halcyone ½	ch 9 Ceyx and Halcyone ½	ch 10 Vertimnus and Pomona	ch 11 Cupid and Psyche ½	ch 11 Cupid and Psyche ½	ch 12 Cadmus	ch 12 Myrmidons	ch 13 Nisus and Scyll	ch 13 Echo and Narcissus	ch 13 Clytle, Hero and Leander	ch 14 Minerva	ch 14 Niobe
<i>Kidnapped/Rip/ Paul Revere</i>	ch 21-22	ch 23-24	ch 25-26	ch 27-28	ch 29-30	Rip Van Winkle ½	Rip Van Winkle ½	Paul Revere's Ride	Legend of Sleepy Hollow ¼	Legend Sleepy Hollow ¼	Legend of Sleepy Hollow ¼	Legend Sleepy Hollow ¼
<i>Incredible Journey</i>	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	
<i>Shakespeare</i>	<i>[follow AO rotation]</i>											
Poetry <i>Wordsworth</i>	<i>[a poem/ day]</i>											

* **George Washington's World** - there are multiple versions, please see Y4 Schedule page for more details about scheduling this book.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 4							<i>Term 3 (Weeks 25-36)</i>					
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: <i>Math</i>												
<i>Handwriting/</i> <i>Copywork</i>												
<i>Foreign</i> <i>Language</i>												
Weekly Work: <i>Nature Study</i>	<i>[follow AO rotation]</i>											
<i>Plutarch</i>	<i>[follow AO rotation]</i>											
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography:</i>	<i>CM's – Countries, Waters of Earth Pt 1&2, Oceans, Long's 21&22 (Spread over term)</i>											
<i>Art: Pict Study</i>	<i>[follow AO rotation]</i>											
<i>Drawing</i>												
<i>Handicrafts</i>												
<i>Music: Comp</i>	<i>[follow AO rotation]</i>											
<i>Folksong</i>	<i>[follow AO rotation]</i>											
<i>Hymn</i>	<i>[follow AO rotation]</i>											
<i>Free Reads:</i>	**Calico Captive OR The Sign of the Beaver by Elizabeth George Speare ***Johnny Tremain by Esther Forbes ***The Reb and the Redcoats by Constance Savery Tree of Freedom by Rebecca Caudill Amos Fortune, Free Man by Elizabeth Yates Justin Morgan had a Horse, Marguerite Henry Black Beauty by Anna Sewell Pollyanna by Eleanor Porter Secret Garden by Frances Hodgson Burnett The Railway Children by Edith Nesbit A Book of Golden Deeds by Charlotte Yonge						Bambi by Felix Salten The Chronicles of Narnia series by C.S. Lewis Little Britches series by Ralph Moody Lassie Come Home by Eric Knight Gentle Ben by Walt Morey Gone Away Lake by Elizabeth Enright Thimble Summer by Elizabeth Enright Return To Gone Away by Elizabeth Enright By the Shores of Silver Lake by Laura Ingalls Wilder Complete Peterkin Papers by Lucretia Hale The Borrowers by Mary Norton					

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 5

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible <i>New Testament</i>	Luke 2:1-17	Luke 2:40-52	Mt 3:1-4:12	Jn 1:35-51	Jn 2:1-12	Jn 2:12-23	Jn 3:22-30, 4:1-4	Mk 1:14-21	Mk 1:21-45	Lk 4:16-31; Mk 6:1-7	Mk 2:1-13	Mt 9:9-14; Mk 2:14-22; Lk 5:24-39
<i>Old Testament</i>	1 Sam 9; 10:17-27; 11; 14:24-46; 15	1 Sam 16:14; 18:1-15; 28:3-25; 31	--	1 Sam 16:1-13; 17	1 Sam. 18:1; 1 Sam. 20; 1 Sam. 23:14-19		1 Sam. 21; 22:1-5; 23; 24; 2 Sam. 1; Psalms 7; 11	2 Sam. 2:1-8; 3:32-36; 5:1-12; Ps 24; 1Chr. 15		2 Sam. 11; 12:1-15; and Psalm 51	1 Kings 3:5-14; 4:20-23, 32; 10:21-23; 11:1-4	
History <i>TCOO</i>	TCOO ch 64 Washington	TCOO ch 65 Adams	TCOO ch 66 Jefferson	TCOO ch 67 Jefferson	TCOO ch 68 Jefferson	TCOO ch 69 Madison	TCOO ch 70 Madison	TCOO ch 71 Monroe	TCOO ch 72 Adams	TCOO ch 73 Jackson	TCOO ch 74 Harrison	TCOO ch 75 Tyler
<i>Answering the Cry</i>					Ch 5 Elizabeth Freeman ½	Ch 5 Elizabeth Freeman ½						
<i>Trial Triumph</i>	William Carey			David Livingstone				John Paton				
<i>Lincoln's World</i>	pg ix-pg 18 or CHOW 77-78	pg 18-31	pg 32-44	pg 44-55	pg 56-73	pg 73-83	pg 84-95	pg 96-107	pg 108-120	pg 121-134	pg 139-149	pg 150-164
<i>Bell/Curie bio</i>												
<i>Of Courage Undaunted</i>	pg 13-20	pg 20-27	pg 29-37	pg 38-45	pg 46-55	pg 56-61	pg 63-69	pg 70-77	pg 78-86	pg 86-94	pg 95-98	pg 100-111
Geography <i>Halliburton</i>	ch 1 Bridge	ch 2 Golden Gate	ch 3 Highest Waterfall	ch 4 Deepest Canyon	ch 5 Greatest Dam	ch 6 Niagara	ch 7 New York	ch 8 Washington	ch 9 Fort Jefferson	ch 10 Popocatepetl	ch 11 Rain God's City	ch 12 Castle
Science/Natural History <i>MHLW</i>	ch 7 The Chalk-Carts to "surely come to a cave at last."	ch 7 The Chalk-Carts from "You can see now why the chalk-downs" to "beyond all that we can ask or think."	ch 7 The Chalk-Carts from "But you will say now that we" to "talk about--we don't know what."	ch 8 Madam How's Two Grandsons from "You want to know, then, what chalk is?" to "has ever yet done in the world."	ch 8 Madam How's Two Grandsons from "Now you must remember, whenever" to "worry about that too much for now."	ch 8 Madam How's Two Grandsons from "About this piece of limestone, however" to "the last three hundred years or so."	ch 8 Madam How's Two Grandsons from "But how is it that Analysis and Synthesis" to "down, and whole ranges of hills."	ch 8 Madam How's Two Grandsons from "No one knew anything, I believe" to "humankind has lost in the deep seas."	ch 9 The Coral Reef to "guess, what wonder may come next."	ch 9 The Coral Reef from "Now we will go back to our story," to "Australia for nearly a thousand miles."	ch 9 The Coral Reef throughout a great part" to "does not think nor reason either."	ch 9 The Coral Reef from "(Boy): Then were there many coral reefs" to "according to the ideas of His Eternal Mind?"
<i>Wild Animals</i>	Note	Silverspot I	Silverspot II	Silverspot III	Raggylug I	Raggylug II	Raggylug III	Raggylug IV V	Raggylug VI	Raggylug VII	Raggylug VIII	
<i>Nature Reader</i>	Ch 1 Blood	ch 2 Blood	ch 3 Earth	ch 4 Teeth	ch 5 Teeth	ch 6 Blood	ch7 Breathing	ch 8 Brain	ch 9 Mind	ch 10 Seeing	ch 11 Eye	--
<i>Inventions</i>	Ch 1 pg 1-10	Ch 1 pg 11-24	Ch 2 pg 25-36	Ch 2 pg 37-45	Ch 2 pg 46-54	--	Ch 3 pg 55-68	Ch 3 pg 69-82	Ch 4 pg 83-92	Ch 4 p 93-100	Ch5 p 101-106	Ch5 p 107-120
Literature <i>Age of Fable</i>	ch 15 Graeae to Atlas	ch 15 Sea Monster	16 Monsters, Sphinx	16 Pegasus-Gryphon	ch 17 Golden Fleece	ch 17 Medea and Aeson	ch 18 Meleager	ch 18 Atlanta	ch 19 Hercules		19 Hebe and Ganymede	ch 19 Theseus
<i>King Arthur***</i>	Bk 1, ch 1-2	Bk 1, ch 3-4	Bk 2, ch 1-2	Bk 2, ch 3-4	Bk 2 ch 5-6	Bk 2 ch 7-8	Bk 3 ch 1-2	Bk 3 ch 3-4	Bk 3 ch 5-6	Bk 3 ch 7	Bk 4 ch 1-2	Bk 4 ch 3+Epil
Poetry <i>Kipling</i>	<i>A poem/day</i>											

* **Abraham Lincoln's World**, see Y5 Schedule page for section divisions

** **Christian Liberty's Nature Reader** – See Y5 Schedule page for scheduling the 2002 edition.

*** King Arthur readings are based on Green's book. If you chose Pyle's book, see Y5's schedule page or divide readings evenly over term.

Ambleside Online's - Year 5							Term 1 (Weeks 1-12)					
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
<i>Handwriting/Copywork</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study [*]</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Grammar</i>												
<i>Dictation</i>												
<i>Timeline</i>												
<i>Recitation</i>												
<i>Geography: Long's</i>	<i>Ch 24-27, Spread over term</i>											
Art: Picture Study [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer [*]</i>												
<i>Folksong [*]</i>												
<i>Hymn [*]</i>												
Free Reads:	Little Women by Louisa May Alcott A Christmas Carol by Charles Dickens Captains Courageous by Rudyard Kipling Puck of Pook's Hill by Rudyard Kipling The Adventures of Tom Sawyer by Mark Twain The Prince and the Pauper by Mark Twain Treasure Island by Robert Louis Stevenson Lad: A Dog by Albert Payson Terhune The Treasure Seekers by Edith Nesbit The Wouldbegoods by Edith Nesbit Anne of Green Gables by Lucy Maud Montgomery Little Town on the Prairie by Laura Ingalls Wilder The Long Winter by Laura Ingalls Wilder						These Happy Golden Years by Laura Ingalls Wilder The First Four Years by Laura Ingalls Wilder Rebecca of Sunnybrook Farm by Kate Douglas Wiggin Hans Brinker by Mary Mapes Dodge Michael Faraday, Father of Electronics by Charles Ludwig *Carry On, Mr. Bowditch by Jean Lee Latham **Rifles for Watie by Harold Keith **Across Five Aprils by Irene Hunt ***Rilla of Ingleside (7 of the Anne series) by Lucy Maud Montgomery; shows WWI effects on a community ***Falcons of France by Charles Nordhoff , James Norman Hall ***Goodbye Mr. Chips by James Hilton The Story of My Life by Helen Keller					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 5

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>New Testament</i>	Mk 4-5	Mt. 12:1-38	Mk 1:14-16; 4:26-33	Lk 6:12-26; Mt. 5:1-10	Mt. 6:9-16; 7:7-12	Mk 4:1-20	Mt. 5:21-48	Matt. 6:25-7:6	Luke 7:1-17	Luke 7:17-29; Matt. 14:1-12	Mark 6:30-56	Mark 8:27; 9:1-8
<i>Old Testament</i>	1 Kings 12	1 Kings 16:29-34; 17		1 Kings 18	1 Ki 19; 21; 22:34; 2 Ki 9:30-33		2 Kings 2; 4; 5; 6:1-23	2 Ki 14:23-24; Jo 1; Amos 1, 6		Ho 1; 5; 2 Ki 15:27-32; 17	1 Kings 15:9-34, 2 Kings 11	
History: <i>TCOO</i>	ch 76 Polk	ch 77 Polk	ch 78 Taylor	ch 79 Fillmore	ch 80 Pierce	ch 81 Buchanan	c 82 Buchanan	ch 83 Lincoln	ch 84 Lincoln	ch 85 Lincoln	ch 86 Lincoln	ch 87 Lincoln
<i>Answering the Cry</i>							Ch 6 Prince Hall ½	Ch 6 Prince Hall ½				
<i>Trial Triumph</i>	Hudson Taylor					Amy Carmichael				Charles Spurgeon		
<i>Lincoln's World</i>	pg 165-173	pg 174-183	pg 184-199	pg 200-208	pg 213-224	pg 225-237	pg 238-252	pg 253-271	pg 272-294	pg 295-303	pg 304-322	pg 323-342
<i>Bell /Curie/Carver</i>							Start Carver bio					
<i>Of Courage Undaunted</i>	pg 111-122	pg 122-130	pg 131-136	pg 136-145	pg 145-152	pg 153-163						
<i>Carry a Big Stick</i>							Intro; 25-31	pg 32-44	pg 45-53	pg 54-62	pg 63-74	pg 75-82
Geography <i>Halliburton</i>	ch 13 Panama	ch 14 Angel Architects	ch 15 Iguaza Falls	ch 16 River of January	ch 17 Gibraltar	ch 18 Carcassonne	ch 19 Mount St Michael	ch 20 Ornament	ch 21 Tiger of Alps	ch 22 St. Bernard	ch 23 St. Peter's	ch 24 August 24
Science/ Natural History <i>MHLW</i>	ch 10 Field and Wild to "more time to read, and learn, and think."	ch 10 Field and Wild from "But now we will talk about the hay:" to "far less. But so it must be."	ch 10 Field and Wild from "You must learn the alphabet" to "that the hayfield was always there."	ch 10 Field and Wild from "(Boy): How did men change the soil" to "begun and had not time to finish."	ch 10 Field and Wild from "That moor is a pattern bit" to "existence against other people."	ch 10 Field and Wild from "No wiser than pigs" to "still playing among the haycocks."	ch 11 The World's End from "Hullo! hi! wake up. Jump out" to "chips it has left behind."	ch 11 The World's End from "Now then, down over the lawn" to "the glacier at its foot."	ch 11 The World's End from "See, as we have been talking," to "place all round as far as it can go."	ch 11 The World's End from "So St. Patrick's Cabbage got" to "that so it must have been."	ch 11 The World's End from "And now I will tell you something stranger" to "luncheon must be ready."	ch 11 The World's End from "Why are you opening your eyes" to "durable riches and righteousness."
<i>Wild Animals</i>	Bingo I	Bingo II	Bingo III IV	Bingo V	Bingo VI	Bingo 7, 8	Mustang I	Mustang II	Mustang III	Mustang IV	Mustang V	Mustang VI
<i>Christian Nature Reader</i>	ch 12 Hearing	ch 13 Smell, Taste,Touch	ch 14 Bones	ch 15 Bones	ch 16 Muscles	ch 17 More Muscles		18 Brain and Nerves/Hand	ch 19 Mach, Hands	ch 20 Hand/ --	21 Animals Hands/Variety	--
<i>Inventions</i>	Ch6, p121-128	Ch6, p129-140	Ch7, p141-148	Ch7, p149-54	Ch7, p155-end	Ch8, 169-179	Ch8, p180-end	Ch9, p193-201	Ch9, p202-210	Ch9, p211-222	Ch10, p223-34	Ch10 235-end
Literature <i>Age of Fable</i>	19 Olympics, Pollux	ch 20 Bacchus	ch 20 Ariadne	ch 22 Rural Deities	ch 22 Erisichthon	ch 22 Rhoecus	23 Achelous and Hercules	23 Admetus and Alcestis	23 Antigone, Penelope	24 Orpheus and Eurydice	ch 24 Aristaeus	24 Amphion, Musaesus
<i>Oliver Twist</i>	Ch 1-3	Ch 4-8	Ch 9-14	Ch 15-19	Ch 20-23	Ch 24-28	Ch 29-32	Ch 33-37	Ch 38-41	Ch 42-45	Ch 46-49	Ch 50-53
Poet <i>Longfellow</i>	A poem/day											

* **Abraham Lincoln's World** - There are multiple versions, please see Y5 Schedule page for more details about scheduling this book.

** **Christian Liberty's Nature Reader** – See Y5 Schedule page for scheduling the 2002 edition.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 5										Term 2 (Weeks 13-24)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: Math												
Handwriting/Copywork												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Grammar												
Dictation												
Timeline												
Recitation												
Geography: Long's	Ch 29-32, Spread over term											
Picture Study [*]												
Drawing												
Handicrafts												
Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	Little Women by Louisa May Alcott A Christmas Carol by Charles Dickens Captains Courageous by Rudyard Kipling Puck of Pook's Hill by Rudyard Kipling The Adventures of Tom Sawyer by Mark Twain The Prince and the Pauper by Mark Twain Treasure Island by Robert Louis Stevenson Lad: A Dog by Albert Payson Terhune The Treasure Seekers by Edith Nesbit The Wouldbegoods by Edith Nesbit Anne of Green Gables by Lucy Maud Montgomery Little Town on the Prairie by Laura Ingalls Wilder The Long Winter by Laura Ingalls Wilder						These Happy Golden Years by Laura Ingalls Wilder The First Four Years by Laura Ingalls Wilder Rebecca of Sunnybrook Farm by Kate Douglas Wiggin Hans Brinker by Mary Mapes Dodge Michael Faraday, Father of Electronics by Charles Ludwig *Carry On, Mr. Bowditch by Jean Lee Latham **Rifles for Watie by Harold Keith **Across Five Aprils by Irene Hunt ***Rilla of Ingleside (7 of the Anne series) by Lucy Maud Montgomery; shows WWI effects on a community ***Falcons of France by Charles Nordhoff , James Norman Hall ***Goodbye Mr. Chips by James Hilton The Story of My Life by Helen Keller					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 5

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>New Testament</i>	Mt. 18:1-8, 21-36; 19:13-15; Mk 9:30-38; 10:1	John 7:14-18 and 25-52	Luke 15	Luke 10:25-37; 16:19-31	Luke 14:1, 7-25	Matt. 25:1-13	Matt. 25:14-30	Matt. 25:31-46	John 10:22-42	John 11:1-46	John 11:47-57	Luke 18:31-19:10
<i>Old Testament</i>	2 Ki 11; 2 Chron. 25, 26	2 Chron. 26, Isaiah 6		2 Kings 18:1-6, 2 Chron. 29, 30	2 Kings 18:13-19:37; 2 Chron 32		2 Kings 20:1-11, 21; parts of 2 Kings 22-23 and 2 Chron 34	2 Ki 23:31-37; Jer 22:10-13; 26:1-16; Lam 1:1-3, 12;		Dan 3 and 5; Ps 137; Is 42:22, 51:19-23; 40:1-5; 45:1-5	Parts of Ezra; Neh 1; Neh 8; Ps 126	
History: <i>TCOO</i>	ch 88 Lincoln	ch 89 Lincoln	ch 90 Lincoln	ch 91 Lincoln	ch 92 Johnson	ch 93 Grant	ch 94 Hayes,	ch 95 Cleveland	ch 96 McKinley	ch 97 Roosevelt	ch 98 Wilson	ch 99 Wilson
<i>Answering the Cry</i>		Pt. 3 Women in the South		Ch 7 Mary Perth ½	Ch 7 Mary Perth ½			Ch 8 Ona Judge ½	Ch 8 Ona Judge ½			
<i>Story of World</i>	ch 1-2	ch 3-4	ch 5, 1/2 of 6	2/2 of 6, 7	ch 8-9	ch 10-11	ch 12-13	ch 14-15	16, 1/2 of 17	2/2 of 17, 18	ch 19-20	ch 21-22
<i>Trial Triumph</i>		Boxer Rebellion				Abraham Kuyper				J. Gresham Machen		
<i>Big Stick</i>	pg 83-87	pg 91-103	pg 104-112	pg 113-121	pg 122-132	pg 133-144	pg 145-154	pg 155-162	pg 163-172	pg 173-184	pg 185-193	pg 194-207
<i>Bio G.W.Carver</i>												
Geography <i>Halliburton</i>	ch 25 City That Rose	ch 26 Magic Grotto	ch 27 Athena Temple	ch 28 No Woman's	ch 29 Heart Russia	ch 30 Mother of Churches	ORIENT ch 1 Demetrius	ch 2 Halicarnassu	ch 3 Colossus	ch 4 Pharos	ch 5 First Wonder	ch 6 Pyramids
Science/ Nat. History <i>MHLW</i>	ch 12 Homeward Bound to "what the sea has carried off."	ch 12 Homeward Bound from "We are now well outside the harbour," to "simply from people's not thinking."	ch 12 Homeward Bound from "But what are all the birds" to "we went on board at night."	ch 12 Homeward Bound from "Oh! Where have we got to" to "than any suspension bridge."	ch 12 Homeward Bound from "Now we are settled in the train." to "right into the Somersetshire flats."	ch 12 Homeward Bound from "There. We are off at last," to "we have not time to stop and see."	ch 12 Homeward Bound from "Now look out at that clear limestone" to "than the slow old coaches did."	ch 12 Homeward Bound from "(Boy): I am so tired of looking" to "money just for want of science."	ch 12 Homeward Bound from "And now, look out again." to "the mouth of the Thames is now."	ch 12 Homeward Bound from "There, we are rumbling away" to "for those who love Him (1 Corinthians 2:9)."	----	----
<i>Wild Animals</i>	Wully I	Wully II	Wully III	Redruff I	Redruff II	Redruff III	Redruff IV	Redruff V	Redruff VI	Redruff VII		
<i>Nature Reader</i>	ch 22 Tools of Animals	ch 23 More Tools	24 Defense and Attack	ch 25 Wings	ch 26 Coverings	27 Beautiful Coverings	ch 28 Man Superior	ch 29 Thinking	ch 30 More Thinking	ch 31 Sleep	ch 32 Hygiene	--
<i>Inventions</i>	Ch 11 pg 247-258	Ch 11 pg 258-271	Ch 12 pg 271-280	Ch 12-end	Ch 13 pg 295-304	Ch 14 pg 305-314	Ch 15 pg 315-320	Ch 16 pg 321-326	Ch 17 pg 327-334	Ch 18 pg 335-435	Ch 19 pg 346-353	--
<i>Literature</i> <i>Age of Fable</i>	ch 25 Arion	ch 25 Ibycus	ch 25 Simonides, Sappho	ch 26 Diana - Orion	ch 26 Aurora, Tithonus; Acis, Galatea	ch 27 Trojan War	ch 27 Iliad (3 weeks)			ch 28 Fall of Troy (2 weeks)		ch 28 Agamemnon-Troy
<i>Kim (Kipling)</i>	ch 1	ch 2-3	ch 4	ch 5	ch 6-7	ch 8	ch 9	ch 10	ch 11	ch 12-13	ch 14	ch 15
Poetry: <i>Whittier; Dunbar</i>												

* **Christian Liberty's Nature Reader** – See Y5 Schedule page for scheduling the 2002 edition.

Ambleside Online's - Year 5								Term 3 (Weeks 25-36)				
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: Math												
Handwriting/Copywork												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Grammar												
Dictation												
Timeline												
Recitation												
Geography: Long's	Ch 33-35, Spread over term											
Picture Study [*]												
Drawing												
Handicrafts												
Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	Little Women by Louisa May Alcott A Christmas Carol by Charles Dickens Captains Courageous by Rudyard Kipling Puck of Pook's Hill by Rudyard Kipling The Adventures of Tom Sawyer by Mark Twain The Prince and the Pauper by Mark Twain Treasure Island by Robert Louis Stevenson Lad: A Dog by Albert Payson Terhune The Treasure Seekers by Edith Nesbit The Wouldbegoods by Edith Nesbit Anne of Green Gables by Lucy Maud Montgomery Little Town on the Prairie by Laura Ingalls Wilder The Long Winter by Laura Ingalls Wilder						These Happy Golden Years by Laura Ingalls Wilder The First Four Years by Laura Ingalls Wilder Rebecca of Sunnybrook Farm by Kate Douglas Wiggin Hans Brinker by Mary Mapes Dodge Michael Faraday, Father of Electronics by Charles Ludwig *Carry On, Mr. Bowditch by Jean Lee Latham **Rifles for Watie by Harold Keith **Across Five Aprils by Irene Hunt ***Rilla of Ingleside (7 of the Anne series) by Lucy Maud Montgomery; shows WWI effects on a community ***Falcons of France by Charles Nordhoff , James Norman Hall ***Goodbye Mr. Chips by James Hilton The Story of My Life by Helen Keller					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6								Term 1 (Weeks 1-12)				
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible <i>New Testament</i>	Jn 12:1-8; Lk 19:28-44 Palm Sunday	Matt. 21:23-43; 22:15-41 Warnings	Lk 22:1-21 Four Scenes Before the End	Matt. 26:30-46, Jn 14-17 Gethsemane	--	Matt. 26:57-27:7 Judas and Peter		Matt. 27:1-2; 11-31 The Roman Trial	Lk 23:26-47; Matt. 27:39-44 Crucifixion	Jn 19:38-20:23 An Easter		Matt. 28; Mark 16:1 Lessons of Easter
<i>OT: Genesis, Psalms, Proverbs</i>	Gn 1-4; Ps 1, 2; Pr 1:1-19	Gn 5-10; Ps 3, 4; Pr 1:20-33	Gn 11-16; Ps 5, 6; Pr 2:1-9	Gn 17-20; Ps 7, 8; Pr 2:10-22	Gn 21-24; Ps 9; Pr 3:1-20	Gn 25-28; Ps 10, 11; Pr 3:21-35	Gn 29-31; Ps 12, 13, 14; Pr 4:1-13	Gn 32-35; Ps 15, 16; Pr 4:14-27	Gn 36-39; Ps 17; Pr 5:1-14	Gn 40-42; Ps 18; Pr 5:15-23	Gn 43-46; Ps 19; Pr 6:1-19	Gn 47-50; Ps 20; Pr 6:20-35
<i>Trial Triumph</i>						C. S. Lewis			R Wurmbrand			
History <i>Story of World vol 4</i>	Ch 23-24	Ch 25	Ch 26-27	Ch 28 - ch 29 p 323	Second half of 29; ch 30	Ch 31-32	Ch 33 - ch 34 p 379	2nd half of ch 34, ch 35	Ch 36-37	Ch 38	Ch 39-40	Ch 41-42
<i>Answering the Cry</i>							Ch 9 Sally Hemmings ½ (Pre-read!)	Ch 9 Sally Hemmings ½				
<i>Story of Mankind</i>	ch 66 The US Comes of Age	ch 67 The Axis Partners; 68 Isolationism	ch 69 The Atlantic Charter	ch 70 Global War	ch 71 The U.N.							
<i>Never Give In</i>	pg 25-33	pg 34-46	pg 47-59	pg 60-69	pg 70-80	pg 81-93	pg 94-105	pg 106-113	pg 114-125	pg 126-137	pg 138-149	pg 150-161
Geography <i>Halliburton OR Hillyer</i>	ch 7 Labyrinth OR ch 36	ch 8 Slave City OR ch 37	ch 9 Smoke That Sounds OR ch 38	ch 10 Allah's Children OR ch 39	ch 11 Enchanted Temple OR ch 40	ch 12 Dead Sea OR ch 41	ch 13 Rock of Abraham OR ch 42	ch 14 Treasure Hunters OR ch 43	ch 15 Baalbek OR ch 44	ch 16 Zenobia OR ch 45	ch 17 Prince OR ch 46	ch 18 Babylon OR ch 47
Science <i>Couldn't Just Happen</i>	ch 1 The Universe and Its Origins 1/2	ch 1 The Universe and Its Origins 2/2	ch 2 What is the Solar System? 1/3	ch 2 The Outer Planets 2/3	ch 2 Dead planets 3/3	ch 3 Odd Planet 1/2	ch 3 Odd Planet 2/2	ch 4 World in the Making 1/2	ch 4 World in the Making 2/2	ch 5 Mysteries of the Earth pg 1/2	ch 5 Mysteries of the Earth 2/2	ch 6 How Science Works 1/2
<i>Sea Around Us</i>	Pt 1 ch 1 1/2	Pt 1 ch 1 2/2	Pt 1 ch 2 1/2	Pt 1 ch 2 2/2	Pt 1 ch 3 1/2	Pt 1 ch 3 2/2	Pt 1 ch 4 1/3	Pt 1 ch 4 2/3	Pt 1 ch 4 3/3	Pt 1 ch 5 1/3	Pt 1 ch 5 2/3	1 ch 5 3/3
<i>Einstein: Relativity</i>	Ch 1-2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10-11	ch 12	ch 13	ch 14
<i>Periodic Table</i>	Ch 1		Ch 2		Ch 3		Ch 4		Ch 5		Ch 6	
<i>The Elements</i>		Silver p 114, gold p 180		Copper p 76		Carbon p 24		Sulphur p 46		Arsenic p 86		Iron p 68
Literature <i>Age of Fable</i>	ch 29 Return of Ulysses	ch 29 The Laestrygonians	ch 29 Scylla, Charbdis, Calypso	ch 30 Phaeacians 1/2	ch 30 Phaeacians 2/2	ch 30 The Fate of the Suitors	ch 31 Adventures of Aeneas	ch 31 Dido, Palinurus	ch 32 Infernal Regions 1/2	ch 32 Infernal Regions 2/2	ch 32 Elysium, The Sibyl	ch 33 Camilla, Opening Gates
<i>The Hobbit</i>	Forward; ch1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
Poetry Frost	<i>A poem/day</i>											

* **History titles:** See Y6 schedule page for scheduling alternate titles: What Everyone Should Know about the 20th Century OR, Child's History of the World.

** **Biography of Einstein** (Theory of Relativity is scheduled; if you choose another title, divide the readings evenly over the term)

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6

Term 1 (Weeks 1-12)

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Book of Centuries												
Recitation												
Geography	Long's – Ch 37-39	(Spread over term)										
Mapwork												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<p>*Where the Red Fern Grows by Wilson Rawls 20th century *Roll of Thunder, Hear My Cry by Mildred D. Taylor *Blue Willow, by Doris Gates *Miracles on Maple Hill, by Virginia Sorensen *Letters from Rifka by Karen Hesse *Jungle Pilot: The Life and Witness of Nate Saint by Russel T. Hitt *The Von Trapp Family Singers by Maria Von Trapp *Snow Treasure by Marie McSwigan *Number the Stars by Lois Lowry *The Ark by Margo Benary-Isbert [OOP] *Winged Watchman by Hilda Van Stockum *The Endless Steppe: Growing Up in Siberia by Esther Hautzig *God's Smuggler by Brother Andrew *The Chestry Oak by Kate Seredy</p>						<p>*The Search for Planet X by Tony Simon [OOP] Rob Roy by Sir Walter Scott Adventures of Huckleberry Finn by Mark Twain Little Men by Louisa May Alcott Jack and Jill by Louisa May Alcott The Cricket on the Hearth by Charles Dickens The Swiss Family Robinson by Johann Wyss Call of the Wild by Jack London Twenty Thousand Leagues Under the Sea by Jules Verne Penrod by Booth Tarkington Little Brother of the Bear and School of the Woods by William J. Long ***The Bronze Bow by Elizabeth Speare ** ***Ben Hur by Lew Wallace</p>					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6								Term 2 (Weeks 13-24)				
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible NT: Acts	1:1-11	1:12-26	2:1-13	2:14-41	2:42-3:10	3:11-26	4:1-22	4:23-37	5:1-16	5:17-42	6	7:51-60
<i>OT: Job, Exodus</i>	Jb 1-7; Ps 21; Pr 7:1-5	Jb 8-14; Ps 22; Pr 7:6-27	Jb 15-21; Ps 23, 24; Pr 8:1-11	Jb 22-29; Ps 25; Pr 8:12-21	Jb 30-35; Ps 26, 27; Pr 8:22-35	Jb 36-41; Ps 28, 29; Pr 9:1-18	Jb 42, Ex 1-4; Ps 30, 31; Pr 10:1-11	Ex 5-9:12; Ps 32, 33; Pr 10:12-21	Ex 9:13-12; Ps 34; Pr 10:22-32	Ex 13-16:20; Ps 35; Pr 11:1-11	Ex 16:21-20; Ps 36; Pr 11:12-22	Ex 21-24; Ps 37; Pr 11:23-31
History <i>Augustus</i> <i>Caesar's World</i>	Janus, XI-XIII/Under a Lucky Star, The Ides of March, pg 5-13	Cleopatra and her Son, Caesar's Adopted Son, Cicero, pg 14-26	Conspirators Without a Plan, Mark Antony, Why is July pg 26-40	Gauls, Geese and Black Vultures, Octavian Plays the game, Bloody Finger Prints pg 41-54	Candles and Holly Berries, The Festival of Lights, Herod Future King of the Jews pg 55-70	Philippi and the Ghost, Antony and Octavian Divide the World pg 71-79	Horace and the Country Mouse, Antony and Cleopatra, Herod the Fugitive pg 80-92	Virgil and Isaiah, Octavia Weds Antony, Herod King of the Jews, To Athens and Return pg 93-106	The Future Empress, The Siege of Jerusalem, A Turning Point, The Love Story Ends pg 107-121	Herod and Mariamne, Triumph and Peace, Augustus Caesar pg 122-136	The Druids, Tales of the Wild Northwest, A Wedding, The Pantheon pg 137-151	A Bible for the Romans, The Story of Aeneas, Who Were the Roman Gods: Mars pg 152-61
<i>Answering the Cry</i>				Pt 4 Freedom Beginning	Ch 10 Paul Cuffe ½	Ch 10 Paul Cuffe ½			Ch 11 John Kizell ½	Ch 11 John Kizell ½		
<i>Story of Greeks</i>	Ch 1-9	Ch 10-19	ch 20-29	ch 30-39	ch 40-49	ch 50-58	ch 59-67	ch 68-77	ch 78-86	ch 87-96	ch 97-106	ch 107-115
<i>Genesis: Finding Roots</i>							Unit 1 God's Book 1/3	Unit 1 God's Book 2/3	Unit 1 God's Book 3/3	Unit 2 Book of Adam 1/3	Unit 2 Book of Adam 2/3	Unit 2 Book of Adam 3/3
<i>Never Give In</i>	pg 162-169	pg 170-181	pg 182-193	pg 194-205	pg 206-219	pg 220-228						
Geography <i>Halliburton OR Hillyer</i>	ch 19 Nightingales OR ch 48, 49	ch 20 Wonderland OR ch 50, 51	ch 21 Hindu Princess OR ch 52, 53	ch 22 Love Story OR ch 54, 55	ch 23 Glory of Asia OR ch 56, 57	ch 24 Top of the World OR ch 58, 59	ch 25 Land of Mystery OR ch 60, 61	ch 26 Palace OR ch 62, 63	ch 27 Thirty Million Idols OR ch 64, 65	ch 28 Tale from Jungle OR ch 66, 67	ch 29 Great Stone Serpent OR ch 66, 67	ch 30 Magic Mountain OR ch 70, 71
Science <i>Couldn't Just</i>	ch 6 How Science Works 2/2	ch 7 Life in a Test Tube?	ch 8 Mystery of the Moths 1/2	ch 8 Mystery of the Moths 2/2	ch 9 Record in the Rocks two-thirds	ch 9 last 1/3 + first two-thirds of 10	10 The Same, yet Different last third	ch 11 Wonders of Design 1/2	ch 11 Wonders of Design 2/2	ch 12 More Wonders of 1/2	ch 12 More Wonders 2/2	ch 13 When It Takes Two
<i>Sea Around Us</i>	Pt I ch 6	Pt I ch 7 1/3	Pt I ch 7 2/3	Pt I ch 7 3/3	Pt I ch 8 1/2	Pt 1 ch 8 2/2	Pt II ch 9 1/3	Pt II ch 9 2/3	Pt II ch 9 3/3	Pt II ch 10 1/4	Pt II ch 10 2/4	Pt II ch 10 3/4
<i>Archimedes</i>	ch 1-2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13
<i>PeriodicTable</i>	Ch 7		Ch 8		Ch 9		Ch 10		Ch 11		Ch 12	
<i>TheElements</i>		Tin pg 120		Lead pg 188		Hydrogen p 14 Helium p 16		Oxygen pg 28		Mercury pg 184		Nitrogen pg 26
Literature <i>Age of Fable</i>	33 Evander, Infant Rome	33 Nisus and Euryalus	33 Mezentius, Pallas, Camilla, Turnus	34 Pythagoras	34 Sybaris and Crotona, Myth of Osiris, Isis	34 Oracles: Oracle of Aesculapis	34 Oracle of Apis	35 Origin of Mythology	35 Statues of the gods: The Diana a La Biche	35 The Poets of Mythology: Ovid	36 Monsters, Phoenix, Cockatrice	36 The Unicorn, the Salamander
<i>The Hobbit; Animal Farm</i>	Hobbit: 13	ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	Animal Farm: ch 1-2	ch 3-4	ch 5-6	ch 7-8	ch 9-10
<i>Iliad Church</i>	1, 2, 3	4, 5, 6	7, 8	9	10, 11	12, 13	14, 15	16, 17	18, 19	20, 21	22, 23	24, 25, 26
<i>OR Sutcliff</i>	Golden Apple	Ship-Gather; Quarrel King	Single Combat	Women; Embassy	Horses; Red Rain	Battle Ships; Armor	Vengeance; Funeral Game	Ransom; Luck of Troy	WarriorWomn; Death Achilles	Poisoned Arrow	Wooden Horse	Fall of Troy
Poet Sandburg												

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6

Term 2 (Weeks 13-24)

SUBJECT	Week 13	Week 14	Week 15	Week 16	Week 16	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Book of Centuries												
Recitation												
Geography	Long's – Ch 41-42	(Spread over term)										
Mapwork												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<p>*Where the Red Fern Grows by Wilson Rawls 20th century *Roll of Thunder, Hear My Cry by Mildred D. Taylor *Blue Willow, by Doris Gates *Miracles on Maple Hill, by Virginia Sorensen *Letters from Rifka by Karen Hesse *Jungle Pilot: The Life and Witness of Nate Saint by Russel T. Hitt *The Von Trapp Family Singers by Maria Von Trapp *Snow Treasure by Marie McSwigan *Number the Stars by Lois Lowry *The Ark by Margo Benary-Isbert [OOP] *Winged Watchman by Hilda Van Stockum *The Endless Steppe: Growing Up in Siberia by Esther Hautzig *God's Smuggler by Brother Andrew *The Chestry Oak by Kate Seredy</p>						<p>*The Search for Planet X by Tony Simon [OOP] Rob Roy by Sir Walter Scott Adventures of Huckleberry Finn by Mark Twain Little Men by Louisa May Alcott Jack and Jill by Louisa May Alcott The Cricket on the Hearth by Charles Dickens The Swiss Family Robinson by Johann Wyss Call of the Wild by Jack London Twenty Thousand Leagues Under the Sea by Jules Verne Penrod by Booth Tarkington Little Brother of the Bear and School of the Woods by William J. Long ***The Bronze Bow by Elizabeth Speare ** ***Ben Hur by Lew Wallace</p>					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6									Term 3 (Weeks 25-36)			
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>Old Testament</i>	Ex 25-28; Ps 38, 39; Pr 12:1-12	Ex 29-32:16; Ps 40; Pr 12:13-28	Ex 32:17-35; Ps 41, 42; Pr 13:1-12	Ex 36-39; Ps 43, 44; Pr 13:13-25	Ex 40; Lev 1-4; Ps 45; Pr 14:1-11	Lev 5-8; Ps 46, 47; Pr 14:12-24	Lev 9-13:8; Ps 48, 49; Pr 14:25-35	Lev 13-9-ch 15; Ps 50; Pr 15:1-15	Lev 16-18; Ps 51; Pr 15:16-33	Lev 19-22; Ps 52, 53; Pr 16:1-11	Lev 23-25:13; Ps 54; Pr 16:12-22	Lev 25:14-ch 27; Ps 55; Pr 16:23-33
<i>Acts</i>	8:1-25	8:26-40	9:1-19	9:20-31	9:32-43	10:1-23	10:24-48	11:1-18	11:19-30	12:1-19	12:20-13:3	13:4-12
History <i>Augustus</i> <i>Caesar's World</i>	Jupiter, Golden Eagles Come Home, Out of Persia pg 162-174	We Still Call it Sunday, Herod and Temple, Hillel the Great Pharisee, Law of Moses pg 174-191	Augustus the God, A Roman Pharaoh pg 192-204	Remember Akhenaton, Philo and the Lighthouse pg 205-214	Questions and Answers, Stepsons and Stars pg 215-227	Strabo and World, Of Calendars and Mayans, Children of the Sun pg 228-242	Herod is Dead, The Old Silk Road, Land of the Dragon pg 243-257	Of India & the Hindus, Pater Patriae pg 258-266	Buddha and the Kingdom of Truth, December 25, Year 1, Tiberius pg 267-282	A Boy of Nazareth, The Hebrew Prophets, On the German Border pg 283-297	The Passover, My Dear Tiberius, Hermann The German Hero pg 298-311	Farewell Augustus!, Kingdom of Heaven, A New Religion for Rome pg 312-325
<i>Answering the Cry</i>				Ch 12 Richard Allen ½	Ch 12 Richard Allen ½				Ch 13 Jarena Lee ½	Ch 13 Jarena Lee ½	Epilogue	
<i>Story Romans</i>	Ch 1-8	Ch 9-17	Ch 18-26	Ch 27-35	Ch 36-43	Ch 44-51	Ch 52-60	Ch 61-68	Ch 69-76	Ch 77-85	Ch 86-93	Ch 94-102
<i>Trial Triumph</i>												Polycarp
<i>Genesis: Finding Roots</i>	Unit 3 Book of Noah 1/3	Unit 3 Book of Noah 2/3	Unit 3 Book of Noah 3/3	Unit 4 Book of Sons 1/3	Unit 4 Book of Sons 2/3	Unit 4 Book of Sons 3/3	Unit 5 Book of Shem 1/3	Unit 5 Book of Shem 2/3	Unit 5 Book of Shem 3/3	Unit 6 Book of Terah 1/3	Unit 6 Book of Terah 2/3	Unit 6 Book of Terah 3/3
Geography <i>Livingstone</i>	Ch 1 - Early Life (map work)	Ch 2 ½ First years in Africa (mapwork)	Ch 2 ½ First years in Africa (mapwork)	Ch 3 - Beyond the Kalahari (map work)	ch 4 From Coast to Coast (mapwork)	ch 5 The Zambesi Expedition (mapwork)	ch 6 Upper Shire and Lake Nyassa (mapwork)	ch 7 Foiled by Slavers (mapwork)	Ch 8 In the Heart of Africa (mapwork)	Ch 9 A Death Blow to Slavery (mapwork)	Ch 10 ½ The Last Journey (mapwork)	Ch 10 ½ The Last Journey (mapwork)
Science <i>Couldn't Just Happen</i>	ch 14 The Family Tree? 1/2	ch 14 2/2	ch 15 Amazing and Wonderful 1/2	ch 15 2/2	ch 16 In God's Image 1/2	ch 16 2/2	ch 17 A Sure Word	ch 18 How We Know We Can	ch 19 What Bible Teaches 1/2	ch 19 2/2	ch 20 Alive Forevermore	----
<i>Sea Around Us</i>	Pt II ch 10 4/4	Pt II ch 11 1/3	Pt II ch 11 2/3	Pt II ch 11 3/3	Pt III ch 12 1/3	Pt III ch 12 2/3	Pt III ch 12 3/3	Pt III ch 13 1/2	Pt III ch 13 2/2	Pt III ch 14 1/3	Pt III ch 14 2/3	Pt III 14 3/3
<i>Galileo and Magic Numbers</i>	Ch.1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
<i>Periodic Table</i>	Ch 13		Ch 14		Ch 15		Ch 16		Ch 17		Ch 18	
<i>The Elements</i>		Titanium pg 58-61		Phosphorus pg 44		Potassium 52 sodium pg 34		Magnesium 36 chlorine pg 48		Nickel pg 74 platinum 78		Uranium 210, radium 202, plutonium 216
Literature <i>Age of Fable</i>	ch 37 Zoroaster, Hindu Mythology	ch 37 Vishnu-Castes	ch 37 Buddha-Prester John	ch 38 Northern Mythology, The Joys of Valhalla	ch 38 Valkyrior-How Thor Paid his Wages	ch 38 The Recovery of the Hammer	ch 39 Thor's Visit to Jotunheim 1/2	ch 39 Thor's Visit to Jotunheim 2/2	ch 40 Death of Baldur to Ragnarok	ch 40 Runik Letters to Wagner's Ring	ch 41 Druids	ch 41 Iona
<i>Odyssey Chrch</i>	1	2, 3	4, 5	6, 7	8, 9	10, 11	12, 13	14, 15	16, 17	18, 19	20, 21	22, 23
<i>OR Sutcliff</i>	Prologue; Sacker Cities	Cyclops	Lord of Winds; Enchantress	Land of Dead; Sea Perils	Telemachus Seeks	Farewell Calypso	King's Daughter	Phaeacian Games	Return Ithaca; Beggar Corner	Archery Contest	Slaying of Suitors	Peace in the Islands
Poet Hughes												

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 6

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Book of Centuries												
Recitation												
Geography:	Long's - cg 43-45	(Spread over term)										
Mapwork												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<ul style="list-style-type: none"> *Where the Red Fern Grows by Wilson Rawls 20th century *Roll of Thunder, Hear My Cry by Mildred D. Taylor *Blue Willow, by Doris Gates *Miracles on Maple Hill, by Virginia Sorensen *Letters from Rifka by Karen Hesse *Jungle Pilot: The Life and Witness of Nate Saint by Russel T. Hitt *The Von Trapp Family Singers by Maria Von Trapp *Snow Treasure by Marie McSwigan *Number the Stars by Lois Lowry *The Ark by Margo Benary-Isbert [OOP] *Winged Watchman by Hilda Van Stockum *The Endless Steppe: Growing Up in Siberia by Esther Hautzig *God's Smuggler by Brother Andrew *The Chestry Oak by Kate Seredy 						<ul style="list-style-type: none"> *The Search for Planet X by Tony Simon [OOP] Rob Roy by Sir Walter Scott Adventures of Huckleberry Finn by Mark Twain Little Men by Louisa May Alcott Jack and Jill by Louisa May Alcott The Cricket on the Hearth by Charles Dickens The Swiss Family Robinson by Johann Wyss Call of the Wild by Jack London Twenty Thousand Leagues Under the Sea by Jules Verne Penrod by Booth Tarkington Little Brother of the Bear and School of the Woods by William J. Long ***The Bronze Bow by Elizabeth Speare ** ***Ben Hur by Lew Wallace 					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Ambleside Online's - Year 7 LITE

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible NT	Luke 1:1-25	Luke 1:26-56	Luke 1:57-80	Luke 2:1-24	Luke 2:25-52	Luke 3:1-22	Luke 3:23-38	Luke 4:1-41	Lk 4:42-5:16	Luke 5:17-39	Luke 6:1-23	Luke 6:24-49
<i>Old Testament</i>	Nm 1-3; Ps 56, 57; Pr 17:1-13	Nm 4, 5; Ps 58, 59; Pr 17:14-28	Nm 6, 7; Ps 60, 61; Pr 18:1-10	Nm 8-10; Ps 62, 63; Pr 18:11-24	Nm 11-13; Ps 64, 65; Pr 19:1-10	Nm 14, 15; Ps 66, 67; Pr 19:11-21	Nm 16, 17; Ps 68; Pr 19:22-29	Nm 18-20; Ps 69; Pr 20:1-14	Nm 21, 22; Ps 70, 71; Pr 20:15-30	Nm 23-25; Ps 72; Pr 21:1-11	Nm 26, 27; Ps 73; Pr 21:12-20	Nm 28-30; Ps 74; Pr 21:21-31
<i>Saints and Heroes</i>	1 Cyprian	2 Athanasius	3 Ambrose	4 Chrysostom	05 Jerome	6 Augustine	7 Benedict	08 Gregory	9 Columba	10 Charlemagne	11 Hildebrand	
<i>Selfish Pig</i>		What kind			1 Don't			2 As long as		3 Let's all		4 I bet you
History B Britain OR ArnoldForster	Ch 1 or ch 1	ch 2 or ch 2	ch 3 or ch 3	4 - top of p45 or ch 4	to Ch 5 (½) or ch 5	to end of Ch 5 or ch 6	Ch 6 or ch 7	ch 7 (first half) or ch 8	7 (second half) or ch 9	8 (first half) or ch 10	8 (second half) or ch 11	Ch 9 or ch 12
<i>Asser's Alfred</i>			Alfred 1 (1/5)	Alfred 1 (1/5)	Alfred 1 (1/5)	Alfred 1 (1/5)	Alfred 1 (1/5)	Alfred 2 (1/5)	Alfred 2 (1/5)	Alfred 2 (1/5)	Alfred 2 (1/5)	Alfred 2 (1/5)
<i>Bede's Ecclesia</i>	Bk 1 ch 2	Bk 1 ch 3	Bk 1 ch 4-7	Bk 1 ch 12-13	Bk 1 ch 14-16	Bk 1 ch 25-26	ch 34; Bk2 ch 3-4					
LitAgeChivalry	Preface-Pt 1 Ch 1, 2 (1/2)	Pt 1, Ch 2, 3	Pt 1 ch 4	Pt 1, Ch 5, 6	Pt 1, Ch 7, 8 1/2	Pt 1, Ch 8-10	Pt 1, Ch 11, 12	Pt 1, Ch 13, 14	Pt 1, Ch 15-17	Pt 1, Ch 18-20	Pt 1 Ch 21-22	Pt 1 Ch 23
<i>Once Future King</i>	Book I ch 1-3	Ch 4-6	Ch 7-8	Ch 9-11	Ch 12-14	Ch 15-17	Ch 18-20	Ch 21-24	Bk 2 ch 1-5	Ch 6-8	Ch 9-11	Ch 12-14
<i>History Eng Lit</i>		1 Listening	2- Cattle Raid	3 Sorrows	4 A Literary	5- Fingal	6 Old Welsh	7 Arthur Was	8- Begin Rea	9- The Passing	10 Old English	
<i>Ivanhoe</i>	Intro, Ch 1	Ch 2	Ch 3-4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9-10	Ch 11, 12	Ch 13, 14	Ch 15	16
<i>Beowulf</i>	Pt 1, 2	Pt 3, 4	Pt 5-7	Pt 8, 9	Pt 10-12	Pt 13, 14	Pt 15-17	Pt 18-20	Pt 21, 22	Pt 23, 24	Pt 25, 26	Pt 27-29
GeoBrendanVo	Ch 1	Ch 2 (1/3)	Ch 2 (2/3)	Ch 2 (3/3)	Ch 3 (1/3)	Ch 3 (2/3)	Ch 3 (3/3)	Ch 4	Ch 5 (1/3)	Ch 5 (2/3)	Ch 5 (3/3)	Ch 6 (1/2)
Science L Spider	ch 2, 1/4	ch 2 2/4	ch 2 3/4	ch 2 4/4	ch 3 1/3	ch 3 2/3	ch 3 3/3	ch 4 1/5	ch 4 2/5	ch 4 3/5	ch 4 4/5	ch 4 5/5
<i>OR Social Insects</i>	ch 3 1/3	ch 3 2/3	ch 3 3/3	ch 4 1/6	ch 4 2/6	ch 4 3/6	ch 4 4/6	ch 4 5/6	ch 4 6/6	ch 5 1/3	ch 5 2/3	ch 5 3/3
<i>Sloane Weather</i>	ch 1 p 3-5	ch 1 p 5-9	ch 1 pg 9-12	ch 2 p 13-15	ch 2 p 15-17	ch 2 p 17-19	ch 3 p 20-24	ch 3 p 24-27	ch 4	ch 5	ch 6 p 33-35	ch 6 p 35-37
<i>StudiesPlantLif</i>	Ch 1	(plant seeds)		Ch 2	(grow seeds)		Soak; ch 3	Ch 4				
<i>Adv Microscope</i>	Introduction	choose 4	adventures	this term	choose 4	adventures	this term		choose 4	adventures	this term	
<i>Signs & Seasons</i>	Introduction	Field Work	Prologue Sky	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work
<i>Secrets Universe</i>	ch 1	ch 2	ch 3 1/2	ch 3 2/2	ch 4 1/2	ch 4 2/2	ch 5 1/2	ch 5 2/2	ch 6 1/2	ch 6 2/2	ch 7 1/2	ch 7 2/2
<i>WonderChemist</i>	Intro, 2 1/2	ch 2 2/2	ch 3	ch 4 1/2	ch 4 2/2	ch 5 1/2	ch 5 2/2	ch 6	ch 7	ch 8	ch 9 1/2	ch 9 2/2
<i>GreatAstronom</i>	Intro		Ptolemy 1/2	Ptolemy 2/2								

Cit Ourselves		pg 1-4			pg 5-8			pg 9-10			pg 11-14	
<i>Penny Candy</i>			Preface	Note Econo		ch 1	ch 2		ch 3	ch 4		ch 5
Logic FallacyDt	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Poet Oxford Bk	1 Cuckoo	2 Alison	3 Springtide	4 Blow Nwind	5 World's Joy	6 Hymn Virgin	7 Lovely Rose	8PraiseWomen	9 Freedom	10LoveUnfeig nd	11 Balade	12MercilsBeau te
Art Painting	Cavemen	Cavemen	Cavemen	Dead (Egypt)	Dead (Egypt)	Dead (Egypt)	Living Crete	Living Crete	Greek Roman	Greek Roman	Greek Roman	Greek Roman
Health Fearfully	Made Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12

Ambleside Online's - Year 7 LITE										Term 1 (Weeks 1-12)		
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study [*]</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art: Picture Study [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer [*]</i>												
<i>Folksong [*]</i>												
<i>Hymn [*]</i>												
Free Reads:	Sir Gawaine and the Green Knight (Burton Raffel's version) The Fellowship of the Ring, The Two Towers & The Return of the King by J.R.R. Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; & Pool of Fire , by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French						The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymous					

• *See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Ambleside <i>Online's</i> - Year 7 LITE										Term 2 (<i>Weeks 13-24</i>)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>New T</i>	Luke 7:1-35	Luke 7:36-8:15	Luke 8:16-39	Luke 8:40-9:17	Luke 9:18-50	Luke 9:51-10:24	Lk 10:25-11:13	Luke 11:14-54	Luke 12:1-34	Lk 12:35-13:9	Lk 13:10-35	Luke 14:1-35
<i>Old Testament</i>	Nm 31, 32; Ps 75, 76; Pr 22:1-14	Nm 33-35; Ps 77; Pr 22:15-29	Nm 36, Dt. 1; Ps 78:1-22; Pr 23:1-11	Dt. 2, 3; Ps 78:23-39; Pr 23:12-28	Dt. 4, 5; Ps 78:40-72; Pr 23:29-35	Dt. 6-8; Ps 79; Pr 24:1-16	Dt. 9-11; Ps 80; Pr 24:17-34	Dt. 12-14; Ps 81, 82; Pr 25:1-10	Dt. 15-17; Ps 83; Pr 25:11-19	Dt. 18-21:9; Ps 84, 85; Pr 25:20-28	Dt. 21:10-24:9; Ps 86, 87; Pr 26:1-14	Dt. 24:10-27; Ps 88; Pr 26:15-28
<i>Saints Heroes</i>	ch 12 Anselm	13 Bernard	ch 14 Becket	15 Langton		16 Dominic	17 Francis					
<i>Selfish Pig</i>		5 You've gotta	6 If it feels	7 A bunch of	8 You don't	9 That does	10 Defective	11 be your	12 You only			
Pursuit of God	<i>OR of Holiness</i>										Pre, Intr <i>or ch 1</i>	Ch 1 <i>or ch 2-3</i>
History <i>BoB OR ArnoldForster</i>	Ch 10 <i>or ch 13</i>	Ch 11 <i>or ch 14</i>	Ch 12 <i>or ch 15</i>	Ch 13 <i>or ch 16</i>	Ch 14 <i>or ch 17</i>	15 MagnaCarta <i>or ch 18</i>	Ch 16 <i>or ch 19</i>	Ch 17 <i>or ch 20</i>	Ch 18 ½ <i>or ch 21</i>	Ch 18 ½ <i>or ch 22</i>	Ch 19 <i>or ch 23</i>	Ch 20 <i>or ch 24</i>
<i>Freedom's Cause</i>	Ch 1-2	Ch 3-5	Ch 6	Ch 7-9	Ch 10-11	Ch 12-13	Ch 14-15	Ch 16-18	Ch 19-20	Ch 21-23	Ch 24-25	Ch 26-27
<i>W Malmesbury</i>	Battle Hastings											
Litera <i>Beowulf</i>	Pt 30-31	Pt 32-33	Pt 34-35	Pt 36-37	Pt 38-39	Pt 40-41	Pt 41-43					
<i>Watership Down</i>	Ch 1-4	Ch 5-9	Ch 10-11	Ch 12-13	Ch 14-16	ch 17	Ch 18-19	Ch 20-21	ch 22	ch 23	Ch 24-25	Ch 26-27
<i>History Eng Lit</i>	ch 11 Beowulf	ch 12 Father of	13 Caedmon	14 Father Engl	ch 15 Alfred		ch 16 When	ch 17 Havelok	ch 18 Song	ch 19 Piers	ch 20 Piers the	
<i>Ivanhoe</i>	Ch 17-18	Ch 19-20	Ch 21-22	Ch 23	Ch 24	Ch 25-26	Ch 27	Ch 28	Ch 29	Ch 30	Ch 31	Ch 32
Geo <i>Brendan Voy</i>	Ch 6 (2/2)	Ch 7 (1/3)	Ch 7 (2/3)	ch 7 (3/3)	ch 8 (1/3)	ch 8 (2/3)	ch 8 (3/3)	ch 9 (1/2)	ch 9 (2/2)	ch 10 (1/3)	ch 10 (2/3)	ch 10 (3/3)
Sci <i>Life Spider</i>	ch 5, 1/2	ch 5, 2/2	ch 6, 1/2	ch 6, 2/2	ch 7 1/4	ch 7 2/4	ch 7 3/4	ch 7 4/4	ch 9 1/4	ch 9 2/4	ch 9 3/4	ch 9 4/4
<i>OR Social Insects</i>	ch 10 1/2	ch 10 2/2	ch 11 1/2	ch 11 2/2	ch 14 1/6	ch 14 2/6	ch 14 3/6	ch 14 4/6	ch 14 5/6	ch 14 6/6	ch 15 1/2	ch 15 2/2
<i>Plant Life</i>	Ch 5	Ch 6			Ch 7							
<i>Sloane Weather</i>	ch 7	ch 8	ch 9	ch 10	ch 11 p 49-51	ch 11 p 51-53	ch 11 p 53-56	ch 11 p 56-57	ch 12 p 59-61	ch 12 p 61-63	ch 12 p 63-65	ch 12 p 65-67
<i>Adv Microscope</i>		choose 4	adventures	this term	choose 4	adventures	this term		choose 4	adventures	this term	
<i>Signs & Seasons</i>	ch 1 Day	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work
<i>Secrets Universe</i>	ch 8 1/2	ch 8 2/2	ch 9 all	ch 10 1/2	ch 10 2/2	ch 11 1/2	ch 11 2/2	ch 12 all	ch 13 all	ch 14 all	ch 15 all	ch 16 all
<i>Wonder Chemistry</i>	ch 10	ch 11 1/2	ch 11 2/2	ch 12 1/2	ch 12 2/2	ch 13	ch 14 1/2	ch 14 2/2	ch 15	ch 16	ch 17	
<i>Great Astronomers</i>											Copernicus 1/2	Copernicus 2/2
Cit <i>Ourselves</i>	pg 15-17			pg 18-20			pg 21-23		pg 24-32			pg 33-34
<i>Penny Candy</i>		ch 6	ch 7		ch 8	ch 9		ch 10		ch 11	ch 12	
Logic <i>Fallacy Dt</i>	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

Poet <i>Oxford Bk</i>	13 Lament	14 Vox ultima	15 Spring Song	16 Robin Makyne	16 Robin Makyne	16 Robin Makyne	17 Bludy Serk	17 Bludy Serk	18 To a Lady	19 City London	19 CityLondon	20 Nativit Christ
Art <i>Painting</i>	Middle Ages	Middle Ages	Middle Ages	Earlier West	Earlier West	Earlier West	Town Gothic	Town Gothic	Town Gothic	Town Gothic	Town Gothic	Town Gothic
Health <i>Fearfully</i>	<i>(opt)</i> Ch 13	<i>(opt)</i> Ch 14	<i>(opt)</i> Ch 15	<i>(opt)</i> Ch 16	<i>(opt)</i> Ch 17	<i>(opt)</i> Ch 18	<i>(opt)</i> ch 19	<i>(opt)</i> Ch 20	<i>(opt)</i> Ch 21	<i>(opt)</i> Ch 22	<i>(opt)</i> Ch 23	Ch 24, 25

Ambleside Online's - Year 7 LITE

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Grammar												
Book of Centuries												
Recitation												
Mapwork												
Current Events												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<p>Sir Gawaine and the Green Knight (Burton Raffel's version) Fellowship of the Ring, Two Towers & The Return of the King by Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; Pool of Fire, by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French</p>						<p>The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymous</p>					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling Issues.

Ambleside Online's - Year 7 LITE

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible NT	Lk 15	Lk 16	Lk 17-18:14	Lk 18:15-43	Lk 19:1-40	Lk 19:41-20:26	Lk 20:27-47	Lk 21-22:6	Lk 22:7-53	Lk 22:54-23:25	Lk 23:26-24:12	Lk 24:13-50
<i>Old Testament</i>	Dt. 28, 29; Ps 89:1-15; Pr 27:1-12	Dt. 30-31:29; Ps 89:19-52; Pr 27:13-27	Dt. 31:30-ch 33; Ps 90, 91; Pr 28:1-9	Dt.34; Jsh 1-4:14; Ps 92, 93; Pr28:10-17	Jsh 4:15-ch 6; Ps 94, 95; Pr 28:18-28	Jsh 7, 8; Ps 96, 97; Pr 29:1-15	Jsh 9, 10; Ps 98, 99; Pr 29:16-27	Jsh 11-13; Ps 100, 101; Pr 30:1-9	Jsh 14-16; Ps 102; Pr 30:10-23	Jsh 17-19; Ps 103; Pr 30:24-33	Jsh 20-22:14; Ps 104; Pr 31:1-9	Jsh 22:15-ch 24; Ps 105; Pr 31:10-31
<i>Pursuit of God Holiness</i>	Ch 2 or ch 4		Ch 3 or ch 5	Ch 4 or ch 6-7		Ch 5 or ch 8	Ch 6 or ch 9	Ch 7 or ch 10	Ch 8 or ch 12	Ch 9 or ch 13	Ch 10 or 14-15	or ch 16, 17
<i>Saints Heroes</i>		ch 18 Wycliffe			ch 19 Hus							20 Savonarola
History BoB <i>OR Arnold-Forster</i>	Ch 21 or ch 25	Ch 22 or ch 26	Ch 23 (half) or ch 27 (1/2)	Ch 23 (half) or ch 27 (1/2)	Ch 24 or ch 28	Ch 25 or ch 29	Ch 26 or ch 30	Ch 27 or ch 31	Ch 28 or ch 32	Ch 29 or ch 33	Ch 30 (half) or ch 34 (1/2)	Ch 30 (half) or ch 34 (1/2)
<i>Joan Arc: Lang</i>	ch 1	ch 2, 3	ch 4	ch 5, 6	ch 7, 8	ch 9	ch 10	ch 11, 12	ch 13, 14	ch 15	ch 16, 17	ch 18, 19
<i>Or Twain Joan Arc</i>	Bk 1 ch 1-5	Ch 6-9; B 2 ch 1-2	Bk 2 ch 3-6	Bk 2 ch 7-13	Bk 2 ch 14-20	Bk 2 ch 21-26	Bk 2 ch 27-34	Bk 2 ch 35-41	Bk 3 ch 1-7	Bk 3 ch 8-11	Bk 3 ch 12-18	Bk 3 ch 19-end
<i>Daughter of Time</i>	Ch 1	Ch 2	Ch 3-4	Ch 5-6	Ch 7	Ch 8	Ch 9	Ch 10-11	Ch 12-13	Ch 14	Ch 15-16	Ch 17
Litera Ivanhoe	Ch 33	Ch 34	Ch 35	Ch 36	Ch 37	Ch 38	Ch 39	Ch 40	Ch 41	Ch 42	Ch 43	Ch 44
<i>Watership Down</i>	Ch 28-29	Ch 30-31	Ch 32-33	Ch 34-35 (1/2)	Ch 35-36	Ch 37-38	ch 39	Ch 40-41	Ch 42-43	Ch 44-45	Ch 46-48	Ch 49-end
<i>History Eng Lit</i>	ch 21 Bible	ch 22 Chaucer	23 Canterbury	ch 24 Chaucer	25 First Eng	26 Barbour	27 Barbour	ch 28 A Poet	ch 29 Death	ch 30 Dunbar,	ch31 Sign of	
<i>Chaucer: Golden Key</i>	Tale-Teller, parts I to VII	Tale-Teller, Pt VIII to XV	from Prologue to Friar	from Merchant to end of ch	Knight's Tale, first half	Knight's Tale, second half	The Friar's Tale	Clerk's Tale, first half	Clerk's Tale, second half	Franklin's Tale	Pardoner's Tale	
Geo <i>Brendan Voy</i>	Ch 11 (1/3)	Ch 11 (2/3)	Ch 11 (3/3)	ch 12 (1/3)	ch 12 (2/3)	ch 12 (3/3)	ch 13 (1/2)	ch 13 (2/2)	App 1	App 2	App 3 (1/2)	App 3 (2/2)
<i>Sci Life Spider</i>	ch 10 1/3	ch 10 2/3	ch 10 3/3	ch 11 1/2	ch 11 2/2	ch 12 1/2	ch 12 2/2	ch 13 1/3	ch 13 2/3	ch 13 3/3	ch 14 1/2	ch 14 2/2
<i>OR Social Insects</i>	ch 17 1/6	ch 17 2/6	ch 17 3/6	ch 17 4/6	ch 17 5/6	ch 17 6/6	ch 20 1/5	ch 20 2/5	ch 20 3/5	ch 20 4/5	ch 20 5/5	
<i>Plant Life</i>			Ch 8		Ch 9				Ch 10			
<i>Adv Microscope</i>		choose 4	adventures	this term	choose 4	adventures	this term		choose 4	adventures	this term	
<i>Signs & Seasons</i>	ch 2	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work
<i>Secrets Univ</i>	ch 17 1/2	ch 17 2/2	ch 18 1/2	ch 18 2/2	ch 19 1/2	ch 19 2/2	ch 20 1/2	ch 20 2/2	ch 21 all	ch 22 all	Appendix	
<i>Wonder Chemistry</i>	ch 18 1/2	ch 18 2/2	ch 19 1/2	ch 19 2/2	ch 20	ch 21	ch 22	ch 23 1/2	ch 23 2/2	ch 24	ch 25	ch 26
<i>Sloane Weather</i>	ch 12 p 67-69	ch 12 p 69-71	ch 12 p 71-74	ch 12 p 74-77	ch 13 p 79-81	ch 13 p 81-84	ch 14 p 85-87	ch 14 p 87-88	ch 14 p 88-90			
<i>Great Astronomers</i>										Brahe 1/3	Brahe 2/3	Brahe 3/3
Cit Ourselves	pg 35-44			pg 45-47			pg 48-53		pg 54-55			pg 56-65
<i>Penny Candy</i>		ch 13	ch 14		pg 98-106	p 107-124		pg 125-132		pg 133-143	p 143-end	

Logic <i>Falcy D</i>	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Poetry: <i>Oxford Bk Verse</i>	20 Nativity Christ 2 wks	21 Lament Makers 2 wks	21 Lament Makers 2 wks	22 May in Greenwd	23 Carol	24 Quia Amore 2 wks	24 Quia Amore 2 wks	29 The Old Cloak 2 wks	29 The Old Cloak 2 wks	31 Margaret Hussey	32 True Knight	33 An Epitaph
Grammar	<i>MotherTongue</i>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		Lesson 6	Lesson 7	Lesson 8	Lesson 9	
Art <i>Painting</i>	Late Gothic	Late Gothic	Late Gothic	Late Gothic	Late Gothic	Late Gothic	Early Ren	Early Ren	Early Ren	Early Ren	Early Ren	Early Ren

Ambleside Online's - Year 7

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Grammar												
Book of Centuries												
Recitation												
Mapwork												
Current Events												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<p>Sir Gawaine and the Green Knight (Burton Raffel's version) The Fellowship of the Ring, The Two Towers & The Return of the King by J.R.R. Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; & Pool of Fire, by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French</p>						<p>The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymus</p>					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Ambleside Online's - Year 7										Term 1 (Weeks 1-12)			
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<i>NT</i>	Luke 1:1-25	Luke 1:26-56	Luke 1:57-80	Luke 2:1-24	Luke 2:25-52	Luke 3:1-22	Luke 3:23-38	Luke 4:1-41	Lk 4:42-5:16	Luke 5:17-39	Luke 6:1-23	Luke 6:24-49	
<i>Old Testament</i>	Nm 1-3; Ps 56, 57; Pr 17:1-13	Nm 4, 5; Ps 58, 59; Pr 17:14-28	Nm 6, 7; Ps 60, 61; Pr 18:1-10	Nm 8-10; Ps 62, 63; Pr 18:11-24	Nm 11-13; Ps 64, 65; Pr 19:1-10	Nm 14, 15; Ps 66, 67; Pr 19:11-21	Nm 16, 17; Ps 68; Pr 19:22-29	Nm 18-20; Ps 69; Pr 20:1-14	Nm 21, 22; Ps 70, 71; Pr 20:15-30	Nm 23-25; Ps 72; Pr 21:1-11	Nm 26, 27; Ps 73; Pr 21:12-20	Nm 28-30; Ps 74; Pr 21:21-31	
<i>Saints Heroes</i>	01 Cyprian	02 Athanasius	03 Ambrose	04 Chrysostom	05 Jerome	06 Augustine	07 Benedict	08 Gregory	09 Columba	10 Charlemagne	11 Hildebrand	-----	
<i>Be Your Own Selfish Pig</i>	What kind of a place 1. Don't ask	2. As long as you're sincere	3. Let's all meditate	4. I bet you believe in the	5. You've gotta experience it	6. If it feels good, do it	7. A bunch of fairy tales	8. You don't think anyone's	9. That does not compute	10. Defective merchandise	11. be your own selfish pig	12. You only go round once	
<i>BirthB</i>	Ch 1	ch 2	ch 3	4 to "occupation grew from year to year."	Finish 4 to Ch 5 (1/2)	to end of Ch 5	ch 6	7 1/2	7 2/2	8 1/2	8 2/2	ch 9	
<i>Bede/Malmsbury</i>	Bk 1, Ch 2	Bk 1, Ch 3	Bk I, Ch 4-7	Bk 1, Ch 12-13	Bk 1, Ch 14-16	Bk I, Ch 25-26	Bk I 34; II 3-4	-----	-----	-----	-----	Malmsbury	
<i>Asser's Alfred</i>	-----	-----	-----	-----	-----	-----	-----	Intro + up to "buried at Sherborne"	To end of Pt I	Pt 2 to "alms of king Alfred and of the Saxons."	To end of Pt II	A.S. Chronicle	
<i>Age of Chivalry</i>	Preface-Pt 1 Ch 1- Intro 1/2	Pt 1, Ch 1 Intro 1/2	Pt 1, Chap 2 Mythical History	Pt 1, Ch 3 Merlin	Pt 1, Ch 4 Arthur	Pt 1, Ch 5 Arthur cont'd	Pt 1, Ch 6 Sir Gawain	Pt 1, Ch 7 Caradoc Brie	Pt 1, Ch 8 Launcelot of	Pt 1, Ch 9 Adventure of	Pt 1, Ch 10&11 Lady of Shalott;	Pt 1, Ch 12 Tristram Isolt	
<i>History of Eng Lit</i>	1 ListenTime	2 Raid Cooley	3 One Sorrows	4 Literary Lie	5 Fingal	6 Old Welsh	7 Arthur Written	8 ReadngTime	9 Passg Arthur	10 Old Eng Bk	11 Beowulf	12EnglishSong	
<i>Once Future King</i>	Bk 1, Ch 1	Bk 1, ch 2	Bk 1, ch 3	Bk 1, ch 4	Bk 1, Ch 5	Bk 1, ch 6	½ of Ch 7	Bk 1, Ch 7 1/2	Bk 1, ch 8	Bk 1, ch 9	Bk 1, ch 10	Bk 1, ch 11	
<i>Watership Down</i>	Ch 1-9	Ch 10-13	Ch 14-17	Ch 18-21	Ch 22-24	Ch 25-27	Ch 28-31	Ch 32-35	Ch 36-38	Ch 39-41	Ch 42-46	47-epilogue	
<i>Beowulf</i>	Pt 1-3/pg 3-19	Pt 4-7/pg 19-35	Pt 8-11/pg 35-53	Pt 12-15/p 53-69	Pt 16-19/p 69-91	Pt 20-22/p 91-105	Pt 23-26/p 105-127	Pt 27-30/p 127-145	Pt 31-33/p 145-161	Pt 34-36/p 161-179	Pt 37-40/p 179-195	Pt 41-43/p 195-209	
<i>Ivanhoe</i>	Ch 1	2	3, 4	5	6	7	8	9, 10	11	12	13, 14	15	
<i>Brendan Voyage</i>	Ch 1	Ch 2 (12 pgs)	Ch 2 (12 pgs)	Ch 3 (12pgs)	Ch 3 (12 pgs)	Ch 4	Ch 5 (11pgs)	Ch 5 (11 pgs)	ch 6	ch 7 (10 pgs)	ch 7 (10 pgs)	ch 7 (10 pgs)	
<i>Lay of the Land</i>	Ch 1	ch 2	ch 3 (1/2)	ch 3 (1/2)	ch 4	ch 5	ch 6	ch 7	ch 7	ch 8	ch 9-10	ch 11-12	
<i>WonderChemistry</i>		Intro, ch 2	Ch 3		Ch 4	Ch 5			Ch 6	Ch 7	Ch 8	Ch 9	
<i>Sloane Weather</i>	ch 1 p 3-5	ch 1 p 5-9	ch 1 pg 9-12	ch 2 p 13-15	ch 2 p 15-17	ch 2 p 17-19	ch 3 p 20-24	ch 3 p 24-27	ch 4	ch 5	ch 6 p 33-35	ch 6 p 35-37	
<i>StudiesPlantLife</i>	Ch 1	(plant seeds)	-----	Ch 2	(grow seeds)	-----	Soak; ch 3	Ch 4	-----	-----	-----	-----	
<i>Adv Microscope</i>	Intro	Choose an adventure				Choose an adventure				Choose an adventure			
<i>Signs Seasons</i>		Intro		Prologue (1/2)	Prologue (1/2)	Spread ch 1 over the next 15 weeks (to week 20); include field work							
<i>Secrets Universe</i>	-----	-----	-----	-----	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	
<i>GreatAstronomers</i>	intro	Ptolemy											

<i>Ourselves</i>	p 1-4 Country of Mansoul	-----	pg 5-8 Perils of Mansoul	-----	pg 9-10 Gov't of Mansoul	-----	pg 11-14 Hunger	-----	pg 15-17 Thirst	-----	pg 18-20 Rest, Restlessness	-----
<i>Penny Candy</i>	Preface ch 1- 2	ch 3-4	ch 5-6	ch 7-8	ch 9-10	ch 11	ch 12-13	ch 14 pg 106	pg 107-124	pg 125-132	pg 133-142	pg 143-151
<i>Fallacy Detective</i>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<i>How Read a Book</i>	Part 1 ch 1						Part 1 ch 2					
Poetry Anthol	<i>A poem / day</i>											
<i>Story Painting</i>	The Magic Pictures of the Cavemen			Pictures for the Dead (Egypt)			Pictures for the Living, Crete		Greek and Roman Painting			

Ambleside Online's - Year 7							Term 1 (Weeks 1-12)					
SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art: Picture Study [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
Free Reads:	Sir Gawaine and the Green Knight (Burton Raffel's version) The Fellowship of the Ring, The Two Towers & The Return of the King by J.R.R. Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; & Pool of Fire, by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French						The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymous					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Ambleside <i>Online's</i> - Year 7										Term 2 (Weeks 13-24)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<i>NT</i>	Lk 7:1-35	Lk 7:36-8:15	Lk 8:16-39	Lk 8:40-9:17	Lk 9:18-50	Lk 9:51-10:24	Lk 10:25-11:13	Lk 11:14-54	Lk 12:1-34	Lk 12:35-13:9	Lk 13:10-35	Lk 14:1-35
<i>Old Testament</i>	Nm 31, 32; Ps 75, 76; Pr 22:1-14	Nm 33-35; Ps 77; Pr 22:15-29	Nm 36, Dt. 1; Ps 78:1-22; Pr 23:1-11	Dt. 2, 3; Ps 78:23-39; Pr 23:12-28	Dt. 4, 5; Ps 78:40-72; Pr 23:29-35	Dt. 6-8; Ps 79; Pr 24:1-16	Dt. 9-11; Ps 80; Pr 24:17-34	Dt. 12-14; Ps 81, 82; Pr 25:1-10	Dt. 15-17; Ps 83; Pr 25:11-19	Dt. 18-21:9; Ps 84, 85; Pr 25:20-28	Dt. 21:10-24:9; Ps 86, 87; Pr 26:1-14	Dt. 24:10-27; Ps 88; Pr 26:15-28
<i>Pursuit of God</i>	Pref, Intro	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	
<i>Saints and Heroes</i>	12 Anselm	-----	13 Bernard	-----	14 Becket	-----	15 Langton	-----	16 Dominic	-----	17 Francis	-----
<i>BoB</i>	ch 10	ch 11	ch 12	ch 13	ch 14	15; MagnaCarta	ch 16	ch 17	ch 18 1/2	ch 18 1/2	ch 19	ch 20
<i>Freedom's Cause</i>	ch 1-2	ch 3-5	ch 6	ch 7-9	ch 10-11	ch 12-13	ch 14-15	ch 16-18	ch 19-20	ch 21-23	ch 24-25	ch 26-27
<i>Joan of Arc</i>	Bk I ch 1-2	Bk I ch 3-4	Bk I ch 5-6	7-8; Bk II: 1-2	Bk II ch 3-4	Bk II ch 5-6	Bk II ch 7-9	Bk II ch 10-13	Bk II ch 14-16	Bk II ch 17-20	Bk II 21-22	Bk II 23-25
<i>Age of Chivalry</i>	Pt1, XIII Tristram and Isoude cont'd	XIV-XV Tristram's Battle; Round Table	XVI-XVII Sir Palamedes; Sir Tristram	XVIII Perceval	XIX-XX The Sangreal, or Holy Graal;	XXI The Sangreal cont'd	XXII Sir Agrivain's Treason	XXIII Morte d'Arthur	Pt2, I-II The Britons; Lady of the Fountain	III-IV Lady Fountain continued	V-VI Geraint, the Son of Erbin	VII Geraint, the Son of Erbin, cont
<i>History English Literature</i>	ch 13 How Caedmon Sang	ch 14 Father Eng History	ch 15 Alfred Fought w Pen	ch 16 When English Slept	17 of Havelok the Dane	18 Some Song Stories	ch 19 Piers the Ploughman	ch 20 Piers the Ploughman	ch 21 How the Bible Came	ch 22 Chaucer, Bread, Milk	23 Canterbury Tales	24 Chaucer, At Tabard Inn
<i>Once Future King</i>	Bk 1 Ch 12	Bk 1 Ch 13	Bk 1 Ch 14	Bk 1 Ch 15	Bk 1 Ch 16	Bk 1 Ch 17	Bk 1 Ch 18	Bk 1 Ch 19	Bk 1 Ch 20	Bk 1 Ch 21	Bk 1 Ch 22-23	Bk 1 Ch 24
<i>Chaucer Children or Taste of Chaucer</i>	Chaucer's Pilgrims (or Introduction)		Chaucer's Prologue (or The Prologue)		The Knight's Tale (or Fortunes of Great: Monk Tale)		The Friar's Tale or Chanticleer and Fox/Nun's Priest's		The Clerk's Tale or Patient Griselda:Clerk of Oxford		The Franklin's Tale or Phoebus and Crow: Manciple's	
<i>Ivanhoe</i>	ch 16	ch 17-18	ch 19-20	ch 21-22	ch 23	ch 24	ch 25-26	ch 27	ch 28	ch 29	ch 30	ch 31
<i>Brendan Voyage</i>	8 (13 pgs)	8 (13 pgs)	9	ch 10 (11 p)	ch 10 (11 p)	ch 11 (10 p)	11 (11 pgs)	12 (11 pgs)	12 (11 pgs)	13 (10 pgs)	13 (9 pgs)	appendix I-II
<i>LayLand/ LifeSpider</i>	LayLand 13	ch 14	ch 15	Spider Ch 1, ½	Ch 1, ½	Ch 2, ½	Ch 2, ½	3	Ch 4, ½	Ch 4, ½	5	6
<i>WonderChemistry</i>			Ch 10	Ch 11		Ch 12	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17	Ch 18
<i>Plant Life</i>	Ch 5	Ch 6			Ch 7							
<i>Adv Microscope</i>	Choose 1 adventure			Choose 1 adventure			Choose 1 adventure			Choose 1 adventure		
<i>Signs Seasons</i>	Spread ch 1 over 15 weeks								Spread ch 2 over 16 weeks			
<i>Sloane Weather</i>	ch 7	ch 8	ch 9	ch 10	ch 11 p 49-51	ch 11 p 51-53	ch 11 p 53-56	ch 11 p 56-57	ch 12 p 59-61	ch 12 p 61-63	ch 12 p 63-65	ch 12 p 65-67
<i>SecretsUniverse</i>	Ch 9	Ch 10	Ch 11	Ch 12			Ch 13	Ch 14	Ch 15	Ch 16	Ch 17	Ch 18
<i>GreatAstronomrs</i>					Copernicus							
<i>Ourselfes</i>	pg 21-23 Chastity			pg 24-32 The Five Senses			pg 33-34 Pt2 House of Mind			pg 35-44 Lord Intellect		
<i>FallacyDetective</i>	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24

<i>How Read a Book</i>	Pt 1 ch 3						Pt 1 ch 4					
Poetry:	<i>Idylls of the King – divide over term</i>											
Grammar Poetry	<i>Divide over year</i>											
<i>Story of Painting</i>	The Middle Ages			The Earlier Middle Ages in the West			The Rise of Towns, Gothic Art					
<i>Fearfully Made</i>	<i>(optional) Ch 1</i>	<i>(optional) Ch 2</i>	<i>(opt) Ch 3</i>	<i>(opt) Ch 4</i>	<i>(opt) Ch 5</i>	<i>(opt) Ch 6</i>	<i>skip</i>	<i>(opt) Ch 7</i>	Ch 8, 9	<i>(opt) Ch 10</i>	<i>(opt) Ch 11</i>	<i>(opt) Ch 12</i>

Ambleside Online's - Year 7

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: <i>Math</i>												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art: <i>Picture Study</i> [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
<i>Free Reads:</i>	Sir Gawaine and the Green Knight (Burton Raffel's version) The Fellowship of the Ring, The Two Towers & The Return of the King by J.R.R. Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; & Pool of Fire , by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French						The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymous					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Ambleside Online's - Year 7										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>New T</i>	Lk 15	Lk 16	Lk 17-18:14	Lk 18:15-43	Lk 19:1-40	Lk 19:41-20:26	Lk 20:27-47	Lk 21-22:6	Lk 22:7-53	Lk 22:54-23:25	Lk 23:26-24:12	Lk 24:13-50
<i>Old Testament</i>	Dt. 28, 29; Ps 89:1-15; Pr 27:1-12	Dt. 30-31:29; Ps 89:19-52; Pr 27:13-27	Dt. 31:30-ch 33; Ps 90, 91; Pr 28:1-9	Dt.34; Jsh 1-4:14; Ps 92, 93; Pr28:10-17	Jsh 4:15-ch 6; Ps 94, 95; Pr 28:18-28	Jsh 7, 8; Ps 96, 97; Pr 29:1-15	Jsh 9, 10; Ps 98, 99; Pr 29:16-27	Jsh 11-13; Ps 100, 101; Pr 30:1-9	Jsh 14-16; Ps 102; Pr 30:10-23	Jsh 17-19; Ps 103; Pr 30:24-33	Jsh 20-22:14; Ps 104; Pr 31:1-9	Jsh 22:15-ch 24; Ps 105; Pr 31:10-31
<i>Pursuit Holiness</i>	Pref; Ch 1	ch 2, 3	ch 4	ch 5	ch 6, 7	ch 8	ch 9	ch 10	ch 11, 12	ch 13	ch 14, 15	16-FurtherW
<i>Saints Heroes</i>	-----	-----	18 Wycliffe	19 Hus	-----	-----	-----	-----	-----	-----	-----	20 Savonarola
History <i>BoB</i>	21	22	23 - ½	23 - ½	24	25	26	27	28	29	ch 30 ½	ch 30 ½
<i>Joan of Arc</i>	Bk2, 26-29	Bk2, 30-34	Bk2, 35-36	Bk2, 37-40	Bk2,41 Bk3,1-3	Bk3, 4-7	Bk3, 8-9	Bk3, 10-12	Bk3, 13-14	Bk3, 15-19	Bk3, 20-22	Bk3, 23-24
<i>Deeds Done</i>	1 Peter the Hermit	2 Godfrey Of Bouillon	3 Knights Templar	4 Fall of Edessa	5 The Fiasco at Damascus	6 The Capture of Ascalon	7 Egypt in the 12th Century	8 Revolution in Egypt	9 Baldwin IV Becomes King	10 Estrangemt Raymond	11 Guy Lusignan	12 Raymond II of Tripoli
<i>Daughter of Time</i>	Ch 1	Ch 2	Ch 3, 4	Ch 5, 6	Ch 7	Ch 8	Ch 9	Ch 10, 11	Ch 12, 13	Ch 14	Ch 15, 16	Ch 17
Lit <i>Age Chivalry</i>	Pt2, VIII-IX Pwyll, Dyved...	Pt2, X Manawyddan	Pt2, XI-XII Kilwich Olwen	Pt 2, XIII Taliesin	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8	Pt 3, 1/8
<i>History Engl Lit</i>	25 1st Guidebk	26 The Bruce	27 The Bruce	28 Poet King	29 Poet King	30 ThistleRose	31 Red Pale					
<i>Once Future King</i>	Bk 2, ch 1	ch 2-3	ch 4-5	ch 6	ch 7 (9 pgs)	ch 7-8	ch 9	ch 10	ch 11	ch 12	ch 13	ch 14
<i>Chaucer Children Or Taste of Chaucer</i>	The Pardoner's Tale or Rocks of Brittany: Franklin's		The Man of Law's Tale or Ballad Sir Thopas: Chaucer's		Opt: Nun Priest/Wife Bath Or Story Constance: Man of Law		Opt: Squire's/Canon Yeoman or Wily Alchemist: Canon Yeoman's		Three Men in Search of Death: The Pardoner's Tale			
<i>Ivanhoe</i>	ch 32	ch 33	ch 34	ch 35	ch 36, 37	ch 38	ch 39	ch 40	ch 41	ch 42	ch 43	ch 44
<i>How the Heather</i>	Foreword	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11
Science <i>LifeSpider</i>	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13	ch 14 - ½	ch 14 - ½	ch 15	ch 16	Appendix
<i>WonderChemistry</i>	Ch 19	Ch 20		Ch 21		Ch 22	Ch 23	Ch 24			Ch 25	Ch 26
<i>Plant Life</i>			Ch 8		Ch 9				Ch 10			
<i>Adv Microscope</i>	Choose 1 adventure			Choose 1 adventure			Choose 1 adventure			Choose 1 adventure		
<i>Signs Seasons</i>	Spread chapter 2 over 16 weeks; include field work											
<i>Secrets Univ</i>	Ch 19	Ch 20	Ch 21	Ch 22	appendix							
<i>Sloane Weather</i>	ch 12 p 67-69	ch 12 p 69-71	ch 12 p 71-74	ch 12 p 74-77	ch 13 p 79-81	ch 13 p 81-84	ch 14 p 85-87	ch 14 p 87-88	ch 14 p 88-90			
<i>GreatAstronomers</i>							Brahe					
Citz <i>Ourselves</i>	p 45-47 Intellect			48-53 Imaginatn			p 54-55 Beauty			p 56-65 Reason		

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 8.2020)

Logic FallacyD	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
<i>How Read a Book</i>	Part 1 ch 5											
Poetry Keats	<i>St. Agnes</i>											
<i>Grammar Poetry</i>	<i>Divide over</i>	year										
Art StoryPainting	Late Gothic Art (6wks)						The Early Renaissance in Italy 6 weeks					
<i>Health Fearfully</i>	<i>Made</i> Ch 13	<i>(opt)</i> Ch 14	<i>(opt)</i> Ch 15	<i>(opt)</i> Ch 16	<i>(opt)</i> Ch 17	<i>(opt)</i> Ch 18	<i>(opt)</i> Ch 19	<i>(opt)</i> Ch 20	<i>(opt)</i> Ch 21	<i>(opt)</i> Ch 22	<i>(opt)</i> Ch 23	Ch 24, 25

Ambleside Online's - Year 7

Term 3 (Weeks 25-36)

Subject	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study [*]</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art: <i>Picture Study [*]</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer [*]</i>												
<i>Folksong [*]</i>												
<i>Hymn [*]</i>												
<i>Free Reads:</i>	Sir Gawaine and the Green Knight (Burton Raffel's version) The Fellowship of the Ring, The Two Towers & The Return of the King by J.R.R. Tolkien A Connecticut Yankee in King Arthur's Court by Mark Twain When the Tripods Came; The White Mountains; City of Gold and Lead; & Pool of Fire , by John Christopher Legends of Charlemagne by Thomas Bulfinch The Pushcart War by Jean Merrill The Knight's Fee by Rosemary Sutcliff The Gammage Cup by Carol Kendall Rolf and The Viking Bow by Allen French						The Lost Prince by Frances Hodgson Burnett The White Company by Sir Arthur Conan Doyle David Copperfield by Charles Dickens The Black Arrow by Robert Louis Stevenson Hereward, the Last of the English by Charles Kingsley <i>Optional (used by CM):</i> The Talisman by Sir Walter Scott OR other of the Waverly novels Penrod & Sam by Booth Tarkington Alhambra by Washington Irving Feats on the Fiord by Harriet Martineau The Life and Death of Cormac the Skald by Anonymous					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Ambleside Online's - Year 8 Lite
See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.
Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible NT	Matt 1	Matt 2	Matt 3, 4	Matt 4:18-5:16	Matt 5:17-48	Matt 6	Matt 7	Matt 8	Matt 9:1-17	Matt 9:18-38	Matt 10	Matt 11
<i>Old Testament</i>	Jud 1-3; Ps 106:1-23; Pr 1:1-19	Jud 4-6; Ps 106:24-48; Pr 1:20-33	Jud 7-9:21; Ps 107:1-22; Pr 2:1-9	Jud 9:22-11; Ps 107:23-43; Pr 2:10-22	Jud 12-15; Ps 108; Pr 3:1-20	Jud 16-18; Ps 109; Pr 3:21-35	Jud 19-21; Ps 110, 111; Pr 4:1-3	Ruth; Ps 112, 113; Pr 4:14-27	1Sam 1-3; Ps 114, 115; Pr 5:1-14	1Sam 4-8; Ps 116, 117; Pr 5:15-23	1Sam 9-12; Ps 118:1-18; Pr 6:1-19	1Sam 13, 14; Ps 118:19-29; Pr 6:20-35
<i>Saints Heroes</i>				Luther	More	Loyola	Cranmer	Calvin	Knox	Coligny	William	
<i>More Carpenter</i>	Preface	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11
History Churchill or ArnoldForster	Ch 1 or ch 35	Ch 2 or ch 35	Ch 3 or ch 36	Ch 4 to p49 or ch 37	p49-61 or ch 38	P61-75 or ch 39	Last ½ of Ch 6 or ch 40	Ch 7 to p97 or ch 41-42	P98-109 or ch 43	Last ½ of Ch 8 or ch 44-45	Ch 9 or ch 46-47	Ch 10 or ch 48-50
<i>Speeches/Docs</i>		Diet of Worms									Elizabeth Armada	
<i>ManAll Seasons</i>	Act 1	Act 1	Act 1	Act 1	Act 2	Act 2	Act 2	Act 2				
Lit Everyman	spread	over	term	spread	over	term	spread	over	term	spread	over	term
<i>Westward Ho</i>	Ch 1, Ch 2, 1/2	Ch 2 2/2, Ch 3	ch 4, 5 1/2	half of 5, ch 6	ch 7	ch 8, ch 9 1/2	ch 9 1/2, 10-11	ch 12	ch 13, ch 14	ch 15, ch 16	ch 17, 18, 19	Ch 20
<i>Hist Eng Lit</i>	32 Theater	33 Shepherds	34 Everyman	35 Poet Girl	36 Renaissance	37 Nowhere	ch 38 More	ch 39 Sonnet	40 Blank Verse	ch 41 Spenser	42 Faerie Queen	43 Spenser
Geo KonTiki	ch 1	ch 2 1/2	ch 2 1/2		ch 3 1/4	ch 3 2/4	ch 3 2/4	ch 3 4/4		ch 4 1/2	ch 4 1/2	
NatureRural Hours		Sept 1-7	Sept 8-9			Sept 11	Sept 12-25	Sept 26-30				
<i>OR Lay Land</i>		ch 13 1/2	ch 13 2/2			ch 1 1/3	ch 1 2/3	ch 1 3/3				
Science: Napoleon's Buttons OR MarvelsMolecule	Intro, first half or Marvels Pt 1 ch 1	Intro, second half or Marvels Pt 1 ch 2	ch 1, first half or Marvels Pt 1 ch 3	ch 1 second half or Marvels Pt 1 ch 4	ch 2 first half or Marvels Pt 1 ch 5	ch2, second half or Marvel Pt 1 ch 6, 7	ch 3, first half or Marvels Pt 1 ch 8	ch 3, second half or Marvels Pt 2 ch 1	ch 4, first half or Marvels Pt 2 ch 2	ch 4 second half or Marvels Pt 2 ch 3	ch 5, first half or Marvels Pt 2 ch 4	ch 5, second half or Marvels Pt 2 ch 5
<i>Studies Plant Life</i>	ch 11 1/5	ch 11 2/5	ch 11 3/5	ch 11 4/5	ch 11 5/5	ch 12, 1st half	ch 12, 2nd half	ch 13 1/4	ch 13 2/4	ch 13 3/4	ch 13 4/4	ch 14
<i>ChemHist Candle</i>	Lecture 1 Pt 1	Lecture 1 Pt 2	Lecture 2 Pt 1	Lecture 2 Pt 2	Lecture 3 Pt 1	Lecture 3 Pt 2	Lecture 3 Pt 3	Lecture 4 Pt 1	Lecture 4 Pt 2	Lecture 5 Pt 1	Lecture 5 Pt 2	Lecture 5 Pt 3
<i>Phineas Gage</i>	ch 1	ch 1	ch 1	ch 2	ch 2	ch 2	ch 3	ch 3	ch 4	ch 4		
<i>Adv Microscope</i>	choose 4	adventures	this term.	choose 4	adventures	this term.	choose 4	adventures	this term.	choose 4	adventures	this term.
<i>Signs & Seasons</i>	ch 3	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work	Field Work
Citizenship Ourselves		Pg 66-68 Desires		Pg 69-72 Prizes, Place		Pg 73-80 Desires Pt 2				Pg 81-86 Ways Love		
<i>Bacon's Essays</i>			Of Truth		Of Revenge		Of Adversity		Of Innovations		Reg. of Health	Of Suspicion
<i>Whatever Happen</i>	ch 1, 2	ch 3, 4	ch 5, 6	ch 7, 8	ch 9, 10	ch 11, 12	ch 13, 14	ch 15, 16	ch 17, 18	ch 19, 20	ch 21, 22	ch 23, 24
Grammar Roar Side (opt)	p11 Intro			p17 Sight Training		p23 Real Toads				p33 Metaphors be With You		

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 03.2020)

Ambleside Online's - Year 8 Lite											Term 1 (Weeks 1-12)	
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<i>Mother Tongue</i>	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
Poet Fierce Loves	Canto 1	Canto 2	Canto 3	Canto 4	Canto 5	Canto 6	Canto 7	Canto 8	Canto 9	Canto 10	Canto 11	Canto 12
Art Painting	ch 4						ch 5					

Ambleside Online's - Year 8 Lite

Term 1 (Weeks 1-12)

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
Foreign Language												
Weekly Work: Nature Study [*]												
Shakespeare [*]												
Plutarch [*]												
Copywork/Dictation												
Grammar												
Book of Centuries												
Recitation												
Mapwork												
Current Events												
Art: Picture Study [*]												
Drawing												
Handicrafts												
Music: Composer [*]												
Folksong [*]												
Hymn [*]												
Free Reads:	<p>* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott</p>						<p>The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: A Chronicle of English Colonial Beginnings by Mary Johnston</p>					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 03.2020)

Ambleside <i>Online's</i> - Year 8 Lite										Term 2 (Weeks 13-24)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>New T</i>	Matt 12:1-37	Matt 12:38-13:23	Matt 13:24-43	Matt 13:44-14:21	Matt 14:22-15:20	Matt 15:21-16:12	Matt 16:13-17:13	Matt 17:19-18:14	Matt 18:15-19:15	Matt 19:16-20:19	Matt 20:20-21:17	Matt 21:18-46
<i>Old Testament</i>	1Sam 15-17; Ps 119:1-19; Pr 7:1-5	1Sam 18-20:42; Ps 119:20-35; Pr 7:6-27	1Sam 21-24; Ps 119:37-56; Pr 8:1-11	1Sam 25-27; Ps 119:57-71; Pr 8:12-21	1Sam 28-2Sam 1:16; Ps 119:72-87; Pr 8:22-35	2Sam 1:17-4; Ps 119:88-102; Pr 9:1-18	2Sam 5-9; Ps 119:103-122; Pr 10:1-11	2Sam 10-13:20; Ps 119:123-136; Pr 10:12-21	2Sam 13:21-15; Ps 119:137-155; Pr 10:22-32	2Sam 16-18; Ps 119:156-176; Pr 11:1-11	2Sam 19-21; Ps 120, 121; Pr 11:12-22	2Sam 22-24; Ps 122, 123, 124; Pr 11:23-31
<i>Mere Christian</i>	Bk 1 ch 1, 2	Bk 1 ch 3, 4	ch 5; Bk 2 ch 1	Bk 2 ch 2, 3	Bk 2 ch 4	Bk 2 ch 5	Bk 3 ch 1	Bk 3 ch 2	Bk 3 ch 3	Bk 3 ch 4	Bk 3 ch 5	Bk 3 ch 6
<i>Saints Heroes</i>		Brewster									Laud	
History: <i>Churchill N World or Arnold Forster</i>	Ch 11 - p 159 or ch 51 (1/4)	p 159-166 or ch 51 (1/4)	p 166-177 or ch 51 (1/4)	Ch 13 or ch 51 (1/4)	Ch 14 or ch 52 (1/3)	to 'in Scotland' or ch 52 (1/3)	p 215-225 or ch 52 (1/3)	p 225-235 or ch 53 (1/2)	Ch 16 half or ch 53 (1/2)	Ch 16 half or ch 54 (1/3)	p 255-269 or ch 54 (1/3)	to end of ch 18 or ch 54 (1/3)
<i>Pilgrim Journal</i>						pdf file: p 2-13	pg 13-21	pg 26-36	pg 37-end			
<i>Bio of Kepler</i>	Kepler 1/4	Kepler 2/4	Kepler 3/4	Kepler 4/4								
Literature: <i>Utopia</i>	Intro xxi-xxiii	Bk 1: pg 5-10	pg 11-13	pg 15-19	pg 19-24	pg 24-28	pg 28-33	pg 33-37	pg 37-42	pg 42-47	Bk 2: pg 9-53	pg 53-58
<i>Westward Ho!</i>	ch 21, 22	ch 23, 24	ch 25	ch 26 1/2	ch 26 1/2, 27	ch 28, 29 1/2	ch 29 1/2, 30	ch 31	ch 32, 33			
<i>I Promessi</i>										ch 1, 2, 3 1/2	ch 3 1/2, 4, 5	ch 6, 7, 8
<i>Hist Eng Lit</i>	44 Theaters	45 Shakespeare	46 Shakespeare	47 Merch Venice	ch 48 Jonson	49 Sad Shepherd	50 Revenge	ch 51 Raleigh	ch 52 Bacon	ch 53 Bacon	54 Lyric Poets	
<i>Coffin for King Charles</i>	ch 1, ch 2 1/2	ch 2, 2/2	ch 3	ch 4, 2/3	ch 4, 2/3; ch 5, 1/3	ch 5, 2/3	ch 6, 2/3	ch 6, 1/3; ch 7, 1/3	ch 7, 2/3; ch 8, 1/3	ch 8, 2/3	ch 8, 3/3; ch 9, 1/2	ch 9, 1/2; ch 10 to end bk
<i>Or Queen Elizabeth</i>	Mother	Childhood	Jane Grey	Spanish Match	In Tower	Accession	War Scotland	Lovers	P Character	Inv Armada	Earl of Essex	Conclusion
Geo <i>KonTiki</i>		ch 5 1/4	ch 5 2/4	ch 5 3/4	ch 5 4/4		ch 6 1/4	ch 6 2/4		ch 6 3/4	ch 6 4/4	
<i>OR Columbus</i>	ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	ch 10	ch 11	ch 12
Nature <i>Rural Hours</i>	Jan 1-17	Jan 18-23	Jan 24-27	Jan 29-30	Feb 3-6	Feb 7	Feb 10-14	Feb 22-24	Feb 26-28	Mar 4-23	Mar 24-31	
<i>Or Lay of Land</i>	ch 2 1/2	ch 2 1/2	ch 3 1/3	ch 3 2/3	ch 3 3/3	ch 4 1/2	ch 4 2/2	ch 5 1/2	ch 5 2/2	ch 6 1/2	ch 6 2/2	
Science: <i>Napoleon's Buttons OR Marvels Molecule</i>	ch 6, first half or Marvels Pt 2 ch 6	ch 6, second half or Marvels Pt 2 ch 7	ch 7, first half or Marvels Pt 2 ch 8	ch 7, second half or Marvels Pt 3 ch 1	ch 8, first third or Marvels Pt 3 ch 2	ch 8, second third or Marvel Pt 3 ch 3, 4	ch 8, last third or Marvels Pt 3 ch 5	ch 9, first half or Marvels Pt 3 ch 6	ch 9, last half or Marvels Pt 3 ch 7, 8	ch 10 first half or Marvels Pt 4 ch 1	ch 10, last half or Marvels Pt 4 ch 2	ch 13, first third (skip ch 11,12) or Marvels Pt 4 ch 3
<i>Study Plant Life</i>	ch 15, 1st half	ch 15, 2nd half	ch 16, 1st half	ch 16, 2nd half	ch 17	ch 18, 1st half	ch 18, 2nd half	ch 19	ch 20 (over 4 weeks)	ch 20 (over 4 weeks)	ch 20 (over 4 weeks)	ch 20 (over 4 weeks)

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 03.2020)

Ambleside Online's - Year 8 Lite										Term 2 (Weeks 13-24)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<i>Chem Hist Candle</i>	Lecture 6 Pt 1	Lecture 6 Pt 2										
<i>Adv Microscope</i>	choose 4	adventures	this term.									
<i>Signs & Seasons</i>	ch 4	Spread	reading and	field work	across term.							
Citizenship <i>Ourselves</i>	Pg 87-90 Pity		Pg 91-94 Benevolence		Pg 95-98 Sympathy		Pg 99-102 Kindness		Pg 103-107 Generosity			
<i>Whatever Justice</i>	ch 25, 26	ch 27, 28	ch 29, 30	ch 31, 32	ch 33, 34	ch 35, 36	ch 37, 38	ch 39, 40	ch 41, 42	memo, agreemt		
<i>Bacon Essays</i>		Bacon Essay Of Discourse		Bacon essay Of Riches		Bacon essay Youth and Age		Bacon essay Of Studies				
Poetry <i>Shakespeare</i>	Sonnet 18	Sonnet 30	Sonnet 31	Sonnet 53	Sonnet 54	Sonnet 73	Sonnet 87	Sonnet 90	Sonnet 94	Sonnet 97	Sonnet 104	Sonnet 116
Language Arts <i>Roar Side (opt)</i>	p 43 Whales with Hats			p 53 Musical Thought			p 63 Anatomy Lessons			p 71 A Few Formalities		
<i>Mother Tongue</i>	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lessons 30, 31	Lesson 32	Lesson 33	Lessons 34, 35
Art: Painting												

Ambleside Online's - Year 8 Lite							Term 2 (Weeks 13-24)					
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work:												
<i>Nature Study [*]</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art:												
<i>Picture Study [*]</i>												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music:												
<i>Composer [*]</i>												
<i>Folksong [*]</i>												
<i>Hymn [*]</i>												
Free Reads:	* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott						The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: A Chronicle of English Colonial Beginnings by Mary Johnston					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 03.2020)

Ambleside Online's - Year 8 Lite											Term 3 (Weeks 25-36)	
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible <i>New T</i>	Matt 22:1-33	Mt 22:34-23:12	Matt 23:13-34	Matt 24:1-31	Mt 24:32-25:13	Matt 25:14-46	Matt 26:1-35	Matt 26:36-56	Matt 26:57-75	Matt 27:1-26	Matt 27:27-66	Matt 28
<i>Old Testament</i>	1Ki 1-2:27; Ps 125, 126, 127; Pr 12:1-12	1Ki 2:28-5; Ps 128, 129, 130; Pr 12:13-28	1Ki 6, 7; Ps 131, 132, 133; Pr 13:1-12	1Ki 8-9:14; Ps 134, 135; Pr 13:13-25	1Ki 9:15-12:11; Ps 136; Pr 14:1-11	1Ki 12:12-ch 14; Ps 137, 138; Pr 14:12-24	1Ki 15-16:22; Ps 139; Pr 14:25-35	1Ki 16:23-18; Ps 140, 141; Pr 15:1-15	1Ki 19, 20; Ps 142, 143; Pr 15:16-33	1Ki 21, 22; Ecc 1; Ps 144, 145; Pr 16:1-11	Ecc 2-6; Ps 146, 147; Pr 16:12-22	Ecc 7-12; Ps 148, 149, 150; Pr 16:23-33
<i>Saints Heroes</i>		Cromwell		Bunyan								
<i>MereChristianit</i>	Bk 3 ch 7	Bk 3 ch 8	Bk 3 ch 9, 10	Bk 3 ch 11, 12	Bk 4 ch 1	Bk 4 ch 2, 3	Bk 4 ch 4	Bk 4 ch 5, 6	Bk 4 ch 7	Bk 4 ch 8, 9	Bk 4 ch 10	Bk 4 ch 11
History <i>Churchill's The New World OR ArnoldForster</i>	Ch19 - p292, to "...the curse of Cromwell." or ch 55 (1/3)	Ch19 from "At the moment when the axe..." to ch 20 "Torquemada" or ch 55 (1/3)	Ch20 from "Cromwell's successes..." to end or ch 55 (1/3)	Ch 21 to "...supreme day of joy." or ch 56 (1/4)	Ch 21 from "The Wheel had not..." to ch 22 "a king for it." or ch 56 (1/4)	Ch 22 from "The Cavalier Parliament" to "word 'cabal.'" or ch 56 (1/4)	Ch22 from "the dominant fact..." to ch 23 "...European events." or ch 56 (1/4)	Ch23 from "It was at this moment..." to ch 24 "...exclusion Bill." or ch 57 (1/4)	Ch 24 from "The fury against ..." to end or ch 57 (1/4)	Ch25 to "...came to pass." or ch 57 (1/4)	Ch25 from "James was now..." to Ch26 "...hammer blows." or ch 57 (1/4)	Ch26 from "At the end of April..." to end of book. or ch 58
<i>S. Pepys Diary</i>						excerpts 1/2	excerpts 2/2					
Lit <i>I Promessi</i>	ch 9, 10, 11	ch 12, 13	ch 14, 15	ch 16, 17, 18	ch 19	ch 21, 22, 23	ch 24, 25	ch 26, 27	ch 28, 29, 30	ch 31, 32	ch 33, 34	ch 35, 36, 37
<i>The Holy War</i>	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12
<i>Utopia</i>	Bk 2 p 58-62	pg 62-67	pg 67-71	pg 71-76	pg 76-80	pg 80-85	pg 85-89	pg 89-93	pg 93-98	pg 98-102	pg 102-107	pg 107-113
<i>Hist Eng Lit</i>	ch 55 Herbert		56 Herrick			ch 57 Milton	ch 58 Milton	ch 59 Bunyan				
Geog <i>KonTiki</i>		ch 7 1/4	ch 7 1/4		ch 7 3/4	ch 7 4/4			ch 8 1/3	ch 8 2/3	ch 8 3/3	
<i>OR Columbus</i>	ch 13	ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	ch 20	ch 21	Letter		
Nature <i>Rural Hours</i>	Apr 1-3	Apr 4-11	Apr 12-25	Apr 26-May 3	May 4	May 5-6	May 11-15	May 16-17	May 18-20	May 22-25	May 27-29	May 30-31
<i>Or Lay of Land</i>	ch 7 all	ch 8 1/2	ch 8 2/2	ch 9 all	ch 10 all	ch 11 1/2	ch 11 2/2	ch 12 1/2	ch 12 2/2	ch 14 all	ch 15 1/2	ch 15 2/2
Science: <i>Napoleon's Buttons OR MarvelsMolecule</i>	ch 13, second third or Marvels Pt 4 ch 4	ch 13, last third or Marvels Pt 4 ch 5	ch 14, first half or Marvels Pt 4 ch 6	ch 14, second half or Marvels Pt 4 ch 7, 8	ch 15, first half or Marvels Pt 5 ch 1	ch 15, second half or Marvel Pt 5 ch 2	ch 16, first half or Marvels Pt 5 ch 3	ch 16, second half or Marvels Pt 5 ch 4	ch 17, first third or Marvels Pt 5 ch 5	ch 17 second third or Marvels Pt 5 ch 6	ch 17, last third or Marvels Pt 5 ch 7	Epilogue or Marvels Pt 5 ch 8
<i>Studies Plant Life</i>	ch 21, 1st half	ch 21, 2nd half	ch 22 1/4	ch 22 2/4	ch 22 3/4	ch 22 4/4	ch 23 1/3	ch 23 2/3	ch 23 3/3	ch 24 1/3	ch 24 2/3	ch 24 3/3
<i>Briefer History of</i>	<i>Time</i> ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
<i>Circulation Blood</i>						1/4	2/4	3/4	4/4			
<i>Adv Microscope</i>	choose 4	adventures	this term.									
<i>Signs & Seasons</i>	ch 5	spread	reading and	field work	across term							

Ambleside Online's - Year 8 Lite											Term 3 (Weeks 25-36)	
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Citizenship <i>Ourselves</i>		Pg 108-111 Gratitude		Pg 112-115 Courage		Pg 115-117 Opinions		Pg 118-121 Loyalty			Pg 121-125 Loyal Chief	Pg 126-130 Humility
<i>How Read a Book</i>	Part 1 ch 1		Part 1 ch 2		Part 1 ch 3		Part 1 ch 4		Part 1 ch 5			
Poetry: Milton	L'Allegro			Il Penseroso			Lycidas			On HisBlindness		
Language Arts <i>Roar Side (opt)</i>	pg 81 More Formalities			pg 99 Genres			pg 113 Sing Darker			Writing, Read Revising	pg 135 A Gathering of Poems	
<i>Mother Tongue</i>	Lessons 36, 37	Lesson 38	Lesson 39	Lesson 40	Lesson 41	Lesson 42	Lessons 43, 44	Lesson 45	Lesson 46	Lesson 47	Lesson 48	Lesson 49
<i>Story of Painting</i>												

Ambleside Online's - Year 8 Lite

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work:												
<i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art:												
<i>Picture Study</i> [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music:												
<i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
<i>Free Reads:</i>	<p>* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott</p>						<p>The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: A Chronicle of English Colonial Beginnings by Mary Johnston</p>					

See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 03.2020)

AmblesideOnline's - Year 8

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible <i>New T</i>	Matt 1	Matt 2	Matt 3, 4	Matt 4:18-5:16	Matt 5:17-48	Matt 6	Matt 7	Matt 8	Matt 9:1-17	Matt 9:18-38	Matt 10	Matt 11
<i>Old testament</i>	Jud 1-3; Ps 106:1-23; Pr 1:1-19	Jud 4-6; Ps 106:24-48; Pr 1:20-33	Jud 7-9:21; Ps 107:1-22; Pr 2:1-9	Jud 9:22-11; Ps 107:23-43; Pr 2:10-22	Jud 12-15; Ps 108; Pr 3:1-20	Jud 16-18; Ps 109; Pr 3:21-35	Jud 19-21; Ps 110, 111; Pr 4:1-3	Ruth; Ps 112, 113; Pr 4:14-27	1Sam 1-3; Ps 114, 115; Pr 5:1-14	1Sam 4-8; Ps 116, 117; Pr 5:15-23	1Sam 9-12; Ps 118:1-18; Pr 6:1-19	1Sam 13, 14; Ps 118:19-29; Pr 6:20-35
<i>Case for Christ</i>	Intro, Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7&8	Ch 9	Ch 10	Ch 11&12	Ch 13	Ch 14 - end
History <i>The New World</i>	Ch 1 Columbus, Luther	Ch 2	Ch 3 Henry VIII	ch 4 to page 49, "On October 9, 1529..."	end of ch 4 and first half of ch 5 to 'Having Established his supremacy...'	second half of ch 5 and beginning of ch 6 to 'economically backward North'	from "In the Autumn, when the new taxes," to the end of ch 6	first half of ch 7 to page 97, "Catholic Empire of Hapsburgs"	second half of ch 7 to middle of ch 8 to 'Divide a European Combination'	second half of ch 8 from "meanwhile, there was Mary Stuart..." to end of ch 8	Ch 9 Drake, Armada	Ch 10 1588, Sir Walter Raleigh, Bacon, Shakespeare, Faerie Queene
<i>Voyage Armada</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
<i>Speeches/Docs</i>		Diet of Worms									Q.Elizabeth's speech Armada	
<i>Life of F. Bacon</i>								Part 1	Part 2		Part 3	Part 4
<i>Man all Seasons</i>	Act 1					Act 2						
Lit: <i>Utopia</i>	Intro xxi-xxiii	Bk 1: pg 5-10	pg 11-13	pg 15-19	pg 19-24	pg 24-28	pg 28-33	pg 33-37	pg 37-42	pg 42-47	Bk 2: pg 49-53	pg 53-58
<i>Everyman</i>	Spread evenly											
<i>Westward Ho</i>	Ch 1-2	ch 3-4	ch 5	ch 6-7	ch 8	ch 9	ch 10-11	ch 12-13	ch 14-15	ch 16, 17, 18	ch 19-20	ch 21
<i>History of English Literature</i>	ch 32 Beginning of the Theater	ch 33 Shepherds Watched	ch 34 The Story of Everyman	ch 35 Poet Comforted a Girl	ch 36 The Renaissance	ch 37 The Land of Nowhere	ch 38 Death of Thomas More	ch 39 Sonnet Came to England	ch 40 Beginning of Blank Verse	ch 41 Spenser-"Calendar"	ch 42 Spenser-"Faery Queen"	ch 43 Spenser-His Last Days
<i>How to Read Bk</i>	Ch 6				Ch 7						Ch 8	
Geog <i>Morison's Columbus</i>	ch 1	ch 2-3	ch 4-5	ch 6-7	ch 8	ch 9	10-11 Parents: screen ch 11	ch 12-13	ch 14	ch 15-16	ch 17-18	ch 19-21
<i>Or Mann's 1493</i>	Introduction	ch 1 Two Monuments	ch 2 Reversals of Fortune	ch 3 The Tobacco Coast	ch 4 Evil Air	ch 5 Shiploads of Silver	ch 6 Lovesick Grass . . .	ch 7 Potato Power, Pests	ch 8 Wealth Grows Trees	ch 9 Crazy Soup	ch 10 Forest of Fugitives	Afterword: Currents Life
Science: <i>Napoleon's Buttons OR Marvels Molecule</i>	Intro, first half or Marvels Pt 1 ch 1	Intro, second half or Marvels Pt 1 ch 2	ch 1, first half or Marvels Pt 1 ch 3	ch 1 second half or Marvels Pt 1 ch 4	ch 2 first half or Marvels Pt 1 ch 5	ch2, second half or Marvel Pt 1 ch 6, 7	ch 3, first half or Marvels Pt 1 ch 8	ch 3, second half or Marvels Pt 2 ch 1	ch 4, first half or Marvels Pt 2 ch 2	ch 4 second half or Marvels Pt 2 ch 3	ch 5, first half or Marvels Pt 2 ch 4	ch 5, second half or Marvels Pt 2 ch 5
<i>Chem Hist Candle</i>	Lecture 1 Pt 1	Lecture 1 Part 2	Lecture 2 Part 1	Lecture 2 Part 2	Lecture 3 Part 1	Lecture 3 Part 2	Lecture 3 Part 3	Lecture 4 Part 1	Lecture 4 Part 2	Lecture 5 Part 1	Lecture 5 Part 2	Lecture 5 Part 3
<i>First Studies in Plant Life</i>	ch 11 (over 5 weeks)	ch 11 (over 5 weeks)	ch 11 (over 5 weeks)	ch 11 (over 5 weeks)	ch 11 (over 5 weeks)	ch 12, 1st half	ch 12, 2nd half	ch 13 (over 4 weeks)	ch 13 (over 4 weeks)	ch 13 (over 4 weeks)	ch 13 (over 4 weeks)	ch 14
<i>Great Astronomers</i>	Galileo: spread	over term										
<i>Adv w Microscope</i>	choose 4 adventures this term.											
<i>Signs & Season</i>	ch 3 - spread over this term											
<i>Rural Hours</i>	Spread over year		Read seasonal	chapters								

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

Ambleside Online's - Year 8										Term 1 (Weeks 1-12)		
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Citizenship <i>Ourselves</i>	p 66-72 Pt 2 ch7 The Desires				p 73-80 ch8 Desires Pt 2				p 81-86 Pt 3 ch1 Ways of Love			
<i>Bacon's Essays</i>		Of Truth		Of Revenge		Of Adversity		Of Innovations			Of Friendship	
<i>Whatever Happened...?</i>	p 1-14 intro and note	p 15-22 ch 1, 2	p 23-30 ch 3, 4	p 31-36 ch 5	p 37-40 ch 6	p 41-48 ch 7, 8	p 49-53 ch 9	p 54-59 ch 10	p 60-67 ch 11, 12	p 68-73 ch 13	p 74-77 ch 14	p 78-87 ch 15
Poetry <i>Shakespeare Sonnets</i>	XVIII 18	XXIX 29	XXX 30	LIII 53	LIV 54	LVII 57	LXXIII 73	XCIV 94	CIV 104	CVI 106	CXVI 116	CXXIX 129
<i>Roar Other Side</i>	p 11 Intro			p 17 Sight Training		p 23 Real Toads				p33 Metaphors be With You		
<i>Fierce Loves</i>	Canto 1	Canto 2	Canto 3	Canto 4	Canto 5	Canto 6	Canto 7	Canto 8	Canto 9	Canto 10	Canto 11	Canto 12
Art StoryPainting	Ch 4-5 – Spread over year											

Ambleside Online's - Year 8

Term 1 (Weeks 1-12)

SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work:												
<i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art:												
<i>Picture Study</i> [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music:												
<i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
Free Reads:	<p>* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott</p>						<p>The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: Chronicle of English Colonial Beginnings, Johnston Galileo's Daughter by Dava Sobel</p>					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

AmblesideOnline's - Year 8

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible <i>New T</i>	Matt 12:1-37	Matt 12:38-13:23	Matt 13:24-43	Matt 13:44-14:21	Mt 14:22-15:20	Matt 15:21-16:12	Matt 16:13-17:13	Matt 17:19-18:14	Mt 18:15-19:15	Mt 19:16-20:19	Mt 20:20-21:17	Matt 21:18-46
<i>Old Testament</i>	1Sam 15-17; Ps 119:1-19; Pr 7:1-5	1Sam 18-20:42; Ps 119:20-35; Pr 7:6-27	1Sam 21-24; Ps 119:37-56; Pr 8:1-11	1Sam 25-27; Ps 119:57-71; Pr 8:12-21	1Sam 28-2Sam 1:16; Ps 119:72-87; Pr 8:22-35	2Sam 1:17-4; Ps 119:88-102; Pr 9:1-18	2Sam 5-9; Ps 119:103-122; Pr 10:1-11	2Sam 10-13:20; Ps 119:123-136; Pr 10:12-21	2Sam 13:21-15; Ps 119:137-155; Pr 10:22-32	2Sam 16-18; Ps 119:156-176; Pr 11:1-11	2Sam 19-21; Ps 120, 121; Pr 11:12-22	2Sam 22-24; Ps 122, 123, 124; Pr 11:23-31
<i>Mere Christianity</i>	Pre, Bk 1Ch 1,2	Ch 3-5	Bk 2, Ch 1-3	Ch 4-5	Bk 3, Ch 1-3	Ch 4-6	Ch 7-8	Ch 9-12	Bk 4, ch 1-2	Ch 3-6	Ch 7-9	Ch 10, 11
<i>OR More Carpenter</i>	Preface	Ch 11	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11
History <i>The New World</i>	Ch 11 pg 159 Guy Fawkes, Jas I, Charles, 1605	ch 11 from 'in the midst of these turmoils' to ch 12, to 'London greatly aided them in this.'	from 'Beneath the drab exterior' to end of ch 12	ch 13 Charles I and Buckingham to 'henceforth they faced it together.'	ch 13 from 'Through the commons had granted' to ch 14 to 'inert forces of the nation.'	ch 14 from 'Presently Charles' Lawyers' to "whenever it might be necessary."	ch 14 'At this decisive moment' to ch 15 'they would now impeach the Queen.'	ch 15 from 'This was the agony of Charles life' to end of ch 15	ch 16 The Great Rebellion, to 'ever succeed in holding the towns.'	ch 16 from 'Charles possessed a certain' to ch 17 to 'safely south to Shrewsbury.'	ch 17 from 'The success of the king's campaign' to ch 18 to 'but who should dragoon them?'	ch 18 from, 'Now that the war was won' to the end of ch 18
<i>Voyage Armada</i>	Ch 13	14	15	16	17							
<i>Life of Donne</i>	paragraphs 1-19	paragraphs 20-29	pps 30-40	paragraphs 41-45	paragraphs 46-55	paragraphs 56-66	paragraphs 67-81	paragraphs 82-93	paragraphs 94-98	par 99-117	par 118-125	par 126-end
<i>Pilgrim Journal pdf</i>						pg 2- top of 13	pf 13-25	pg 25-36	pg 36-end			
Lit: <i>Utopia</i>	Bk 2 p 58-62	pg 62-67	pg 67-71	pg 71-76	pg 76-80	pg 80-85	pg 85-89	pg 89-93	pg 93-98	pg 98-102	pg 102-107	pg 107-113
<i>Westward Ho!</i>	ch 22, 23, 24	ch 25	ch 26	ch 27, 28, 29	ch 30	ch 31, 32, 33						
<i>I Promessi</i>							ch 1-2	ch 3, 4, 5	ch 6-7	ch 8	ch 9-10	ch 11, 12, 13
<i>History English Lit</i>	ch 44 First Theaters	ch 45 Shakespeare	ch 46 Shakespeare	ch 47 Shakespeare	ch 48 Jonson	ch 49 Jonson	ch 50 Raleigh	ch 51 Raleigh	ch 52 Bacon	ch 53 Bacon	ch 54 Lyric Poets	
<i>Coffin King Charles</i>										Ch 1	Ch 2 half	Ch 2 half
Geogr <i>Kon Tiki</i>												
Geo <i>Kon Tiki</i>	ch 1 A Theory	ch 2 Exped is Born (1/2)	ch 2 Exped is Born (2/2)	ch 3 To South America (1/4)	ch 3 To South America (2/4)	ch 3 To South America (3/4)	ch 3 To South America (4/4)	ch 4 Across the Pacific (1/2)	ch 4 Across the Pacific (2/3)	ch 5 Halfway (1/4)	ch 5 Halfway (2/4)	ch 5 Halfway (3/4)
Natural History	<i>Cooper/Teale</i>	<i>Spread</i>	<i>seasonal</i>	<i>chapters</i>	<i>over year</i>							
Science: <i>Napoleon's Buttons OR Marvels Molecule</i>	ch 6, first half or Marvels Pt 2 ch 6	ch 6, 2/2 or Marvels Pt 2 ch 7	ch 7, first half or Marvels Pt 2 ch 8	ch 7, 2/2 or Marvels Pt 3 ch 1	ch 8, first third or Marvels Pt 3 ch 2	ch 8, second third or Marvel Pt 3 ch 3, 4	ch 8, last third or Marvels Pt 3 ch 5	ch 9, first half or Marvels Pt 3 ch 6	ch 9, last half or Marvels Pt 3 ch 7, 8	ch 10 first half or Marvels Pt 4 ch 1	ch 10, last half or Marvels Pt 4 ch 2	ch 13, first third or Marvels Pt 4 ch 3
ChemHistCandl/ Phineas Gage	Lecture 6 Part 1	Lecture 6 Part 2	Gage: ch 1	ch 1	ch 1	ch 2	ch 2	ch 2	ch 3	ch 3	ch 4	ch 4
First Stud Plant	ch 15, 1st half	ch 15, 2nd half	ch 16, 1st half	ch 16, 2nd half	ch 17	ch 18, 1st half	ch 18, 2nd half	ch 19	ch 20 (1/4)	ch 20 (2/4)	ch 20 (3/4)	ch 20 (4/4)
Johannes Kepler	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
AdvMicroscope	choose 4	adventures this	term.									
Signs Seasons	ch 4 divide	over this term										

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

Ambleside Online's - Year 8

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Citizenship <i>Ourselves Bk 1</i>	pg 87-90 ch 2 Pity		pg 91-94 ch 3 Benevolence			pg 95-98 ch 4 Sympathy			pg 99-102 ch 5 Kindness		p103-107 ch 6 Generosity	
<i>Bacon's Essays</i>		Of Health			Of Suspicion and Discourse		Of Riches			Of Nature in Men		Of Youth and Age
<i>Whatevr Happend</i>	p88-94 ch16	p95-101 ch17	p102-105 ch18	p106-110 ch19	p111-113 ch20	p114-119 ch21	p120-126 ch22	p127-132ch23-24	p133-136 ch25	p137-145 ch26	p146-151 ch27	p152-157 ch28-29
<i>How Read a Book</i>				Ch 9				Ch 10				
Poetry: <i>John Donne</i>	<i>Read a poem a day</i>											
<i>Roar Other Side</i>	pg 43 Whales w/			pg 53 Musical			pg 63 Anatomy			p 71 Formalities		
Art: <i>Story of Painting</i>												

AmblesideOnline's - Year 8							Term 2 (Weeks 13-24)					
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work: <i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art: <i>Picture Study</i> [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music: <i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
Free Reads:	* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott						The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: Chronicle of English Colonial Beginnings , Johnston Galileo's Daughter by Dava Sobel					

*See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

AmblesideOnline's - Year 8										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible NT	Matt 22:1-33	Mt 22:34-23:12	Matt 23:13-34	Matt 24:1-31	Mt 24:32-25:13	Matt 25:14-46	Matt 26:1-35	Matt 26:36-56	Matt 26:57-75	Matt 27:1-26	Matt 27:27-66	Matt 28
<i>Old Testament</i>	1Ki 1-2:27; Ps 125, 126, 127; Pr 12:1-12	1Ki 2:28-5; Ps 128, 129, 130; Pr 12:13-28	1Ki 6, 7; Ps 131, 132, 133; Pr 13:1-12	1Ki 8-9:14; Ps 134, 135; Pr 13:13-25	1Ki 9:15-12:11; Ps 136; Pr 14:1-11	1Ki 12:12-ch 14; Ps 137, 138; Pr 14:12-24	1Ki 15-16:22; Ps 139; Pr 14:25-35	1Ki 16:23-18; Ps 140, 141; Pr 15:1-15	1Ki 19, 20; Ps 142, 143; Pr 15:16-33	1Ki 21, 22; Ecc 1; Ps 144, 145; Pr 16:1-11	Ecc 2-6; Ps 146, 147; Pr 16:12-22	Ecc 7-12; Ps 148, 149, 150; Pr 16:23-33
<i>Desiring God</i>	Intro, ch 1	ch 2, 3	ch 4, 5	6	7	8	9	10	Epilogue, Ax 1	Appendix 2, 3	Appendix 4	Appendix 5
History <i>New World</i>	ch 19 The English Republic to "there still lies 'the curse of Cromwell.'"	ch 19 from "At the moment when the axe. . ." to ch 20 to "and the successors of Torquemada."	ch 20 "Cromwell's successes and failures" to end of ch 20	ch 21 to "was England's supreme day of joy."	ch 21 beginning "The Wheel had not however swung" to ch 22 to "and you have the word of a king for it."	ch 22 from "The Cavalier Parliament sternly corrected" to "actually spelt the word 'Cabal.'"	ch 22 from "The dominant fact on the continent of" to ch 23 to "in the broad course of European events."	ch 23 from "It was at this moment that Louis XIV" to ch 24 to "the Peers rejected the exclusion Bill."	ch 24 from "The fury against the Popish plot was gradually" to end of ch 24	ch 25 to "which he most desired came to pass."	ch 25 from "James was now at the height" to ch 26 to "now events struck their hammer blows."	ch 26 from "At the end of April James issued" to end of book.
<i>Speeches/ Docs</i>	Donne Meditat'n											
<i>Coffin Charles</i>	Ch 3	Ch 4 half	Ch 4 half	Ch 5 half	Ch 5 half	Ch 6	Ch 7 half	Ch 7 half	Ch 8 half	Ch 8 half	Ch 9	Ch 10
<i>Oliver Cromwell; Samuel Pepys</i>			Cromwell: ch 23		Pepys website: Plague	Pepys Sep 2-6 1666	Pepys Sep 7-Nov 12 1666	Pepys Dec 13 '66-Jun 19 '68				
Literature <i>I Promessi</i>	ch 14-15	ch 16-17	ch 18-19	ch 20, 21, 22	ch 23-24	ch 25-26	ch 27-28	ch 29-30	ch 31-32	ch 33-34	ch 35-36	ch 37-38
<i>History English Lit</i>	ch 55 Herbert			ch 56 Herrick and Marvell			ch 57 Milton		ch 58 Milton	ch 59 Bunyan		
<i>Holy War</i>	Divide evenly											
<i>Whtvr Happened</i>	pg 158-168	pg 169-177	pg 178-182	pg 183-188	pg 189-192	pg 193-196	pg 197-203	pg 204-209	pg 210-217	pg 219-221	222-7 or 228-33	pg 234-242
Geo <i>Kon Tiki</i>	Ch 5 Halfway (4/4)	Ch 6 Across Pacific (1/4)	Ch 6 Across Pacific (2/4)	Ch 6 Across Pacific (3/4)	Ch 6 Across Pacific (4/4)	Ch 7 South Sea Islands (1/4)	Ch 7 Sth Sea Islands (2/4)	Ch 7 Sth Sea Islands (3/4)	Ch 7 Sth Sea Islands (4/4)	Ch 8 Among Polynesians (1/3)	Ch 8 Among Polynesians (2/3)	Ch 8 Among Polynesians 3/3
Natural History	Cooper or Teale	Spread	seasonal	chapters over	three terms							

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

AmlesideOnline's - Year 8										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Science: <i>Napoleon's Buttons OR Marvels Molecule</i>	ch 13, second third or Marvels Pt 4 ch 4	ch 13, last third or Marvels Pt 4 ch 5	ch 14, first half or Marvels Pt 4 ch 6	ch 14, second half or Marvels Pt 4 ch 7, 8	ch 15, first half or Marvels Pt 5 ch 1	ch 15, second half or Marvel Pt 5 ch 2	ch 16, first half or Marvels Pt 5 ch 3	ch 16, second half or Marvels Pt 5 ch 4	ch 17, first third or Marvels Pt 5 ch 5	ch 17 second third or Marvels Pt 5 ch 6	ch 17, last third or Marvels Pt 5 ch 7	Epilogue or Marvels Pt 5 ch 8
Briefer History of Time	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
First Studies in Plant Life	ch 21, 1st half	ch 21, 2nd half	ch 22 (over 4 weeks)	ch 22 (over 4 weeks)	ch 22 (over 4 weeks)	ch 22 (over 4 weeks)	ch 23 (over 3 weeks)	ch 23 (over 3 weeks)	ch 23 (over 3 weeks)	ch 24 (over 3 weeks)	ch 24 (over 3 weeks)	ch 24 (over 3 weeks)
Great Astronomers	Great Astromomers Newton (over 4 weeks)	Great Astromomers Newton (over 4 weeks)	Great Astromomers Newton (over 4 weeks)	Great Astromomers Newton (over 4 weeks)	-----	-----	-----	-----	Great Astronomers Flamsteed (over 4 weeks)	Great Astronomers Flamsteed (over 4 weeks)	Great Astronomers Flamsteed (over 4 weeks)	Great Astronomers Flamsteed (over 4 weeks)
Adventures with a Microscope	choose 4 adventures this term.											
Signs and Seasons	ch 5 divide over this term											
William Harvey						William Harvey and the Discovery of the Circulation of Blood						
Citizenship <i>Ourselves</i>	pg 108-111 Ch 7 Gratitude				pg 112-117 Ch 8 Courage		pg 118-125 Ch 9 Loyalty			pg 126-130 Ch 10 Humility		
<i>Bacon's Essays</i>		Of Building (part)		Of Studies		Of Praise			Of Honor and Reputation		Of Anger	
<i>How Read a Book</i>		Ch 11						Ch 12				
Poetry: <i>Milton</i>	<i>A poem/day</i>											
<i>Roar Other Side</i>	p81 More Formalities			p99 Genres			p113 Sing Darker			Writing, Reading and Revising	p135 A Gathering of Poems	
Art <i>StoryPainting</i>												

AmblesideOnline's - Year 8

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Daily Work: Math												
<i>Foreign Language</i>												
Weekly Work:												
<i>Nature Study</i> [*]												
<i>Shakespeare</i> [*]												
<i>Plutarch</i> [*]												
<i>Copywork/Dictation</i>												
<i>Grammar</i>												
<i>Book of Centuries</i>												
<i>Recitation</i>												
<i>Mapwork</i>												
<i>Current Events</i>												
Art:												
<i>Picture Study</i> [*]												
<i>Drawing</i>												
<i>Handicrafts</i>												
Music:												
<i>Composer</i> [*]												
<i>Folksong</i> [*]												
<i>Hymn</i> [*]												
Free Reads:	<p>* Don Quixote by Miguel Cervantes (an edited version) ** The House of Arden by E. Nesbit ** Harding's Luck by E. Nesbit ** Lorna Doone by R. D. Blackmore Kenilworth by Sir Walter Scott (or other Scott novel) Pickwick Papers by Charles Dickens The Innocence of Father Brown by G. K. Chesterton Northanger Abbey by Jane Austen Freckles by Gene Stratton Porter The Wonderful O and/or The Thurber Carnival by James Thurber The History of King Charles II of England by Jacob Abbott</p>						<p>The Space Trilogy by C.S. Lewis: Out of the Silent Planet, Perelandra, That Hideous Strength To Have and to Hold by Mary Johnston All for Love or Discourses on Satire and Epic Poetry by John Dryden <i>The Prydain Chronicles</i> by Lloyd Alexander: The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, The High King The Compleat Angler by Izaak Walton The Memoirs of Gluckel of Hameln Pioneers of the Old South: Chronicle of English Colonial Beginnings, Johnston Galileo's Daughter by Dava Sobel</p>					

* See Ambleside Online Subject pages for Term Rotation and for Scheduling issues.

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2021)

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 9 Lite.

Time period covered in Year 9: 1688-1815 including French and American Revolutions

Yr 9 Lite	Term 1: 1688-1730	Term 2: 1730-1786	Term 3: 1786-1815
<p>Books used for this schedule</p> <p><i>(Please see the AO Y9 Booklist for more options and/or for book subs)</i></p>	<p>Age of Revolution by Churchill OR A History of the American People by Paul Johnson Practice of the Presence of God by Brother Lawrence Saints and Heroes, Vol 2 by George Hodges Salem witch trial transcripts Miracle at Philadelphia by Catherine Drinker Bowen Letters to His Son, selections, Chesterfield Autobiography of Benjamin Franklin Founding Father: George Washington by Brookhiser Longitude by Dava Sobel Plutarch's Lives Ourselves by Charlotte Mason The Count of Monte Cristo by Alexandre Dumas Battle of the Books by Jonathan Swift Gulliver's Travels by Jonathan Swift The History of English Literature by H.E. Marshall poems of Alexander Pope Apologia science text OR BJU Press Science How To Read a Book Adler and Van Doren Microbe Hunters by Paul de Kruif The Land of Little Rain by Mary Austin Writers Inc by Sebranek, Meyer, Kemper (reference)</p>	<p>Age of Revolution by Churchill A History of the American People by Paul Johnson The Four Loves by C.S. Lewis The Boy Life of Napoleon by Eugenie Foa OR Story of Napoleon by Marshall Jonathan Edwards' "Sinners in the Hands of an Angry God" Sermon "John Wesley Denounces the Doctrine of Predestination" Miracle at Philadelphia by Catherine Drinker Bowen Autobiography of Benjamin Franklin Founding Father: George Washington by Brookhiser Edmund Burke's Plea for Conciliation March 1775 The Declaration of Independence Articles of Capitulation, Yorktown Treaty with Great Britain The Federalist, Nos. 1 and 2 Patrick Henry's 'Give me liberty or give me death' Common Sense by Thomas Paine Longitude by Dava Sobel The Count of Monte Cristo by Alexandre Dumas An Essay on Man by Alexander Pope Rasselas, Prince of Abyssinia by Samuel Johnson She Stoops to Conquer by Oliver Goldsmith poems of William Cowper and Phillis Wheatley Plutarch's Lives How To Read a Book Adler and Van Doren Ourselves by Charlotte Mason The Story of Painting by H. W. Janson The Land of Little Rain by Mary Austin</p>	<p>Age of Revolution by Churchill A History of the American People by Paul Johnson Founding Brothers by Joseph Ellis The Four Loves by C.S. Lewis poems of Lord Byron Miracle at Philadelphia by Catherine Drinker Bowen Constitution of the United State Washington's Inaugural Address Treaty with Six nations Treaty with Great Britain Treaty with France Washington's Farewell Address Longitude by Dava Sobel The Count of Monte Cristo by Alexandre Dumas Pride and Prejudice by Jane Austen Essays by Jane Haldimand Marcet Love is a Fallacy by Max Schulman Plutarch's Lives How To Read a Book Adler and Van Doren Ourselves by Charlotte Mason The Land of Little Rain by Mary Austin</p>

AmblesideOnline.org - House of Education Online - Year 9 Lite

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<i>Bible</i>	2Ki 1, 2; Mk 1-2:12; Ps 1, 2; Pr 17:1-13	2Ki 3, 4; Mk 2:13-4:20; Ps 3, 4; Pr 17:4-28	2Ki 5, 6; Mk 4:21-5; Ps 5, 6; Pr 18:1-10	2Ki 7, 8; Mk 6; Ps 7, 8; Pr 18:1-24	2Ki 9, 10; Mk 7-8:21; Ps 9; Pr 19:1-10	2Ki 11, 12; Mk 8:22-9:29; Ps 10, 11; Pr 19:11-21	2Ki 13, 14; Mk 9:30-10:31; Ps 12, 13, 14; Pr 19:22-29	2Ki 15-16:12; Mk 10:32-11; Ps 15, 16; Pr 20:1-14	2Ki 16:13-ch 18; Mk 12; Ps 17; Pr 20:15-30	2Ki 19, 20; Mk 13-14:11; Ps 18; Pr 21:1-11	2Ki 21-23:18; Mk 14:12-72; Ps 19; Pr 21:12-20	2Ki 23:19-ch 25; Mk 15, 16; Ps 20; Pr 21:21-31
<i>Practice Presence</i>	Conversatn 1	Conversatn 2	Conversatn 3	Conversatn 4	Letters 1	Letters 2	Letters 3-4	Letters 5-6	Letters 7-8	Letters 9-10	Letters 11-12	Letters 13-15
<i>Saints Heroes v2</i>		Ch 13 Fox										
History Age of Revolution	ch 1 William of Orange 1/2	ch 1 William of Orange 2/2	2 Continental War 1/2	2 Continental War 2/2	ch 3 Spanish Succession 1/2	ch 3 Spanish Succession 2/2	4 Marlborough 1/2	4 Marlborough 2/2	5 Oudenarde Malplaquet 1/2	5 Oudenarde Malplaquet 2/2	ch 6 Treaty of Utrecht 1/2	ch 6 Treaty of Utrecht 2/2
OR History American People	pg 79-82 to 'there are immortal souls'	pg 82-85 (to 'watershed in American history.'	pg 85-89 to 'an experimental center for plants.'	pg 89-93 to 'operating over 300 ships.'	pg 93-96 to 'cotton after the Revolution.'	pg 96-100 to 'provided free for guests.'	pg 100-103 to 'over the people of the colonies.'	pg 103-107 to 'of the mob belonged to it!'	pg 107-108 to 'second half of the twentieth century.'	pg 108-112 to 'essence of the religious experience.'	pg 112-114 to 'stranger sects on t Protestant fringes.'	pg 114-117
<i>MiraclePhiladelp</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
<i>Witch Trial transcripts</i>	2 letters; Sarah Bibber	Mary Osgood; Letter to John Foster	People: Tituba; Mathers									
<i>Ben Franklin</i>	pg 1-9	pg 9-15	pg 15-21	pg 21-28	pg 28-35	pg 35-43	pg 43-49	pg 49-57	pg 57-63	pg 63-69	pg 69-78	pg 78-86
<i>FoundFather</i>				Introduction	War 1/2	War 2/2	Constitut 1/2	Constitut 2/2	President 1/2	President 2/2	Nature	Morals
<i>ChesterfieldLetter</i>	1-8	9-18	19-26	27-31	32-37	38-41	42-47	48-52	53-59	60-62; 1-6	7-15	16-32
Geog Longitude	ch 1 1/2	ch 1 2/2	ch 2 1/2	ch 2 2/2	ch 3 1/2	ch 3 2/2	ch 4 all		ch 5 1/2	ch 5 2/2	ch 6 1/2	ch 6 2/2
CitzOurselves		Bk 1 p 131-135 Gladness		pg 136-139 Justice Ourse			pg 140-149 Others	pg 150-155 Truth				
Lit Mont Cristo	ch 1, 2, 3	ch 4, 5, 6	ch 7, 8, 9	ch 10, 11, 12	ch 13, 14, 15	ch 16, 17, 18	ch 19, 20, 21	ch 22, 23, 24	ch 25, 26, 27	ch 28, 29, 30	ch 31, 32, 33	ch 34, 35, 36
<i>Gulliver's Travl</i>	Pt 1 ch 1, 2	ch 3, 4, 5	ch 6, 7, 8	Pt 2 ch 1-3	Pt 2 ch 4-6	Pt 2 ch 7-8, Pt 3 ch 1	Pt 3 ch 2-4	Pt 3 ch 5-9	Pt 3 ch 10, 11, Pt 4 ch 1	Pt 4 ch 2-5	Pt 4 ch 6-9	Pt 4 ch 10, 11-12
<i>Engl Literature</i>			ch 60 Dryden			ch 61 Defoe			ch 62 Defoe	ch 63 Swift	ch 64 Swift	ch 65 Addison
<i>Battle Books</i>	1/4	2/4	3/4	4/4								
Poet Pope	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week
<i>Read a Book</i>		Ch 6 p 59-61	Ch 6 61-65	Ch 6 pg 65-70	Ch 6 p 70-74		Ch 7 p 75-78	Ch 7 p 78-83	Ch 7 p 83-90	Ch 7 p 90-92	Ch 7 p 92-95	
<i>GrAstronomers</i>	Newton 1/4	Newton 2/4	Newton 3/4	Newton 4/4	----	----	Halley 1/3	Halley 2/3	Halley 3/3			
<i>Microbe Hunter</i>										Leeuwenhoek 1/3	Leeuwenhoek 2/3	Leeuwenhoek 3/3
<i>Land Little Rain</i>				Little Rain	Witch Trails	Scavengers			Pocket Hunter		Shoshone Lk	
<i>Signs Seasons</i>	Ch 6 across	term w/ field	work									

Ambleside Online.org - <i>House of Education Online</i> - Year 9 Lite							Term 1, 2, 3 (Weeks ____ - ____)					
SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
Foreign Language												
Health / Exercise												
Weekly Work: Science												
Timeline / Map Drill												
Current Events												
Grammar&Composition												
Recitation												
Copywork / Dictation												
Shakespeare [*]												
Plutarch [*]												
Nature Study [*]												
Art: Picture Study [*]												
Drawing												
Handicrafts / Life Skills												
Music: Composer [*]												
Folksong / Hymns [*]												
Year 9 Free Read Options:	The History of Henry Esmond, Esq., A Colonel in the Service of Her Majesty Queen Anne by William Makepeace Thackeray Northanger Abbey by Jane Austen A Tale of Two Cities by Charles Dickens The Scarlet Pimpernel by Emmuska Orczy The Good Earth by Pearl S. Buck The Great Divorce, The Screwtape Letters , by C.S. Lewis ManAlive and/or The Man Who Was Thursday by G.K. Chesterton The Little Nugget, Uneasy Money or others by P. G. Wodehouse Sir Gibbie by George MacDonald Two Years Before the Mast by Richard Henry Dana Three Men in a Boat (To Say Nothing of the Dog) by Jerome K. Jerome Scaramouche by Rafael Sabatini, French Revolution #2 in series *** William Carey's " An Inquiry Into the Obligations of Christians to Use Means for the Conversion of the Heathens " by William Carey (1792)						<i>Horatio Hornblower books by C. S. Forester:</i> Mr. Midshipman Hornblower, Lieutenant Hornblower, Hornblower and The Hotspur, Hornblower and the Atropos. Beat To Quarters, Ship of the Line, Flying Colours, Commodore Hornblower, Lord Hornblower, Admiral Hornblower in the West Indies, and Hornblower During the Crisis. * The Bride of Lammermoor - East Lothian, 1695 (Scott) * The Pirate - Shetland and Orkney Islands, 1700 (Scott) * The Black Dwarf - The Lowlands of Scotland, 1706 (Jacobites) (Scott) ** Rob Roy - The Jacobites (Scott) ** Heart of Midlothian - Time of George II. (Porteous Riots) (Scott) ** Waverley - The Jacobites (Scott) ** Redgauntlet - Time of George III. (Scott) ** Guy Mannering - Time of George III (Scott) ** The Surgeon's Daughter - Fifeshire, Isle of Wight, and India (1780) (Scott) *** The Antiquary - Scotch Manners, last decade of the 18th Century (Scott) *** St. Ronan's Well - Near Firth of Forth, 1812 (Scott)					

Ambleside Online.org - House of Education Online - Year 9 Lite										Term 2 (Weeks 13-24)		
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<i>Bible</i>	1Chr 1, 2; Acts 1, 2; Ps 21; Pr 22:1-14	1Chr 3-5:17; Acts 3, 4; Ps 22; Pr 22:15-29	1Chr 5:18-7:12; Acts 5, 6; Ps 23, 24; Pr 23:1-11	1Chr 7:13-9:32; Acts 7-8:8; Ps 25; Pr 23:12-28	1Chr 9:33-11; Acts 8:9-9; Ps 26, 27; Pr 23:29-35	1Chr 12-14:17; Acts 10, 11; Ps 28, 29; Pr 24:1-16	1Chr 15, 16; Acts 12-13:41; Ps 30, 31; Pr 24:17-34	1Chr 17-19; Acts 13:42-15:29; Ps 32, 33; Pr 25:1-10	1Chr 20-22; Acts 15:22-16:40; Ps 34; Pr 25:11-19	1Chr 23-25; Acts 17, 18; Ps 35; Pr 25:20-28	1Chr 26, 27; Acts 19-20:17; Ps 36; Pr 26:1-14	1Chr 28-29; Acts 20:18-21; Ps 37; Pr 26:15-28
<i>Four Loves 1/2</i>	ch 1 1/2	ch 1 2/2	ch 2 1/4	ch 2 2/4	ch 2 3/4	ch 2 4/4	ch 3 1/6	ch 3 2/6	ch 3 3/6	ch 3 4/6	ch 3 5/6	ch 3 6/6
<i>Saints & Heroes</i>			ch 14 Wesley									
History <i>Age Revolution</i>	ch 7 House of Hanover	ch 8 Sir Robert Walpole	ch 9 Austrian Succession	---	10 American Colonies	ch 11 The First World War	ch 12 Quarrel with America	---	ch 13 War of Independence	ch 14 The United States	---	ch 15 The Indian Empire
OR History <i>American People</i>	pg 121-125 to "in the British colonies could testify"	pg 125-131 to "factor in his life and allegiance."	pg 131-136 to "indulging his scientific curiosity."	pg 136-141 to "and oppressive, but ridiculous."	pg 141-147 to "--to a close."	pg 147-152 to "their lives and fortunes in the same cause."	pg 152-157 to "Independence sets forth."	pg 157-162 to "September 11, 1777."	pg 162-167 to "Anglo-American Special Relationship."	pg 167-173 to "lost the religious battle."	pg 173-177 to "reaching it the next morning."	pg 177-184 to "the other, at all times."
<i>Miracle Philad</i>	Ch 13	Ch 14	Ch 15	Ch 16-17	Ch 18	Ch 19-20	Ch 21	Ch 22	Ch 23	Ch 24	Ch 25	
<i>Founding Bros</i>							Preface 1/2	Preface 2/2	Duel 1/4	Duel 2/4	Duel 3/4	Duel 4/4
<i>Ben Franklin</i>	pg 86-90	pg 90-96	pg 96-103	pg 103-110	pg 111-117	pg 117-126	pg 126-133	pg 133-140	pg 140-148	pg 148-154	pg 154-163	pg 163-end
<i>Historical Docs</i>			Wesley sermon: Free Grace	Edwards: Sinners in the hands of			Burke's Plea Conciliation	Mecklenburg Declaration	Give Me Liberty speech; Declaration Independence	Articles of Confederation	Articles of Capitulation; Treaty with Great Britain	Federalist 1-2
<i>Common Sense</i>							Introduction	Ch 1	Ch 2	Ch 3	Ch 4	appendix
<i>Boy Napoleon</i>			Ch 1-2	Ch 3	Ch 5-6	Ch 7-8	Ch 9-0	Ch 11-12	Ch 13-14	Ch 15-16	Ch 17-18	Ch 19-20
<i>Or Marshall's</i>	<i>Napoleon</i>		In School	An Officer	In Egypt	As Consul	As Emperor	And Prussia	In Spain	In Russia	Emperor Elba	Last Battle
<i>Founding Father (GW)</i>	Ideas 1/3	Ideas 2/3	Ideas 3/3	Fathers 1/2	Fathers 2/2	Patriarchs 1/3	Patriarchs 2/3	Patriarchs 3/3	Father of His Country	Death		
Geog <i>Longitude</i>	ch 7 1/2	ch 7 2/2			ch 8 1/2	ch 8 2/2	ch 9 1/2	ch 9 2/2		ch 10 1/2	ch 10 2/2	
Lit <i>Monte Cristo</i>	ch 37, 38, 39	ch 40, 41, 42	ch 43, 44, 45	ch 46, 47, 48	ch 49, 50, 51	ch 52, 53, 54	ch 55, 56, 57	ch 58, 59, 60	ch 61, 62, 63	ch 64, 65, 66	ch 67, 68, 69	ch 70, 71, 72
<i>Stoops Conquer</i>	Act 1	Act 2	Act 3	Act 4	Act 5							
<i>Rasselas</i>	ch 1-4	ch 5-8	ch 9-11	ch 12-15	ch 16-22	ch 23-26	ch 27-29	ch 30-34	ch 35-38	ch 39-43	ch 44-46	ch 47-49
<i>Hist Eng Lit</i>	ch 66 Steele	ch 67 Pope			ch 68 Johnson	ch 69 Johnson	70 Goldsmith	71 Goldsmith			ch 72 Burns	
Cit <i>Ourselves</i>		pg 156-162 Spoken Truth			pg 163-166 Lying			pg 167-172 Integrity Work		pg 173-178 Time		
<i>Essay on Man (selections from)</i>	Design	Design	Universe	Universe	Himself	Himself	Society	Society	Happiness	Happiness		

<i>website)</i>												
<i>Read a Book</i>		Ch 8 p 96-100	Ch 8 p 100-103	Ch 8 p 103-106	Ch 8 p 106-113		Ch 9 p 114-116	Ch 9 p 117-120	Ch 9 p 121-124	Ch 9 p 124-128	Ch 9 p 128-134	Ch 9 p 135-136
Poetry	Cowper	Wheatley	3-5 poems	per week	Cowper	Wheatley	3-5 poems	per week	Cowper	Wheatley	3-5 poems	per week
<i>MicrobeHunters</i>						Spallanzani	Spallanzani	Spallanzani	Spallanzani			
<i>Gr Astronomers</i>		Bradley 1/2	Bradley 2/2						Herschel 1/2	Herschel 2/2	LaPlace 1/2	LaPlace 2/2
<i>Signs Seasons</i>	Ch 7 across	term w/ field	work									
<i>Nature Land Rain</i>	Jimville				N's Field	Mesa Trail						Basket Makr
<i>Art S Painting</i>	Towards Rev	spread over	term									

AmblesideOnline.org - House of Education Online - Year 9 Lite										Term 3 (Weeks 25-36)		
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<i>Bible</i>	2Chr 1-4; Acts 22; Ps 38, 39; Pr 27:1-12	2Chr 5-7; Acts 23; Ps 40; Pr 27:13-27	2Chr 8-11; Acts 24, 25; Ps 41, 42; Pr 28:1-9	2Chr 12-16; Acts 26; Ps 43, 44; Pr 28:10-17	2Chr 17-19; Acts 27; Ps 45; Pr 28:18-28	2Chr 20-22; Acts 28; James 1; Ps 46, 47; Pr 29:1-15	2Chr 23-25:13; James 2, 3; Ps 48, 49; Pr 29:16-27	2Chr 25:14-29:11; James 4, 5; Ps 50; Pr 30:1-9	2Chr 29:12-31; Gal 1, 2; Ps 51; Pr 30:10-23	2Chr 32-34:21; Gal 3; Ps 52, 53; Pr 30:24-33	2Chr 34:22-36; Gal 4; Ps 54; Pr 31:1-9	Obadiah; Jonah; Gal 5, 6; Ps 55; Pr 31:10-31
<i>Four Loves</i>	ch 4 1/5	ch 4 2/5	ch 4 3/5	ch 4 4/5	ch 4 5/5	ch 5 1/3	ch 5 2/3	ch 5 3/3	ch 6 1/4	ch 6 2/4	ch 6 3/4	ch 6 4/4
History <i>Age Revolution</i>	ch 16 The Younger Pitt	17 American Constitution		ch 18 French Revolution	ch 19 France Confronted	ch 20 Trafalgar	ch 21 Emperor of the French	ch 22 Peninsular War	23 Washington, Adams, Jefferson		ch 24 The War of 1812	ch 25 Elba and Waterloo
OR <i>History American People</i>	pg 184-192 to "In that sense it was very important."	pg 192-200 to "as two years (some, one)."	pg 200-208 to "William Few of Georgia."	pg 215 to "industry could stand on its own feet."	pg 215-222 to "inti-mate acquaintance."	pg 222-230 to "led America to a auspicious start."	pg 230-237 to "minority only eight times."	pg 237-245 to "to the pediment and roof."	pg 245-253 to "begged Congress to accept."	pg 253-261 to "Vermont and New York State."	pg 261-269 to "grand but ruthless purposes."	pg 269-279
<i>Founding Brothers</i>	The Dinner 1/2	The Dinner 2/2	The Silence 1/2	The Silence 2/2	The Farewell 1/2	The Farewell 2/2	Collaborators 1/3	Collaborators 2/3	Collaborators 3/3	The Friendship 1/3	The Friendship 2/3	The Friendship 3/3
<i>Speeches, Documents</i>		Washington Inaugural	US Constitution	Treaty With Six Nations	Wilberforce 1/4	Wilberforce 2/4	Wilberforce 3/4	Wilberforce 4/4	Treaty with France - Louisiana	Washington Farewell Address	Treaty with Great Britain	
Geo <i>Longitude</i>	ch 11 1/2	ch 11 2/2		ch 12 1/2	ch 12 2/2		ch 13 1/2	ch 13 2/2	ch 14 1/2	ch 14 2/2	ch 15 1/2	ch 15 2/2
<i>Essays</i>	-	-	-	-	-	-	1 Rich Poor	2 Wages	3 Population	4 Poor Rate	5 For.Trade	Love Fallacy
Lit <i>HistEng Lit</i>		73 Cowper										
<i>Count Monte Cristo</i>	ch 73, 74, 75	ch 76, 77, 78	ch 79, 80, 81	ch 82, 83, 84	ch 85, 86, 87	ch 88, 89, 90	ch 91, 92, 93	ch 94, 95, 96	ch 97, 98, 99	ch 100-102	ch 103-105	Ch 106- 108 (cont summer)
<i>Pride Prejudice</i>	ch 1-6	ch 7-11	ch 12-17	ch 18-22	ch 23-28	ch 29-34	ch 35-40	ch 41-44	ch 45-48	ch 49-52	ch 53-56	ch 57-61
Cit <i>Ourselves</i>	pg 179-186 Opinions		pg 187-190 Principles	pg 191-203 Self-Order		pg 204-210 Vocation						
<i>Read a Book</i>	Ch 10 p 137-140	Ch 10 p 140-145	Ch 10 p 145-147	Ch 10 p 147-151	Ch 11 p 152-156	Ch 11 p 156-160	Ch 11 p 160-163	Ch 11 p 163-167	Ch 12 p 168-172	Ch 12 p 172-176	Ch 12 p 176-182	Ch 12 p 182-188
Nature <i>LittleRain</i>	Streets of	Water Borders				Other Borders		Nurslings		Grape Vines		
<i>Gr Astronomers</i>							Brinkley 1/2	Brinkley 2/2				
<i>Signs Seasons</i>	Epilogue	across term w/	field work									
Poetry <i>Byron</i>	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week	3-5 poems	per week

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 9.

Time period covered in Year 9: 1688-1815 including French and American Revolutions

<i>Ambleside Online.org - House of Education Online - Year 9</i>										Term 1 (Weeks 1-12)		
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<i>Bible</i>	2Ki 1, 2; Mk 1-2:12; Ps 1, 2; Pr 17:1-13	2Ki 3, 4; Mk 2:13-4:20; Ps 3, 4; Pr 17:4-28	2Ki 5, 6; Mk 4:21-5; Ps 5, 6; Pr 18:1-10	2Ki 7, 8; Mk 6; Ps 7, 8; Pr 18:1-24	2Ki 9, 10; Mk 7-8:21; Ps 9; Pr 19:1-10	2Ki 11, 12; Mk 8:22-9:29; Ps 10, 11; Pr 19:11-21	2Ki 13, 14; Mk 9:30-10:31; Ps 12, 13, 14; Pr 19:22-29	2Ki 15-16:12; Mk 10:32-11; Ps 15, 16; Pr 20:1-14	2Ki 16:13-ch 18; Mk 12; Ps 17; Pr 20:15-30	2Ki 19, 20; Mk 13-14:11; Ps 18; Pr 21:1-11	2Ki 21-23:18; Mk 14:12-72; Ps 19; Pr 21:12-20	2Ki 23:19-ch 25; Mk 15, 16; Ps 20; Pr 21:21-31
<i>God Who Is There</i>	Sect 1 Ch 1 Gulf Is Fixed	Sect 1 Ch 2 1st Step (1/2)	Sect 1 Ch 2 2 nd Step (2/2)	Sect 1 Ch 3 2 nd Step	Sect 1 Ch 4 3 rd /4th Steps	Sect 1 Ch 5 Unifying	Sect II Ch 1 5 th Step	Sect II Ch 2 Despair	Sect II Ch 3 Art, Lang	Sect II Ch 4 Music, Lit	Sect II Ch 5 Next Phase	-----
<i>Mere Christianity (or Problem of Pain)</i>	1 Human Nature 2 Objections 3 Reality of the Law	4 What Lies Behind 5 Cause to be Uneasy	1 Rival Conception, 2 Invasion 3 Shocking Alternative	4 Perfect Penitent, 5 Practical Conclusion, 1 Three Parts of Morality	2 Cardinal Virtues 3 Social Morality 4 Morality and	5 Sexual Morality 6. Christian Marriage	7 Forgiveness 8 The Great Sin 9 Charity	10 Hope, 11 Faith 12 also titled Faith	1 Making, Begetting 2 The Three-Personal God	3 Time and Beyond 4 Good Infection 5 Obstinate Toy Soldier	6 Two Notes 7 Let's Pretend 8 Is Chr Hard? 9 Count Cost	10 Nice People or New Men? 11 The New Men
History of the American People OR Churchill Age of Revolution (AoR)	P79-82 to 'immortal souls' OR AoR William of Orange (half)	pg 82-85 to 'watershed in American history.' OR AoR, William of Orange (half)	pg 85-89 to 'experimental center for plants.' OR AoR Continental War (half)	pg 89-93 to 'operating over 300 ships.' OR AoR Continental War (half)	pg 93-96 to 'cotton after the Revolution.' OR AoR Spanish Succession (half)	pg 96-100 to 'ree for guests.' OR AoR Spanish Succession (half)	pg 100-103 to 'over the people of the colonies.' OR AoR Marlborough (half)	pg 103-107 to 'the mob belonged to it!' OR AoR Marlborough (half)	pg 107-108 to 'twentieth century.' OR AoR Oudenarde, Malplaquet (half)	pg 108-112 to 'religious experience.' OR AoR Oudenarde, Malplaquet (half)	pg 112-114 to 'on the Protestant fringes.' OR AoR Treaty of Utrecht (half)	pg 114-117 OR AoR Treaty of Utrecht (half)
<i>Historical Documents</i>	Peruse this site and read actual cases and legal documents .									The English Constitution 1- Intro 1/2	The English Constitution 1- Intro 2/2	The English Constitution 2 The Cabinet 1/2
<i>EssayMan</i>	(online selections from AO)	The Design	1 Universe		2 Himself			3 Society			4 Happiness	
<i>Battle of Books</i>											1st half	2nd half
<i>Bio: Foundng Father //OR Life of Washinton</i>	Intro; begin "War" //Ch 1, 2	War //Ch 3	Constitution 1/2 //Ch 4	Constitution 2/2 //Ch 5	President //Ch 6	Nature //Ch 7	Morals //Ch 8	Ideas //Ch 9	Fathers //Ch 10	Patriarchs Masters //Ch 11	Father of his Country //Ch 12	Death //Ch 13
<i>BenFranklin</i>	Divide over 16 weeks											

Geography Longitude	ch 1, 2	ch 3	ch 4, 5	ch 6, 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13	ch 14	ch 15	
OR London to Land's End	to "put an end to all these things."	from "Since the death of" to "Igne Prior Fatis, Altera cepit Aqua."	from "As the city itself" to "great patron of the Reformation."	from "Among other monuments" to "this age could stir them."	from "Doubtless they had" to "orchards allotted to every house."	from "In the great streets" to "extremely rich in proportion."	from "There are abundance of good" to "part of England can equal."	from "From thence I went west" to "most exquisite writing."	from "This county, and this part of it" to "many things, very instructing."	from "As I say, Plymouth lies" to "appertaining to the honour of Cornwall."	from "Behind Foy and nearer" to "materials for another letter."	Appendix	
Citizenship <i>Ourselves Bk1</i>	pg 131-135: Gladness			pg 136-139 Universal			pg 140-149 Others			pg150-155 Truth			
<i>Liberal, Conservative?</i>	p 10-16 Intro-Ch 1	P17-35 Ch 2-5	P36-48 Ch 6-10	P49-61 Ch 12 Washington's Farewell Add	P62-73 Ch 13-15	P74-85 Ch 16-18	P86-99 Ch 19-23	P100-111 Ch 24	P112-121 -end				
Science: <i>Microbe Hunt</i>		1 Leeuwenhook											
<i>Signs Seasons</i>	Ch 6	across term	w/ field work										
Literature <i>History of English Literature</i>	ch 60 Dryden The New Poetry		ch 61 Defoe The First Newspapers		ch 62 Defoe Robinson Crusoe	ch 63 Swift		ch 64 Swift Gulliver's Travels		ch 65 Joseph Addison the Spectator		ch 66 Dick Steele	
<i>Coverley Papers:</i>	1 Addison, 2 Steele, 106 Addison	107 Steele, 108 Addison, 109 Steele	110 Addison, 112	113 Steele, 114, 115 Addison	116 Budgell, 117 Addison, 118 Steele	119 Addison, 120	121, 122, 123	125, 126, 127	128, 129	130, 131, 132 Steele	269 Addison, 329, 335 Addison	359 Budgell, 383 Addison, 517	
<i>IscBickerstaff</i>	Ch1-2	ch 3-4	ch 5, 6, 7	ch 8-9	ch 10, 11, 12	ch 13,1 4, 15	ch 16, 17	ch 18	ch 19	ch 20-21	ch 22, 23, 24	ch 25, 26, 27	
<i>Roger De Coverley:</i>	Sir Roger's Family	Mr. Will Wimble		The Picture Gallery	A Country Sunday		The Widow	The Chase		The County Assizes	The Spectators Return to Town		
<i>Gulliver's Travels</i>	Part I-A Voyage to Lilliput Ch 1&2	Part I-A Voyage to Lilliput Ch 3-5	Part I-A Voyage to Lilliput Ch 6-8	Part II-A Brobdingnag Ch 1-3 (*see note)	Part II-A Brobdingnag Ch 4 and 6 (*see note)	Part II-A Voyage to Brobdingnag Ch 7, 8	Part III-A Voyage to Laputa, Etc Ch 1-3	Part III-A Voyage to Laputa, Etc Ch 4-7	Part III-A Voyage to Laputa, Etc Ch 8-11	Part III-A Voyage to the Houyhnhnms Ch 1-4	Part III-A Voyage to the Houyhnhnms Ch 5-8	Part III-A Voyage to the Houyhnhnms Ch 9-12	
<i>Tale of a Tub</i>	The Preface	Section I The Introduction	Section II	Section III A Digression Concerning Critics	Section IV A Tale Of A Tub	Section V A Digression In The Modern Kind, Section VI A Tale Of A Tub	Section VII A Digression In Praise Of Digressions, Section VIII A Tale Of A Tub	Section IX A Digression Concerning The Original	Section X A Farther Digression, Section XI A Tale Of A Tub	The Conclusion; read to the end			
Poetry	Alexander Pope		A poem/day										
<i>Elements Style</i>	Elements of Style – Pt 1 and 2, spread over term												
<i>How to Read a Book</i>			How to Read a Book Pt .3 Ch 13				How to Read a Book Pt 3 work in chapter 14			How to Read a Book Pt 3 work in chapter 15			
	1	2	3	4	5	6	7	8	9	10	11	12	

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
<i>Foreign Language</i>												
<i>Health / Exercise</i>												
Weekly Work: Science												
<i>Timeline / Map Drill</i>												
<i>Current Events</i>												
<i>Grammar&Composition</i>												
<i>Recitation</i>												
<i>Copywork / Dictation</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Nature Study [*]</i>												
<i>Art: Picture Study [*]</i>												
<i>Drawing</i>												
<i>Handicrafts / Life Skills</i>												
<i>Music: Composer [*]</i>												
<i>Folksong / Hymns [*]</i>												

Ambleside Online.org - House of Education Online - Year 9

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<i>Bible</i>	1Chr 1, 2; Acts 1, 2; Ps 21; Pr 22:1-14	1Chr 3-5:17; Acts 3, 4; Ps 22; Pr 22:15-29	1Chr 5:18-7:12; Acts 5, 6; Ps 23, 24; Pr 23:1-11	1Chr 7:13-9:32; Acts 7-8:8; Ps 25; Pr 23:12-28	1Chr 9:33-11; Acts 8:9-9; Ps 26, 27; Pr 23:29-35	1Chr 12-14:17; Acts 10, 11; Ps 28, 29; Pr 24:1-16	1Chr 15, 16; Acts 12-13:41; Ps 30, 31; Pr 24:17-34	1Chr 17-19; Acts 13:42-15:29; Ps 32, 33; Pr 25:1-10	1Chr 20-22; Acts 15:22-16:40; Ps 34; Pr 25:11-19	1Chr 23-25; Acts 17, 18; Ps 35; Pr 25:20-28	1Chr 26, 27; Acts 19-20:17; Ps 36; Pr 26:1-14	1Chr 28-29; Acts 20:18-21; Ps 37; Pr 26:15-28
<i>The God Who is There</i>	Sect III Ch 1 Personality	Sect III Ch 2 Facts	Sect III Ch 3 Dilemma	Sect III Ch 4 GodAnswer	Sect III Ch 5 How Know	Sect IV Ch 1 Tension	Sect IV Ch 2 Gospel	Sect IV Ch 3 Applying	Sect V Ch 1 Commend	Sect V Ch 2 Truth	Sect VI Ch 1 Character	Sect VI Ch 2 + Appendices
History of the American People OR Age of Revolution (AoR)	p 121-125 to "colonies could testify" Or AoR The House of Hanover	p 125-131 to "life and allegiance" Or AoR Sir Robert Walpole	p 131-136 to "indulging his scientific curiosity." Or AoR Austrian Succession	p 136-141 to "and oppressive, but ridiculous." AoR: catch up if necessary	p 141-147 to "--to a close." Or AoR The American Colonies	p 147-152 to "their lives and fortunes in the same cause." Or AoR The First World War	p 152-157 to "Independence sets forth." Or AoR The Quarrel with America	p 157-162 to "September 11, 1777." AoR: catch-up week	p 162-167 to "AngloAmerican an Special Relationship" Or AoR War of Independence	p 167-173 to "lost the religious battle." Or AoR The United States	p 173-177 to "reaching it the next morning."	p 177-184 to "the other, at all times." Or AoR The Indian Empire
<i>Autobiography of B.Franklin</i>												
<i>J Adams Revo</i>					Ch 1, 2	ch 3, 4, 5	ch 6, 7	ch 8, 9	ch 10	ch 11	ch 12, 13	ch 14
<i>Chesterfield</i>												
<i>EngConstitution</i>	2 The Cabinet 2/2	3 The Monarchy 1/2	3 The Monarchy 2/2	4 The House of Lords 1/2	4 The House of Lords 2/2	5 The House of Commons 1/2	5 The House of Commons 2/2	6 Changes of Ministry 1/2	6 Changes of Ministry 2/2	7 Supposed Checks and Balances1/2	7 Supposed Checks and Balances 2/2	8 Prerequisites of Cabinet Govt 1/2
<i>Historical Documents; Essays</i>					Declaration of Rights				Henry Give me liberty or give me death Burke Plea f or Conciliation... Declaration of Independence	Articles of Confederation	Articles of Capitulation Yorktown Treaty with Great Britain US Constitutn Federalist, 1, 2 Love a Fallacy	Sinners in the Hands of an Angry God Sermon
Citizenship <i>Essays: Jane H Marcet</i>							1 The Rich and The Poor	2 Wages	3 Population: or Patty's Marriage	4 Poor's Rate or Treacherous Friend	5 Foreign Trade or WeddingGown	
<i>Stoops to Conquer; School Scandal</i>		She Stoops - Act I	Act II	Act III	Act IV	Act V	School for Scandal - Act I	Act II	Act III	Act IV	Act VI	
<i>Ourselves Bk1</i>	pg 156-162 Spoken Truth			pg 163-166 Some Causes of Lying			pg 167-172 Integrity in Work			pg 173-178 Integrity in Use of Time		

<i>Common Sense by Thomas Paine</i>	Intro	1 Of the Origin and Design of Government in General	2 Of Monarchy and Hereditary Succession	3 Thoughts on the Present State of American Affairs	4 Of the Present Ability of America, with miscellaneous Reflexions	Appendix						
<i>War of the Worldviews</i>	Preface and Introduction	1 Preparing for Battle 1/2	1 Preparing for Battle 2/2	ch 2 Worldviews in Conflict	ch 3 The Christian Worldview	4 Shopping for a God	5 Leaping Into the Void 1/2	5 Leaping Into the Void 2/2	6 Spiritual Counterfeits	7 The Occult Explosion	8 Living in a Postmodern World	Conclusion
Geography <i>Western Islands of Scotland</i>	Inch Keith, St. Andrews	Aberbrothick, Montrose	Aberdeen, Slanes Castle, the Buller of Buchan	Bamff, Elgin, Fores, Calder, Fort George, Inverness	Lough Ness, Fall of Fiers, Fort Augustus	Anoch	Glenheals, The Highlands	Glenelg, Sky, Armidel	Coriatachan in Sky	Raasay	Dunvegan	Ulinish, Talisker in Sky
Literature <i>History of English Lit</i>					ch 67 Pope	ch 68 Samuel Johnson	ch 69 Johnson		ch 70 Goldsmith	ch 71 Goldsmith	ch 72 Burns	
<i>History of Rasselas</i>	Ch 1-3	Ch 4-8	Ch 9-12	Ch 13-15	Ch 16-19	Ch 20-25	Ch 26-29	Ch 30-34	Ch 35-38	Ch 39-42	Ch 43-46	Ch 47-49
Science <i>Land Little Rain</i> OR Selbourne OR Life of Fly	<i>Ch 1, 2</i> to end of Letter IV Ch 1, 2	<i>Ch 3</i> Letters V-XI Ch 3, 4	<i>ch 4</i> XII-XXII Ch 5	<i>ch 5</i> XXIII-XXXII Ch 6	<i>ch 6, 7</i> XXXIII-XLIV Ch 7, 8	<i>ch 8</i> Daines Barrington I-VI ch 9, 10	<i>ch 9</i> VII-XVI Ch 11	<i>ch 10</i> XVIII-XXII Ch 12-14	<i>ch 11</i> XXIII-XXXVI Ch 15-16	<i>ch 12</i> XXXVII-XLIV Ch 17-18	<i>ch 13</i> XLV-LVI Ch 19	<i>ch 14</i> LVII to end Ch 20
<i>Microbe Hunters</i>												2 Spallanzani (spread out if needed)
<i>Signs Seasons</i>	Ch 7 over	term w/ field	work									
Poetry	William Cowper and Phyllis Wheatley			A poem/day								
<i>Elements of Style</i>	Pt3 & 4, spread over term											
<i>How to Read a Book</i>			How to Read a Book Pt.3 Ch16					How to Read a Book Pt3 work in chapter 17				
<i>The Story of Painting</i>	Work through the section "Toward Revolution"											
	13	14	15	16	17	18	19	20	21	22	23	24

Ambleside Online.org - House of Education Online - Year 9

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<i>Bible</i>	2Chr 1-4; Acts 22; Ps 38, 39; Pr 27:1-12	2Chr 5-7; Acts 23; Ps 40; Pr 27:13-27	2Chr 8-11; Acts 24, 25; Ps 41, 42; Pr 28:1-9	2Chr 12-16; Acts 26; Ps 43, 44; Pr 28:10-17	2Chr 17-19; Acts 27; Ps 45; Pr 28:18-28	2Chr 20-22; Acts 28; James 1; Ps 46, 47; Pr 29:1-15	2Chr 23-25:13; James 2, 3; Ps 48, 49; Pr 29:16-27	2Chr 25:14-29:11; James 4, 5; Ps 50; Pr 30:1-9	2Chr 29:12-31; Gal 1, 2; Ps 51; Pr 30:10-23	2Chr 32-34:21; Gal 3; Ps 52, 53; Pr 30:24-33	2Chr 34:22-36; Gal 4; Ps 54; Pr 31:1-9	Obadiah; Jonah; Gal 5, 6; Ps 55; Pr 31:10-31
<i>Presence</i>	Conversation 1	Conversation 2	Conversation 3	Conversation 4	Letters 1	Letters 2	Letters 3,4	Letters 5,6	Letters 7,8	Letters 9,10	Letters 11,12	Letters 13-15
History of the American People <i>OR Age of Revolution (AoR)</i>	p 184-192 to "was very important." <i>OR AoR The Younger Pitt</i>	p 192-200 to "as two years (some, one)." <i>OR AoR The American Constitution</i>	p 200-208 to "Few of Georgia." <i>OR AoR The French Revolution</i>	p 215 to "stand on its own feet." <i>OR AoR France Confronted</i>	p 215-222 to "intimate acquaintnce." <i>AoR: catch-up week</i>	p 222-230 to "an auspicious start." <i>OR AoR Trafalgar</i>	p 230-237 to "only eight times." <i>Or AoR Emperor of the French</i>	p 237-245 to "pediment and roof." <i>OR AoR Peninsular War</i>	p 245-253 to "Congress to accept." <i>OR AoR WashingtonA dams, Jefferson</i>	p 253-261 to "and New York State." <i>OR AoR The War of 1812</i>	p 261-269 to "but ruthless purposes." <i>OR AoR Elba and Waterloo</i>	p 269-279 <i>AoR: catch-up week</i>
<i>Founding Brothers</i>	Pref - Generation	ch 1 The Duel	ch 2 The Dinner	(catch-up)	ch 3 The Silence	ch 4 The Farewell	(catch-up)	ch 5 Collaborators	(catch-up)	ch 6 The Friendship		
<i>J Adams Revo</i>	ch 15, 16	ch 17	ch 18, 19	ch 20	ch 21, 22	ch 23	ch 24	ch 25, 26	ch 27, 28	ch 29	ch 30, 31	ch 32, 33
<i>Napoleon</i>												
<i>Miracle Phila</i>	ch 1, 2	ch 3, 4	ch 5, 6	ch 7, 8	ch 9, 10	ch 11, 12	ch 13, 14	ch 15, 16	ch 17-19	ch 20-22	ch 23	ch 24, 25
<i>English Constitution</i>	8 Prerequisite of Cabinet Govt ½	9 Its History (half)	9 Its History (half)									
<i>Rights of Man</i>				preface to "October the 5th and 6th."	to "time to proceed to a new subject."	to end of chapter	Misc chapter	Conclusion, Part 2 Preface, Intro, Ch 1	ch 2 -3	Ch 4	Ch 5 to "the sick stranger will be better treated."	Ch 5 to the end of the chapter
<i>Historical Documents</i>		Washington's First Inaugural Address							Treaty 6 Nations; Washington's Farewell Address; Treaty with France (LA Purchase)	Treaty with Great Britain (End of War of 1812)		

Science <i>Great Astronomers</i>	Isaac Newton	-----	Halley	Bradley	William Herschel	LaPlace	Brinkley	John Herschel	Earl of Rosse	Airy	Hamilton	Le Verrier
<i>Signs Seasons</i>	Epilogue	across term	w/field work									
Geography <i>Western Islands of Scotland</i>	Ostig in Sky to "habitually idle."	Ostig in Sky from "Having never been supplied" to yield no protection."	Ostig in Sky from "It affords a generous" to "their country again."	Ostig in Sky from "The Gothick swarms" to "offended or misled."	Ostig in Sky from "There is in Scotland" to "vanity they flattered."	Ostig in Sky from "The recital of genealogies" to "his own harbour."	Col, Grissipol in Col	Castle of Col	Mull	Ulva, Inch Kenneth to "warmer among the ruins of Iona"	Inch Kenneth from "We came too late" to "confined him in the dungeon."	Inch Kenneth from "Lochbuy means the Yellow Lake" to end.
Worldview <i>Postmodern Times</i>	ch 1, 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13
Problem Pain	Pref, Intro	Divine Omnipotence	Divine Goodness	Human Wickedness	The Fall of Man	Human Pain	Human Pain, cont'd	Hell	Animal Pain	Heaven		
Citizenship <i>Ourselves Book 1</i>	pg 179-186: Opinions			pg 187-190: Principles			pg 191-203: Self - Ordering			pg 204-210: Vocation		
<i>Four Loves</i>	Introduction		Likings and Loves f or the Sub-Human		Affection		Friendship		Eros		Charity	
Lit <i>Faust</i>	lines 1~370 (approx)	lines 370~740	lines 740~1110	Lines 1110~1480	Lines 1480~1850	Lines 1850~2220	Lines 2220~2590	Lines 2590~2960	Lines 2960~3330	Lines 3330~3700	Lines 3700~4070	Lines 4070~4429
<i>Pride Prejudic</i>	Ch 1-7	Ch 8-13	ch 14-18	ch 19-23	ch 24-29	ch 30-34	ch 35-40	ch 41-44	ch 45-48	ch 49-52	ch 53-56	ch 57-61
<i>Monte Cristo</i>	Ch 1-5	Ch 6-10	Ch 11-15	Ch 16-20	Ch 21-25	Ch 26-30	Ch 31-35	Ch 36-40	Ch 41-45	Ch 46-50	Ch 51-55	56-60 (finish over summer)
<i>History of English Lit.</i>								ch 73 Cowper				
Poetry	<i>Lord Byron</i>		A poem/day									
LA Elements <i>Style</i>	Pt 5, spread over term											
<i>How to Read</i>	Pt 3 ch18 over 2 or 3 weeks			Pt 3 work in chapter 19								
	25	26	27	28	29	30	31	32	33	34	35	36

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 10 Basic.

Time period covered in Year 10: 1815-1901/02

Yr10Basic	Term 1: 1815-1860 (British)	Term 2: 1816-1865 (American)	Term 3: 1865-1901/02
<p>Books used for this schedule</p> <p><i>(Please see the AO Y9 Booklist for more options and/or for book subs)</i></p>	<p>The Great Democracies by Winston Churchill OR History of the American People by Paul Johnson Knowing God by J.I. Packer Arguing About Slavery by William Lee Miller The Story of Abraham Lincoln by Mary Hamilton or The Boys' Life of Abraham Lincoln by Helen Nicolay Eothen by Alexander Kinglake The Law by Frederic Bastiat Ourselves by Charlotte Mason Invitation to the Classics by Cowan and Guinness Uncle Tom's Cabin by Harriet Beecher Stowe Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson Ralph Waldo Emerson essays: Art; Nature Poetry of Samuel Coleridge The Book on Writing by Paula LaRocque Six Easy Pieces by Richard P. Feynman Walden by Henry David Thoreau (selections) How To Read a Book revised by Adler and Van Doren Sesame and Lilies by John Ruskin The Story of Painting by H. W. Janson On the Art of Writing by Sir Arthur Quiller-Couch My Kinsman, Major Molineux by Hawthorne Young Goodman Brown by Nathaniel Hawthorne The Fall of the House of Usher by Edgar Allen Poe Character is Destiny by Russell Gough (opt) Les Miserables by Victor Hugo (as free reading)</p>	<p>The Attributes of God by A. W. Pink OR The Imitation of Christ by Thomas a Kempis Frederick Douglass essays (Reconstruction, An Appeal to Congress for Impartial Suffrage, My Escape From Slavery) Invitation to the Classics by Cowan and Guinness Frankenstein by Mary Shelley One Blood by Ken Ham (<i>optional</i>) Poetry of EB Browning and Robert Browning The Overcoat by Nikolai Gogol A Simple Heart by Gustave Flaubert The Grand Inquisitor by Fyodor Dostoevsky</p>	<p>The Graves of Academe by Richard Mitchell Vision of the Anointed by Thomas Sowell Invitation to the Classics by Cowan and Guinness Silas Marner by George Eliot The Deadliest Monster by Jeff Baldwin Poetry of Ralph Waldo Emerson and Walter Whitman G.K. Chesterton essays (A Piece of Chalk; The Twelve Men; What is Right With the World) The Necklace by Guy de Maupassant How Much Land Does a Man Need? by Leo Tolstoy The Open Boat by Stephen Crane How Should We Then Live by Francis Schaeffer Bury My Heart at Wounded Knee Brown (<i>optional</i>)</p>

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible	Isa 1-5:19; Jn 1:1-32; Ps 56, 57; Pr 1:1-19	Isa 5:20-9; Jn 1:35-ch 2; Ps 58, 59; Pr 1:20-33	Isa 10-14; Jn 3:1-36; Ps 60, 61; Pr 2:1-9	Isa 15-21; Jn 4:1-42; Ps 62, 63; Pr 2:10-22	Isa 22-26; Jn 4:43-5:15; Ps 64, 65; Pr 3:1-20	Isa 27-30; Jn 5:16-6:21; Ps 66, 67; Pr 3:21-35	Isa 31-36; Jn 6:22-60; Ps 68; Pr 4:1-3	Isa 37-40; Jn 6:61-7:27; Ps 69; Pr 4:14-27	Isa 41-43; Jn 7:28-53; Ps 70, 71; Pr 5:1-14	Isa 44-47; Jn 8:1-47; Ps 72; Pr 5:15-23	Isa 48-52:10; Jn 8:48-ch 9; Ps 73; Pr 6:1-19	Isa 52:10-ch 58; Jn 10; Ps 74; Pr 6:20-35
<i>Attributes God</i>	1, 2	3, 4	5, 6	7, 8	9, 10	11, 12	13, 14	15, 16	17, 18	19, 20	21, 22 1/3	22 2/3
History Great Democracies	ch 1 to 'that a corner had been turned.'	ch 1 to end of chapter	ch 2 to 'my ear the melody of that voice.'	ch 2 to end of chapter	ch 3 to 'in the course of their journey'	ch 3 to end of chapter	ch 4 to 'arts and to socialism in politics.'	ch 4 to end of chapter	ch 5 to 'in the memory of both countries.'	ch 5 to end of chapter	ch 6 Canada and South Africa	ch 7 Australia, New Zealand
<i>History of the American People</i>	Pt.3 p284-292 to 'Congress price, \$1.25 an acre.'	pg 292-301 to 'became a prosperous corporation.'	pg 301-311 to 'many of the old tobacco plantation.'	pg 311-320 to 'achieve a compromise always.'	pg 320-330 to 'charisma in American history.'	pg 330-339 to 'and essentially Virginian Ascendancy'	pg 339-349 to 'million in gifts and annuities.'	pg 349-358 to 'Depression made it certain he would lose.'	pg 358-367 to 'Life on the Mississippi.'	pg 367-377 to 'He did all these things.'	pg 377-386 to 'Unknown President Polk.'	pg 386-394 to 'having a college education.'
<i>Historical Documents</i>			The Holy Alliance Treaty 1815	Catholic Emancipation	Testimony of Potato famine, Mill Workers	Robert Peel's Resignation Speech 1846	Resources at www.historyhrome.co.uk/			Garibaldi's Speech to His Soldiers 1860		
<i>Arguing Slavery</i>	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11, 12	ch 13
<i>Fred. Douglass</i>	Preface	Letter, ch 1	ch 2, 3	ch 4	ch 5, 6	ch 7, 8	ch 9	ch 10 1/3	ch 10 2/3	ch 10 3/3	ch 11	App; Parody
<i>AbrahLincoln</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	-		
Geog Eothen	ch 1 1/2	ch 1 2/2	ch 2 1/2	ch 2 2/2	ch 3 1/2	ch 3 2/2	ch 4, all	ch 5 1/2	ch 5 2/2	ch 6 1/2	ch 6 2/2	ch 7, all
Citizenship The Law	To The Complete Perversion of the Law	To Who Shall Judge?	To Two Kinds of Plunder	To Enforced Fraternity Destroys Liberty	To The Law and Morals	To A Defense of Paternal Government	To A Frightful Idea	To Socialists want Equality of Wealth	To The Indirect Approach to Despotism	To The Socialists Reject Free Choice	To Law and Charity are Not the Same	To Let Us Now Try Liberty
<i>Ourselves Bk 2</i>		pg 1-4	pg 5-6	pg 6-9	pg 9-11	pg 12-13	-	pg 14-15	pg 15-16	pg 16-18	pg 18-21	
<i>CharacterDestiny</i>	(opt) Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8-9	Ch 10	Ch 11-12	Ch 13	Ch 14
<i>Sesame Lilies</i>	Essay 1 1/2	Essay 1 1/2										
<i>Dr.Jekyll Hyde</i>									Intro, ch 1-3	ch 4-7	ch 8-9	ch 10
Lit Inv Classics	Purpose of	Importance	Not Canon	Jane Austen	Goethe	Lyrical Ballads	German	Keats				
<i>LesMiserables</i>	Volume 1 Bk1 An Upright Man		Bk 2 The Fall		Bk 3 The Year 1817		Bk 4 Trust is Sometimes to Surrender	Bk 5 The Descent	Bk 6 Javert	Bk 7 The Champmathieu Affair		Bk 8 Counter-Stroke
<i>UncTom Cabin</i>	ch 1-5	ch 6-8	ch 9-11	ch 12-14	ch 15-16	ch 17-18	ch 19-21	ch 22-26	ch 27-30	ch 31-35	ch 36-39	ch 40-45
<i>Moby Dick</i>	ch 1	ch 2, 3 1/2	ch 3 2/2	ch 4-6	ch 7-8	ch 9	ch 10-12	ch 13-15	ch 16 1/2	ch 16 2/2	ch 17	ch 18, 19
<i>Essays</i>	Emerson: Art					Emerson: Nature					Douglass EscapeSlavery	
<i>Walden, selections</i>		Where I Lived		Reading	Sounds		Solitude					

<i>Short Stories</i>			My Kinsman Major Molin.			Young Goodman Brown		Fall House Usher 1/3	Fall House of Usher 2/3	Fall House of Usher 3/3		
<i>Read a Book</i>	13 Practical	13 Two Kinds	13 Persuasion	13 What Does Agreement	14 Imaginative; How Not to	14 General Rules	15 Suggestions for Stories...	15 How to Read Stories	15 Note About Epics	15 How to Read Plays	15 Tragedy	15 Lyric Poetry
Poetry	Coleridge											
<i>Book Writing</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 0	Ch 11	Ch 12
Science 6 Easy Pieces	pg ix-xviii Introduction	pg xix-xxiii Preface	pg xxv-xxix Preface	pg 1-4 Intro		pg 4-10 Atoms		Pg 10-15 processes			pg 15-23 Reactions	
<i>Microbe Hunters</i>							ch 3 Pasteur 1/2	ch 3 Pasteur 2/2		ch 4 Koch 1/2	ch 4 Koch 2/2	
<i>GrAstronomers</i>			Herschel			Parsons	LaVerrier		Adams			
Art S Painting	The Age of Machines - this term											

Ambleside Online.org - *House of Education Online* - Year 10 Basic

Term 1, 2, 3 (Weeks ___ - ___)

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
Foreign Language												
Health / Exercise												
Weekly Work: Science												
Timeline / Map Drill												
Current Events												
Grammar & Composition												
Recitation												
Copywork / Dictation												
Shakespeare [*]												
Plutarch [*]												
Nature Study [*]												
Art: Picture Study [*]												
Drawing												
Handicrafts / Life Skills												
Music: Composer [*]												
Folksong / Hymns [*]												
Year 10 Free Read Options <i>(In order of publication)</i>	1) Persuasion by Jane Austen 1816 2) * Mr. Midshipman Easy (or others) by Frederick Marryat 1836 3) * The Bible in Spain by George Henry Borrow 1843 4) Jane Eyre by Charlotte Bronte 1847 5) Wuthering Heights by Emily Bronte 1847 6) The House of Seven Gables by Nathaniel Hawthorne 1851 7) Lavengro, The Scholar, The Gypsy, The Priest by George Henry Borrow 1851 8) Hard Times by Charles Dickens 1854 9) The Daisy Chain , by Charlotte Yonge, 1856 (sequel The Trial 1865) 10) Barchester Towers by Anthony Trollope 1857 11) The Woman in White by Wilkie Collins 1860 12) Hospital Sketches by Louisa May Alcott 1863 13) The Celebrated Jumping Frog of Calaveras County by Mark Twain 1865 14) The Moonstone by Wilkie Collins 1868 15) The Innocents Abroad by Mark Twain 1869 16) War and Peace by Leo Tolstoy 1869 17) *** Far from the Madding Crowd by Thomas Hardy 1874 18) Gilbert and Sullivan, HMS Pinafore (1878) and others (watch plays on video)						19) The Brothers Karamazov by Fyodor Dostoevsky 1880 20) *** Ramona by Helen Hunt Jackson 1884 21) A Study in Scarlet by Arthur Conan Doyle 1886 (1 st Sherlock Holmes) 22) The Prisoner of Zenda by Anthony Hope 1894 23) The Importance of Being Earnest a play by Oscar Wilde 1895 24) *** The War of the Worlds by H. G. Wells 1898 25) Lord Jim by Joseph Conrad 1899 26) The Little Shepherd of Kingdom Come by John Fox, Jr 1903 27) The Book of the Dun Cow by Walter Wangerin, 1978 28) Bess Streeter Aldrich, A Lantern In Her Hand, A White Bird Flying, Mother Mason . 20-50's 29) The Babus Of NayanJore by Rabindranath Tagore (from The Hungry Stones, 1916) 30) Bret Harte, select from works online (consider Luck of the Roaring Camp , 1917) 31) Cather Death Comes for the Archbishop (1927), O Pioneers (1913), My Antonia (1918) 32) Glimpses of the Moon by Edith Wharton 1922 33) G.K. Chesterton - any and all (Most were written 1904-1933) 34) C.S. Lewis: The Great Divorce, The Screwtape Letters (most published 1933-1963) 35) P. G. Wodehouse (Most published 1902-1975)					

Ambleside Online.org - House of Education Online - Year 10 Basic

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible	Isa 59-64; Jn 1:1-44; Ps 75, 76; Pr 7:1-5	Isa 65, 66; Amos 1, 2; Jn 1:45-12:19; Ps 77; Pr 7:6-27	Amos 3-8; Jn 12:20-50; Ps 78:1-22; Pr 8:1-11	Amos 9; Micah 1-5; Jn 13; Ps 78:23-39; Pr 8:12-21	Mic 6, 7; Hos 1-4; Jn 14; Ps 78:40-72; Pr 8:22-35	Hos 5-10; Jn 15; Ps 79; Pr 9:1-18	Hos 11-14; Nah 1-3; Jn 16; Ps 80; Pr 10:1-11	Zeph 1-3; Jer 1-2:25; Jn 17; Ps 81, 82; Pr 10:12-21	Jer 2:26-5; Jn 18; Ps 83; Pr 10:22-32	Jer 6-8; Jn 19; Ps 84, 85; Pr 11:1-11	Jer 9-12; Jn 20; Ps 86, 87; Pr 11:12-22	Jer 13-16; Jn 21; Ps 88; Pr 11:23-31
<i>Attributes God</i>	22 3/3	23, 24	25									
<i>Imitation of Christ</i>				Bk 1 ch 1-8	Bk 1 ch 9-15	Bk 1 ch 16-20	Bk 1 ch 21-24	Bk 1 ch 25; Bk 2 ch 1-4	Bk 2 ch 5-10	Bk 2 ch 11-12; Bk 3 ch 1-2	Bk 3 ch 3-6	Bk 3 ch 7-12
History Great Democracies	ch 8 to 'leaders in such affairs.'	ch 8 to end of chapter	ch 9 Slavery and Secession	ch 10 to 'forces of the union.'	ch 10 to end of chapter	ch 11 to 'Army of N Virginia.'	ch 11 to end of chapter	ch12unsurpassed in history.'	ch 12 to end of chapter	ch 13 to 'on the Raphidan.'	ch 13 to end of chapter	ch 14 Victory of the Union
<i>HistAmericPeople</i>	Pg 394-405	Pg 405-414	Pg 414-419	Pg 423-433	Pg 433-442	Pg 442-451	Pg 451-461	Pg 461-470	Pg 470-480	Pg 480-489	Pg 489-498	Pg 498-507
<i>Speeches, Docs</i>	Missouri Compromise	1850 Compromise	Dred Scott Decision	Optional Slave Narratives	Optional Slave Narratives	Confederate Constitution	Causes for Secession	Lincoln's Goals		Emancipation Proclamation		
<i>ArguingSlavery</i>	ch 14	ch 15	ch 16	ch 17	ch 18, 19	ch 20	ch 21	ch 22	ch 23, 24	ch 25	ch 26	ch 27
<i>Up Fr Slavery</i>		ch 1	ch 2	ch 3 1/2	ch 3 2/2	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10
Geog Eothen	ch 8 1/3	ch 8 2/3	ch 8 3/3	ch 9, 10	ch 11, 12	ch 13	ch 14	ch 15	ch 16 1/2	ch 16 2/2	ch 17 1/2	ch 17 2/2
CitzOurselfs2	-	pg 21-25	pg 25-26	pg 26-28	pg 29-31	pg 31-32	-	pg 33-40	pg 41-43	pg 43-44	pg 44-48	-
<i>SesameLilies/ essays</i>	SesameLilies Essay 2 1/2	SesameLilies Essay 2 2/2		Douglass: Imparti Suffrage								
Lit InvClassics	Tocqueville	Emerson		Douglass	Hawthorne		Dickinson	Melville	Flaubert		French	Dickens
<i>LesMiserables</i>	Vol 2 Book 1 Waterloo	Vol 2 Book 2	Vol 2 Book 3 Fulfillment of	Vol 2 Book 4	Vol 2 Book 5 A Dark Chase	Vol 2 Book 6	Vol 2 Book 7	Vol 2 Bk 8 Cemeteries Take				
<i>Moby Dick</i>	ch 20-24	ch 25-31	ch 32-33	ch 34-36	ch 37-41	ch 42-44	ch 45-47	ch 48-50	ch 51-53	ch 54	ch 55-57	ch 58-61
<i>Silas Marner</i>	ch 1, 2	ch 3, 4	ch 5, 6	ch 7, 8	ch 9, 10	ch 11	ch 12, 13	ch 14, 15	ch 16	ch 17, 18	ch 19, 20	ch 21-end
<i>Frankenstein</i>	Preface etc	Ch 1-2	Ch 3-5	Ch 6-7	Ch 8-9	Ch 10-12	Ch 13-15	Ch 16-17	Ch 18-19	Ch 20-21	Ch 22-23	Ch 24-end
<i>Book Writing</i>	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24
<i>Read a Book</i>	16 History; Elusiveness of	16 Theories of; Universal in	16 Questions to Ask	16 How Read Biography	16 Current Events	16 Note Digests	17 Science and Mathematics	Understanding the Scientific	17 Suggestions for Reading...	17 Facing the Problem of...	17 Handling the Mathemati	17 Note Popul Science
<i>Short Stories</i>		Overcoat				Simple Heart				Grand Inquisitor		
Sci 6 Easy Pcs		pg 23-26 Intro		pg 27-32			pg 32-38			pg 38-47		
<i>MicrobeHunters</i>							5 Pasteur 1/2	5 Pasteur 2/2		Roux, Behring		
<i>GrAstronomers</i>	(opt)			Airy			Hamilton					
<i>Walden selections</i>			Visitors		Bean-Field			The Village	Higher Laws		Pond Winter	Conclusion

<i>One Blood (opt)</i>	Preface, Intro	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11
Poetry	Elizabeth	Barrett	Browning	and	Robert	Browning						

Ambleside Online.org - House of Education Online - Year 10 Basic **Term 3 (Weeks 25-36)**

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible	Jer 17-20; 1 Ths 1, 2; Ps 89:1-15; Pr 12:1-12	Jer 21-23; 1 Ths 3-5; Ps 89:19-52; Pr 12:13-28	Jer 24-26; 2 Ths 1-3; Ps 90, 91; Pr 13:1-12	Jer 27-30:11; 1Cor 1, 2; Ps 92, 93; Pr 13:13-25	Jer 30:12-32:25; 1Cor 3, 4; Ps 94, 95; Pr 14:1-11	Jer 32:26-ch 35; 1Cor 5-7:16; Ps 96, 97; Pr 14:12-24	Jer 36-38; 1Cor 7:17-ch 8; Ps 98, 99; Pr 14:25-35	Jer 39-43; 1Cor 9, 10; Ps 100, 101; Pr 15:1-15	Jer 44-47; 1Cor 11; Ps 102; Pr 15:16-33	Jer 48, 49; 1Cor 12, 13; Ps 103; Pr 16:1-11	Jer 50-51:53; 1Cor 14-15:20; Ps 104; Pr 16:12-22	Jer 51:54-ch 52; Hab 1-3; 1Cor 15:21-ch 16; Ps 105; Pr 16:23-33
<i>Imitation of Christ</i>	Book 3 ch 13-19	Book 3 ch 20-24	Book 3 ch 25-30	Book 3 ch 31-37	Book 3 ch 38-45	Book 3 ch 46-49	Book 3 ch 50-54	Book 3 ch 55-59	Book 4 ch 1-3	Book 4 ch 4-9	Book 4 ch 10-13	Book 4 ch 14-18 (end)
History Great Democracies	ch 15 to 'not carried out.'	ch 15 to end of chapter	16 to 'glittering prospect.'	ch 16 to end of chapter	17 American Reconstruction	ch 18 America World Power	ch 19 to 'paid the penalty.'	ch 19 to end of chapter	20 to 'on the grand scale.'	ch 20 to end of chapter	ch 21 to 'with a large majority.'	ch 21 to end of chapter
<i>Hist Amer People</i>	Pg 511-517	Pg 517-526	Pg 526-536	Pg 536-545	Pg 545-554	Pg 554-564	Pg 564-573	Pg 573-583	Pg 583-592	Pg 592-601	Pg 601-611	Pg 611-620
<i>Speeches, Docs</i>			Gladstone's speech	Disraeli's speech	Report Joint Reconstruct'n; Johnson's Proclamation Amnesty		Berlin Conference; Letter Urging Annexation		Open letter to Belgian King			
<i>Arguing Slavery</i>	ch 28, 29	ch 30	ch 31	ch 32	ch 33	ch 34, 35	ch 36	ch 37	ch 38, 39	ch 40	ch 41	ch 42
<i>Up Fr Slavery</i>	ch 11	ch 12 1/2	ch 12 2/2	ch 13 1/2	ch 13 2/2	ch 14	ch 15 1/2	ch 15 2/2	ch 16 1/2	ch 16 2/2	ch 17 1/2	ch 17 2/2
Geog Eothen	ch 18 1/3	ch 18 2/3	ch 18 3/3	ch 19, 20	ch 21 1/2	ch 21 2/2	ch 22	ch 23, 24	ch 25	ch 26, 27	ch 28	ch 29
CitOurselves2	pg 49-52	-	pg 52-55	-	pg 56-57	pg 58-59	-	pg 60-61	pg 61-63	pg 63-64	pg 64-67	-
<i>Sesame Lilies</i>	Preface	Essay 3										
<i>GravesAcademe?</i>												
<i>DeadlieMonster</i>	prologue	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6					
LitLes Miserabl	Vol 3 Book 1	ol 3 Book 2	Vol 3 Book 3	Vol 3 Book 4 The Friends of		Vol 3 Book 5	Vol 3 Book 6	Vol 3 Book 7	Vol 3 Bk 8 The Noxious Poor (4 wks; finish over summer)			
<i>InvitatiClassics</i>	Newman	Kierkegaard	Eliot	Hopkins	Tolstoy	Dostoyevsky	James	Twain	Makers	Nietzsche	Conrad	
<i>Moby Dick</i>	ch 62-70	ch 71-76	ch 77-81	ch 82-87	ch 88-93	ch 94-100	ch 101-107	ch 108-115	ch 116-124	ch 125-129	ch 130-133	ch 134-135
<i>Essays</i>		Piece Chalk					Twelve Men					Right w World
<i>VisionAnointed</i>												
<i>Read a Book</i>	18 How Read Philosophy	18 Questions Philos. Ask	18 Modern and Great Trad	18 On Philos Method	18 On Philos. Styles	18 Hints for Reading	18 Making Up; Note Theo	18 Canonical Books	19 Social Science	19 What Is? Apparent Ease	19 Difficulties of Reading SS	19 Reading SS Literature
<i>Short Stories</i>		Necklace				How Much Land				Open Boat		
Science 6 Easy Pieces	p 47/48 Intro		p 48/49 Chem		pg 49-59 Biology 1/2	pg 49-59 Biology 2/2			p 61-63 Geol	p 63/64 Psych	p 64-69 How D	
<i>MicrobeHunters</i>						7 Metchnikoff				ch 8 T Smith		

Poetry	Emerson											
	25	26	27	28	29	30	31	32	33	34	35	36

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 10.

Time period covered in Year 10: 1815-1901/02

Year 10	Term 1: 1815-1860 (British)	Term 2: 1816-1865 (American)	Term 3: 1865-1901/02
<p>Books used for this schedule</p> <p><i>(Please see the AO Y9 Booklist for more options and/or for book subs)</i></p>	<p>The Great Democracies by Winston Churchill Ourselves, volume 4 of Charlotte Mason's series Invitation to the Classics by Cowan and Guinness Walden by Henry David Thoreau *How to Read a Book (Part 4, or entire book over year) The History of Art by H.W. Jansen Science Six Easy Pieces by Richard Feynman Les Miserables [**author??] * ***Microbe Hunters by Paul de Kruf (Ch 3-8 this year) * ** Arguing About Slavery by William Lee Miller * ** The Book on Writing by Paula LaRocque *Evaluating Books: What Would Thomas Jefferson Think About This? by Richard Maybury *Knowing God by J.I. Packer *Up From Slavery by Booker T Washington * **Eothen by Alexander Kinglake *Character is Destiny by Russell Gough *Thinking Like a Christian by David Noebel (Teacher's ed) *The Law by Bastiat *Uncle Tom's Cabin [**author??] *Key to Uncle Tom's Cabin (part 1, 14 chapters, are scheduled, although this book is optional) These Short Stories: *My Kinsman, Major Molineux by Nathaniel Hawthorne (1832) *Young Goodman Brown by Nathaniel Hawthorne (1835) *The Fall of the House of Usher by Edgar Allen Poe (1839)</p>	<p>The Great Democracies by Winston Churchill * ** Arguing About Slavery by William Lee Miller Ourselves, volume 4 of Charlotte Mason's series Invitation to the Classics by Cowan and Guinness Walden by Henry David Thoreau *How to Read a Book (Part 4, or entire book over year) Fallacy Detective by N and H Bluedorn The History of Art by H.W. Jansen Science Six Easy Pieces by Richard Feynman Les Miserables [**author??] * ** The Book on Writing by Paula LaRocque **The Attributes of God by A.W. Pink **The Story of Abraham Lincoln by Mary Hamilton **The Oregon Trail - Parkman **One Blood by Ken Ham ***The Deadliest Monster by J. Baldwin **Frankenstein by Mary Shelley **Dr. Jekyll and Mr. Hyde [**author??] **Thomas Sowell: Vision of the Anointed, a ch/week OR Controversial Essays, 5 essays/week These Short Stories: **The Overcoat by Nikolai Gogol (1842) **A Simple Heart by Gustave Flaubert (1877) **The Grand Inquisitor by Fyodor Dostoevsky (1880)</p>	<p>The Great Democracies by Winston Churchill Ourselves, volume 4 of Charlotte Mason's series Invitation to the Classics by Cowan and Guinness Walden by Henry David Thoreau *How to Read a Book (Part 4, or entire book over year) Fallacy Detective by N and H Bluedorn The History of Art by H.W. Jansen Science Six Easy Pieces by Richard Feynman Les Miserables [**author??] * ***Microbe Hunters by Paul de Kruf (Ch 3-8 this year) ***Imitation of Christ or Pilgrim's Progress ***Bury My Heart at Wounded Knee [**author??] ***Queen Victoria by Sarah Tytler vol 1 and vol 2 ***Sesame and Lilies, by John Ruskin ***On Liberty, by John Stuart Mill ***Graves of Academe by Richard Mitchell ***How Should We Then Live by Francis Schaefer ***Silas Marner [**author??] ***Moby Dick [**author??] These Short Stories: *** The Necklace by Guy de Maupassant (1884) *** How Much Land Does a Man Need? by Leo Tolstoy (1886) *** The Open Boat by Stephen Crane (1897)</p>

Ambleside Online.org - House of Education Online - Year 10

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible	Isa 1-5:19; Jn 1:1-32; Ps 56, 57; Pr 1:1-19	Isa 5:20-9; Jn 1:35-ch 2; Ps 58, 59; Pr 1:20-33	Isa 10-14; Jn 3:1-36; Ps 60, 61; Pr 2:1-9	Isa 15-21; Jn 4:1-42; Ps 62, 63; Pr 2:10-22	Isa 22-26; Jn 4:43-5:15; Ps 64, 65; Pr 3:1-20	Isa 27-30; Jn 5:16-6:21; Ps 66, 67; Pr 3:21-35	Isa 31-36; Jn 6:22-60; Ps 68; Pr 4:1-3	Isa 37-40; Jn 6:61-7:27; Ps 69; Pr 4:14-27	Isa 41-43; Jn 7:28-53; Ps 70, 71; Pr 5:1-14	Isa 44-47; Jn 8:1-47; Ps 72; Pr 5:15-23	Isa 48-52:10; Jn 8:48-ch 9; Ps 73; Pr 6:1-19	Isa 52:10-ch 58; Jn 10; Ps 74; Pr 6:20-35
<i>Knowing God</i>	Ch. 1-2	Ch. 3-4	Ch. 5-6	Ch. 7-8	Ch. 9-10	Ch. 11-12	Ch. 13-14	Ch. 15-16	Ch. 17-18	Ch. 19	Ch. 20-21	Ch. 22
History <i>The Great Democracies</i>	ch 1 to 'that a corner had been turned.'	ch 1 to end of chapter	ch 2 to 'my ear the melody of that voice.'	ch 2 to end of chapter	ch 3 to 'in the course of their journey'	ch 3 to end of chapter	ch 4 to 'arts and to socialism in politics.'	ch 4 to end of chapter	ch 5 to 'in the memory of both countries.'	ch 5 to end of chapter	ch 6 Canada and South Africa	ch 7 Australia, New Zealand
<i>History of the American People</i>	Pt.3 p284-292 to 'Congress price, \$1.25 an acre.'	pg 292-301 to 'became a prosperous corporation.'	pg 301-311 to 'many of the old tobacco plantation.'	pg 311-320 to 'achieve a compromise always.'	pg 320-330 to 'charisma in American history.'	pg 330-339 to 'and essentially Virginian Ascendancy'	pg 339-349 to 'million in gifts and annuities.'	pg 349-358 to 'Depression made it certain he would lose.'	pg 358-367 to 'Life on the Mississippi.'	pg 367-377 to 'He did all these things.'	pg 377-386 to 'Unknown President Polk.'	pg 386-394 to 'having a college education.'
<i>ArguinSlavery</i>	Ch. 1-2	Ch. 3	Ch. 4-5	Ch. 6-7	Ch. 8-9	Ch. 10	Ch. 11-12	13 -14 to p173	Ch. 14 - 15	Ch. 16	Ch. 17-19	Ch. 20-21
<i>Historical Documents</i>			The Holy Alliance Treaty Sept. 26, 1815	Catholic Emancipation	The Peel Web Resources	Robert Peel's Resignation Speech 1846	Resources at www.historyhome.co.uk/			Garibaldi's Speech to His Soldiers 1860		
<i>Essays Montaigne; Emerson</i>		It Is Folly to Measure Truth and Error by...		Of Solitude			Of the Inequality Among Us	Of Repentance		Emerson: Art		Emerson: Nature
Government <i>The Law, Bastiat</i>	The law perverted!, Life is a Gift From God, What is Law?, A Just and Enduring Government, The Complete Perversion of the Law	A Fatal Tendency of Mankind, Property and Plunder, Victims of Lawful Plunder, The Result of Legal Plunder, The Fate of Non-Conformists, Who Shall Judge?	The Reason Why Voting is Restricted, The Answer is to Restrict the Law, The fatal Idea of legal Plunder, The Perverted Law Causes Conflict, Slavery and Tariff's are Plunder, Two Kinds of Plunder	Law Defends Plunder, How to Identify legal Plunder, Legal Plunder has Many Names, Socialism is Legal Plunder, The Choice Before Us, The Proper Function of the Law, The Seductive Lure of Socialism, Enforced Fraternity Destroys Liberty	Plunder Violates Ownership, Three Systems of Plunder, Law is Force, Law is a Negative Concept, The Political Approach, The Law and Charity, The Law and Education, The Law and Morals	6, A Confusion of Terms, The Influence of Socialist Writers, The Socialists Wish to Play God, The Socialists Despise Mankind, A Defense of Compulsory Labor, A Defense of Paternal Government	The Idea of Passive Mankind, Socialists Ignore Reason and Facts, Socialists Want to Regiment People, A Famous Name and an Evil Idea, A Frightful Idea	The Leader of the Democrats, Socialists Want Forced Conformity, Legislators Desire to Mold Mankind, Legislators Told How to Manage Men, A Temporary Dictatorship, Socialists want Equality of Wealth	The Error of the Socialist Writers, What is Liberty?., Philanthropic Tyranny, The Socialists Want Dictatorship, Dictatorial Arrogance, The Indirect Approach to Despotism	Napoleon Wanted Passive Mankind, The Vicious Circle of Socialism, The Doctrine of the Democrats, The Socialist Concept of Liberty, Socialists Fear All Liberties, The Superman Idea, The Socialists Reject Free Choice	The cause of French Revolutions, The Enormous Power of Government, Politics and Economics, Proper Legislative Functions, Law and Charity are Not the Same	The High Road to Communism, The Basis for Stable Government, Justice Means Equal Rights, The Path to Dignity and Progress, Proof of an Idea, The Desire to Rule Over Others, Let Us Now Try Liberty
<i>EvaluatingBks</i>	pg 8-15	pg 16-21	pg 22-29	pg 30-35	pg 36-43	pg 44-51	pg 52-58	pg 59-65	pg 66-73	pg 74-80	pg 81-90	pg 91 to end
Bio <i>Up From Slavery</i>	Intro-1	Ch 2	Ch 3-4	Ch 5-6	Ch 7-8	Ch 9-10	Ch 11-12	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17

Geogr Eothen	Ch1-2	Ch3-4	Ch5	Ch6-7	Ch8	Ch9-10	Ch11-12	Ch13-15	Ch16-17	Ch18	Ch19-22	Ch23-24
Citizenship Ourselves		Book 2 p 1-4	Book 2 p 5-6	Book 2 p 6-9	Book 2 p 9-11	Book 2 p 12-13		Book 2 p 14-15	Book 2 p 15-16	Book 2 p 16-18	Book 2 p 18-21	
<i>Thinking Like a Christian</i>	1 Worldviews	2 Theology	3 Philosophy	4 Biology	5 Psychology	6 Ethics	7 Sociology	8 Law	9 Politics	10 Economics	11 History	12Worldview n Conflict
Character/ Destiny	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8-9	Ch 10	Ch 11-12	Ch 13	Ch 14
Literature LesMiserables	Volume 1 Bk1 An Upright Man		Bk 2 The Fall		Bk 3 The Year 1817		Bk 4 Trust is Sometimes to Surrender	Bk 5 The Descent	Bk 6 Javert	Bk 7 The Champmathieu Affair		Bk 8 Counter- Stroke
<i>Uncle Tom's Cabin; Key to</i>	Ch 1-4 Ch 1-2	Ch 5-8 Ch 3	Ch 9-12 Ch 3, 4	Ch 13-16 Ch 5	Ch 17-20 Ch 6	Ch 21-24 Ch 7-8	Ch 25-28 Ch 9	Ch 29-32 Ch 10	Ch 33-36 Ch 11	Ch 37-39 Ch 12	Ch 40-42 Ch 13	Ch 43-45 Ch 14
<i>Invita Classics</i>	Purpose of	Importance	Not Canon	JaneAusten	Goethe	Lyrical Ballads	German	Keats				
<i>Short Stories</i>		My Kinsman, Major Molineux by Hawthorne				Young Goodman Brown by Hawthorne				The Fall of the House of Usher by Poe		
<i>Book / Writing</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
<i>Read a Book</i>	Ch 20; Read and discuss				Ch 21; Read and discuss							
Poetry	Samuel Taylor Coleridge		A poem/day									
Science 6 Easy Pieces	pg ix-vvii Intro.	pg xix-xxiii Special Preface	pg xxv – xxix Feynman's Preface	pg 1-4 Intro.		pg 4-10 Matter Is Made of Atoms		pg 10-15 Atomic Processes			pg 15-23 Chemical Reactions	
<i>Microbe Hunters</i>									Ch3 Pasteur			
<i>Walden</i>	1. Economy		2. Where I Lived, & What I Lived for		3. Reading	3. Reading	4. Sounds	4. Sounds	5. Solitude	5. Solitude	6. Visitors	6. Visitors
Art History of Art	Pt. 4 Modern World Ch1 Neoclassicism and Romanticism – Work through this over the term											
	1	2	3	4	5	6	7	8	9	10	11	12

Ambleside Online.org - *House of Education Online* - Year 10

Term 1, 2, 3 (Weeks ___ - ___)

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
Foreign Language												
Health / Exercise												
Weekly Work: Science												
Timeline / Map Drill												
Current Events												
Grammar & Composition												
Recitation												
Copywork / Dictation												
Shakespeare [*]												
Plutarch [*]												
Nature Study [*]												
Art: Picture Study [*]												
Drawing												
Handicrafts / Life Skills												
Music: Composer [*]												
Folksong / Hymns [*]												
Year 10 Free Read Options <i>(In order of publication)</i>	1) Persuasion by Jane Austen 1816 2) * Mr. Midshipman Easy (or others) by Frederick Marryat 1836 3) * The Bible in Spain by George Henry Borrow 1843 4) Jane Eyre by Charlotte Bronte 1847 5) Wuthering Heights by Emily Bronte 1847 6) The House of Seven Gables by Nathaniel Hawthorne 1851 7) Lavengro, The Scholar, The Gypsy, The Priest by George Henry Borrow 1851 8) Hard Times by Charles Dickens 1854 9) The Daisy Chain, or, Aspirations , by Charlotte Yonge, 1856 (sequel The Trial: More Links of the Daisy Chain , 1865) 10) Barchester Towers by Anthony Trollope 1857 11) The Woman in White by Wilkie Collins 1860 12) Hospital Sketches by Louisa May Alcott 1863 13) The Celebrated Jumping Frog of Calaveras County by Mark Twain 1865 14) The Moonstone by Wilkie Collins 1868 15) The Innocents Abroad by Mark Twain 1869 16) War and Peace by Leo Tolstoy 1869 17) *** Far from the Madding Crowd by Thomas Hardy 1874 18) Gilbert and Sullivan, HMS Pinafore (1878) and others (watch plays on video)						19) The Brothers Karamazov by Fyodor Dostoevsky 1880 20) *** Ramona by Helen Hunt Jackson 1884 21) A Study in Scarlet by Arthur Conan Doyle 1886 (1 st Sherlock Holmes) 22) The Prisoner of Zenda by Anthony Hope 1894 23) The Importance of Being Earnest a play by Oscar Wilde 1895 24) *** The War of the Worlds by H. G. Wells 1898 25) Lord Jim by Joseph Conrad 1899 26) The Little Shepherd of Kingdom Come by John Fox, Jr 1903 27) The Book of the Dun Cow by Walter Wangerin, 1978 28) Bess Streeter Aldrich, A Lantern In Her Hand. A White Bird Flying, Mother Mason . 20-50's 29) The Babus Of NayanJore by Rabindranath Tagore (from The Hungry Stones, 1916) 30) Bret Harte, select from works online (consider Luck of the Roaring Camp , 1917) 31) Willa Cather Death Comes for the Archbishop (1927), O Pioneers (1913), My Antonia (1918) 32) Glimpses of the Moon by Edith Wharton 1922 33) G.K. Chesterton - any and all (Most were written 1904-1933) 34) C.S. Lewis: The Great Divorce, The Screwtape Letters (most published 1933-1963) 35) P. G. Wodehouse (Most published 1902-1975)					

Ambleside Online.org - House of Education Online - Year 10 **Term 2 (Weeks 13-24)**

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible	Isa 59-64; Jn 11:1-44; Ps 75, 76; Pr 7:1-5	Isa 65, 66; Amos 1, 2; Jn 11:45-12:19; Ps 77; Pr 7:6-27	Amos 3-8; Jn 12:20-50; Ps 78:1-22; Pr 8:1-11	Amos 9; Micah 1-5; Jn 13; Ps 78:23-39; Pr 8:12-21	Mic 6, 7; Hos 1-4; Jn 14; Ps 78:40-72; Pr 8:22-35	Hos 5-10; Jn 15; Ps 79; Pr 9:1-18	Hos 11-14; Nah 1-3; Jn 16; Ps 80; Pr 10:1-11	Zeph 1-3; Jer 1-2:25; Jn 17; Ps 81, 82; Pr 10:12-21	Jer 2:26-5; Jn 18; Ps 83; Pr 10:22-32	Jer 6-8; Jn 19; Ps 84, 85; Pr 11:1-11	Jer 9-12; Jn 20; Ps 86, 87; Pr 11:12-22	Jer 13-16; Jn 21; Ps 88; Pr 11:23-31
<i>Attributes / God</i>	Preface - 1	Ch 2-3	Ch 4	Ch 5-6	Ch 7	Ch 8-9	Ch 10	Ch 11-12	Ch 13	Ch 14	Ch 15	Ch 16-17
History <i>The Great Democracies</i>	ch 8 to 'of their leaders in such affairs.'	ch 8 to end of chapter	ch 9 Slavery and Secession	ch 10 to 'overwhelming forces of the union.'	ch 10 to end of chapter	ch 11 to 'Army of Northern Virginia.'	ch 11 to end of chapter	ch 12 to 'unsurpassed in history.'	ch 12 to end of chapter	ch 13 to 'each other on the Raphidan.'	ch 13 to end of chapter	ch 14 Victory of the Union
<i>History of the American People</i>	p394 from "By any statistical standards, America made enormous progress" to p405 "pristine morality of the American ideal."	p405 from "The first American intellectual and writer" to p414 "--the commercial salesman."	p414 from "Whitman first published his central work" to p419 (to end of chapter)	p423 from beginning of Ch to p433 "supply and 6,000 [annually] for sale."	p433 from "Actually, Virginia was living on its slave" to p442 "was obvious and recognized."	p442 from "At Blooming-ton on May 29" to p451 "he remained his brother's dependent."	p451 from "it is important to grasp that, when Davis spoke" to p461 "Congress as the State of West Virginia in 1863."	p461 from "General Lee, the state's most distinguish-ed soldier" to p470 "a basic issue of Christian principle."	p470 from "Moreover, having split, the Christian churches promptly" to p480 "Too bad! Too bad! OH! TOO BAD!"	p480 from "General Meade was criticized for not following" to p489 "verdict and Whitman's concurred."	p489 from "Yet it is curious how little impact" to p498 "issued December 8, 1863."	p498 from "His first practical step was to" to p507 (to end of chapter)
<i>Speeches, Docs</i>	Missouri Compromise	1850 Compromise	Dred Scott Decision	Optional Slave Narratives	Optional Slave Narratives	Confederate Consitution	Causes for Secession	Lincoln's Goals		Emancipation Proclamation		
<i>Arguing About Slavery</i>	Ch 22	Ch 23-24	Ch 25-26	Ch 27	Ch 28-30 to p370	from p370 – Ch 31	Ch 32-33	Ch 34-35	Ch 36-37	Ch 38-39	Ch 40	ch 41-42
Biography <i>Lincoln</i>	<i>(spread evenly)</i>											
Government <i>Vision Anointed</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9			
Citizenship <i>Ourselves</i>		Book 2 pg 21-25	Book 2 pg 25-26	Book 2 pg 26-28	Book 2 pg 29-31	Book 2 pg 31-32		Book 2 pg 33-40	Book 2 pg 41-43	Book 2 pg 43-44	Book 2 pg 44-48	
<i>One Blood</i>	Preface Intro.	Ch 1 Cain's Wife	Ch 2 Natural Selection	Ch 3 Genetics	Ch 4 One Race	Ch 5 Interracial Marriage	Ch 6 Curse on Ham?	Ch 7 Arguments Refuted	Ch 8 Stone Age People	Ch 9 Darwin's Body Snatchers	Ch 10 Ota Benga	Ch 11 The Last Adam's Race, What Does It Matter?
Geography <i>Eothen/OR. Trail</i>	Eothen Ch 25-27	Ch 28-29	Oregon Trail Ch 1	Ch 2	Ch 3-4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11
Literature <i>LesMiserables</i>	Volume 2, Bk1 Waterloo		Bk2 The Ship Orion	Bk 3 Fulfillment of the Promise Made to the Departed		Bk 4 The Old Gorbeau House	Bk 5 A Dark Chase Requires a Silent Hound		Bk 6 Petit-Picpus	Bk 7 A Parenthesis	Bk 8 Cemeteries Take What Is Given Them	

Use of the AmblesideOnline curriculum is subject to our License Agreement. For latest updates and book substitution information see the [AO website](#). (Updated 3.2020)

<i>Frankenstein</i>	Preface Intro., etc.	Ch 1-2	Ch 3-5	Ch 6-7	Ch 8-9	Ch 10-12	Ch 13-15	Ch 16-17	Ch 18-19	Ch 20-21	Ch 22-23	Ch 24 to end
<i>Dr. Jekyll and Mr. Hyde</i>	Intro.	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	
<i>InvitatiClassics</i>	Tocqueville	Emerson		Douglass	Hawthorne		Dickinson	Melville	Flaubert		French	Dickens
<i>Short Stories and Essays</i>		The Practice of Writing, Quiller-Couch The Overcoat by Gogol		Interlude: On Jargon, Quiller-Couch		Some Principles Reaffirmed, Quiller-Couch A Simple Heart by Flaubert		On Style, by Quiller-Couch		Fr. Douglass Reconstructn The Grand Inquisitor by Dostoevsky		Fred Douglas- An Appeal to Congress for Impartial Suffrage
<i>Book / Writing</i>	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24
Poetry	Elizabeth Barrett Browning & Robert Browning											
Logic <i>Read a Book</i>												
Science <i>6 Easy Pieces</i>	pg 23 Basic Physics Intro.			pg 27-32 Physics Before 1920			pg 32-38 Quantum Physics			pg 38-47 Nuclei and Particles		
<i>Walden</i>	7 The Bean-Field		8 The Village		9. The Ponds		10 Baker Farm		11 Higher Laws		12 Brute Neighbors	
<i>History of Art</i>	<i>Modern World ch 2 Realism and Impressionism. Work through chapter over term.</i>											
	13	14	15	16	17	18	19	20	21	22	23	24

Ambleside Online.org - House of Education Online - Year 10

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible	Jer 17-20; 1 Ths 1, 2; Ps 89:1-15; Pr 12:1-12	Jer 21-23; 1 Ths 3-5; Ps 89:19-52; Pr 12:13-28	Jer 24-26; 2 Ths 1-3; Ps 90, 91; Pr 13:1-12	Jer 27-30:11; 1Cor 1, 2; Ps 92, 93; Pr 13:13-25	Jer 30:12-32:25; 1Cor 3, 4; Ps 94, 95; Pr 14:1-11	Jer 32:26-ch 35; 1Cor 5-7:16; Ps 96, 97; Pr 14:12-24	Jer 36-38; 1Cor 7:17-ch 8; Ps 98, 99; Pr 14:25-35	Jer 39-43; 1Cor 9, 10; Ps 100, 101; Pr 15:1-15	Jer 44-47; 1Cor 11; Ps 102; Pr 15:16-33	Jer 48, 49; 1Cor 12, 13; Ps 103; Pr 16:1-11	Jer 50-51:53; 1Cor 14-15:20; Ps 104; Pr 16:12-22	Jer 51:54-ch 52; Hab 1-3; 1Cor 15:21-ch 16; Ps 105; Pr 16:23-33
<i>Imitat'n Christ</i>	Bk 1 ch 1-13	Bk 1 ch 14-23	Ch24-Bk 2 ch8	Bk2ch9-Bk3 ch2	Bk 3 ch 3-9	Bk 3 ch 10-20	Bk 3 ch 21-31	Bk 3 ch 32-45	Bk 3 ch 46-53	Bk 3 ch 54-59	Bk 4 ch 1-9	Bk 4 ch 10-18
History <i>The Great Democracies</i>	ch 15 to 'not carried out.'	ch 15 to end of chapter	16 to 'glittering prospect.'	ch 16 to end of chapter	17 American Reconstruction	ch 18 America World Power	ch 19 to 'paid the penalty.'	ch 19 to end of chapter	20 to 'on the grand scale.'	ch 20 to end of chapter	ch 21 to 'with a large majority.'	ch 21 to end of chapter
<i>History of the American People</i>	p511-517 beginning of chapter to "adventure-game for rich city-dwellers."	p517-526 from "The years of vast expanses and high profits" to "by sheer weight of numbers."	p526-536 from "The violent phase in the West's history" to "managers had their hands in the till."	p536-545 from "These public suspicions were intensified" to "sixth-largest rail-stock owner in the nation."	p545-554 from "These financiers were not without redeeming features" to "himself called a positive genius."	p554-564 from "Carnegie's ability to make first-class steel" to "gold outflow from the United States."	p564-573 from "In October 1907 Morgan was coming up to his" to "then cut to 200 feet in 1911"	p573-583 from "Horizontal expansion in Chicago" to "most clamoring for stained-glass windows."	p583-592 from "But Tiffany put his best ideas" to "escape from Biltmore's problems."	p592-601 from "Between 1880 and 1920 more, and bigger" to "antisocial exploitation of corporate power."	p601-611 from "In 1906 Theodore Roosevelt termed" to "That was a task for American leadership."	p611-620 from "It was against this background that America drifted" to "336 to 140, Parker carrying Southern states only."
<i>Speeches, Docs</i>			Gladstone's speech	Disraeli's speech	Report Joint Reconstruct'n; Johnson's Proclamation Amnesty		Berlin Conference; Letter Urging Annexation		Open letter to Belgian King			
<i>Bury My Heart at Wounded Knee</i>	Ch 1-2	Ch 3	Ch 4-5	Ch 6	Ch 7-8	Ch 9	Ch 10 – first half of Ch 11	Finish Ch 11; 1/2 of Ch12	Finish Ch 12; Ch 13	Ch 14-15	Ch 16-17	Ch 18-19
Biography <i>Queen Victoria</i>	Book 1 Ch 1-3	Book 1 Ch 4-6	Book 1 Ch 7-8	Book 1 Ch 9-12	Book 1 Ch 13-17	Bk1, Ch 18 Bk 2, Ch 1-2	Book 2 Ch 3-7	Book 2 Ch 8-18	Book 2 Ch 19-26	Book 2 Ch 27-37	Book 2 Ch 38	Book 2 Ch 39-40
Government <i>Graves of Academe</i>	Foreword	Proposi-tions Three and Seven	The End of the String	The Wundter of It All	The Seven Deadly Principles	The Principles March On	The Pygmies Revenge	Problem-Solving in the Content Area	Every Three Second			
<i>On Liberty</i>								Ch1	Ch2	Ch3	Ch4	Ch5
Worldview <i>How.. Then Live?</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6-7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12	Ch 13
Citizenship <i>Ourselves</i>		Book 2 pg 49-52	Book 2 pg 52-55	Book 2 pg 56-57	Book 2 pg 58-59	Book 2 pg 60-61		Book 2 pg 61-63	Book 2 pg 63-64	Book 2 pg 64-67		
<i>Sesame Lilies</i>	Lecture I 1/4	Lecture I 2/4	Lecture I 3/4	Lecture I 4/4	Lect II 1/3	Lect II 2/3	Lect II 3/3	Preface 1/2	Preface 2/2	Lect III 1/3	Lect III 2/3	Lect III 3/3

<i>Deadliest Monster</i>	Prologue	Ch 1		Ch 2		Ch 3		Ch 4		Ch 5		Ch 6
Geography <i>Oregon Trail</i>	Ch12-13	Ch 14	Ch 15	Ch 16-17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24-25	Ch 26-27
Literature <i>Les Miserables</i>	Volume 3 Bk 1 Paris Atomized	Bk 2 The Grand Bourgeois	Bk 3 The Grandfather and the Grandson	Bk 4 The Friends of the ABC		Bk 5 The Excellence of Misfortune	Bk 6 The Conjunction of Two Stars	Bk 7 Patron- Minette	Bk 8 The Noxious Poor			
<i>Silas Marner</i>	Ch 1-2	Ch 3	Ch 4-5	Ch 6-8	Ch 9	Ch 10	Ch 11	Ch 12-13	Ch 14-15	Ch 16	Ch 17-19	Ch 20 to end
<i>Moby Dick</i>	Ch 1-7	Ch 8-17	Ch 18-31	Ch 32-41	Ch 42-53	Ch 54-63	Ch 64-77	Ch 78-89	Ch 90-101	Ch 102-116	Ch 117-130	Ch 131 to end
<i>Invitati Classics</i>	Newman	Kierkegaard	Eliot	Hopkins	Tolstoy	Dostoyevsky	James	Twain	Makers	Nietzsche	Conrad	
Short Stories, Essays		My Escape from Slavery, Fred Douglass	The Necklace by Guy de Maupassant (1884)	A Piece of Chalk, GKC		On Lying in Bed, GKC	How Much Land Does a Man Need? by Leo Tolstoy (1886)	The Twelve Men, GKC		The Diabolist, GKC	The Open Boat by Stephen Crane (1897)	What Is Right With the World, GKC
Logic <i>Read a Book</i>												
Poetry	Ralph Waldo Emerson Walt Whitman											
Science <i>6 Easy Pieces</i>	pg 47-48 Relation of Science Intro-duction		pg 48-49 Chemistry		pg 49-59 Biology			pg 59-61 Astronomy	pg 61-63 Geology	pg 63-64 Psychology	pg 64-69 How Did It Get This Way?	
<i>Microbe Hunters</i>		Ch 4 Koch		Ch 5 Pasteur		Ch 6 Roux and Behring	Ch 7 Metchnikoff					Ch 8 Theobald Smith
<i>Walden</i>	13 House- Warming	13 House- Warming	14 Former Inhabit-ants and Winter Visitors	14 Former Inhabit-ants and Winter Visitors	15. Winter Animals	15. Winter Animals	16 The Pond in Winter	16 The Pond in Winter	17 Spring	17 Spring	18 Conclusion	18 Conclusion
Art <i>History of Art</i>	Pt. 4 Modern World Ch3 – Post Impressionism											
	25	26	27	28	29	30	31	32	33	34	35	36

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 11 (Basic).

Time period covered in Year 11: The Twentieth Century

11 Basic	Term 1: 1900-1940	Term 2: 1940-1960	Term 3: 1960-present
<p>Books used for this schedule</p> <p><i>(Please see the AO Y11 Booklist for more options and/or for book subs)</i></p>	<p>The Pleasures of God by John Piper A History of the Twentieth Century by Martin Gilbert OR Modern Times by Paul Johnson Testament of Youth by Vera Brittain The World: Travels 1950-2000 by Jan Morris, half Economics in One Lesson by Henry Hazlitt Ourselves, Book 2 (Self-Direction) by Charlotte Mason Seven Men Who Rule the World from the Grave by David Breese Invitation to the Classics by Cowan and Guinness The Great Gatsby by F. Scott Fitzgerald The Machine Stops by E. M. Forster On Writing Well by William Zinsser Microbe Hunters by Paul de Kruf Poetry of Edna St. Vincent Millay Short Anthology of Modern Poetry Essays: either online, or the book Ex Libris The Open Window by Saki (Hector.H. Munro) Diary of A Young Girl by Anne Frank OR The Hiding Place by Corrie Ten Boom Barn Burning by William Faulkner Speech: Woodrow Wilson, entering World War I, April 2, 1917 "War Message" Speech: Lou Gehrig's farewell to baseball speech July 4, 1939 Speech: Winston Churchill "Blood, sweat and tears" May 13, 1940 Speech: Winston Churchill "Their finest hour" June 18, 1940</p>	<p>These will be added in Term 2: The Men Behind Hitler by Bernhard Schreiber Speech: Franklin Roosevelt's Pearl Harbor address The Chosen by Chaim Potok Shooting an Elephant by George Orwell Speech: Eisenhower--D-Day invasion order June 5, 1944 The Secret Life of Walter Mitty by James Thurber Six Easy Pieces by Richard P. Feynman Speech: Franklin Roosevelt D-Day Prayer June 6, 1944 Speech: Douglas MacArthur's farewell to Congress April 19, 1951 The Lottery by Shirley Jackson Essays Speech: J. F. Kennedy's Inauguration Jan 20, 196 The Outstation by Somerset Maugham Invitation to the Classics by Cowan and Guinness Our National Parks ch 1-4 by John Muir OR The Life of the Caterpillar by J. Henri Fabre The Trial at Nuremberg (short essay)</p> <p>* Note: The World: Travels 1950-2000 by Jan Morris Only half the book is scheduled and chapter 18 (week 17/18) is skipped for content</p>	<p>These will be added in Term 2: The Holiness of God by R. C. Sproul Amusing Ourselves to Death by Neil Postman Invitation to the Classics by Cowan and Guinness Fahrenheit 451 by Ray Bradbury To Kill a Mockingbird by Harper Lee Speech: JFK.'s "Ich bin ein Berliner" June 26, 1963 A & P by John Updike I Have a Dream speech by M.L.King, Jr. Aug 28, 1963 OR "I've been to the mountaintop" March 3, 1968 Harrison Bergeron by Kurt Vonnegut Jr. Speech: Reagan--Brandenberg Gate June 12, 1987 Everything That Rises Must Converge by Flannery O'Connor</p>

Ambleside Online.org - House of Education Online - Year 11 Basic										Term 1 (Weeks 1-12)		
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible	Lam 1-3; 2Cor 1-3; Ps 106:1-23; Pr 17:1-13	Lam 4; Ezk 1-3; 2Cr 4-6; Ps 106:24-48; Pr 17:4-28	Ezk 4-7; 2Cor 7-9; Ps 107:1-22; Pr 18:1-10	Ezk 8-11; 2Cor 10-12; Ps 107:23-43; Pr 18:1-24	Ezk 12-15; 2Cor13; Ro 1; Ps 108; Pr 19:1-10	Ezk 16, 17; Ro 2, 3; Ps 109; Pr 19:11-21	Ezk 18-20; Ro 4, 5; Ps 110, 111; Pr 19:22-29	Ezk 21-22:27; Ro 6-8:11; Ps 112, 113; Pr 20:1-14	Ezk 22:28-ch 26; Ro 8:12-ch 9; Ps 114, 115; Pr 20:15-30	Ezk 27-30:19; Ro 10, 11; Ps 116, 117; Pr 21:1-11	Ezk 30:20-ch 33; Ro 12-14; Ps 118:1-18; Pr 21:12-20	Ezk 34-36; Ro 15, 16; Ps 118:19-29; Pr 21:21-31
<i>Pleasures God</i>	Introduction	ch 1 (1/2)	ch 1 (1/2)	ch 2 (1/2)	ch 2 (1/2)	ch 3 (1/2)	ch 3 (1/2)	ch 4 (all)	ch 5 (1/3)	ch 5 (1/3)	ch 5 (1/3)	ch 6 (1/2)
Hist <i>Gilbert's 20th Century</i>	pg 1-21 of ch 1 1900-1904	pg 22-41 of ch 1 1904-1907	pg 41-61 of chs 1-2 1907-1911	pg 61-79 of ch 2 1911-1914	ch 3 (pg 80-111) 1914-1918	pg 112-133 of ch 4 1918-1921	pg 133-153 of ch 4 1921-1924	pg 153-174 of ch 4 and 5 1924-1927	pg 174-195 of ch 5 1927-1930	pg 195-214 of ch 5 1930-1932	pg 215-239 of ch 6 1932-1936	pg 240-263 of ch 6 1936-1939
<i>OR Modern Times</i>	ch 1 to p 24	pg 24-48	pg 49-76	pg 76-103	pg 104-137	pg 138-175	pg 176-202	pg 203-229	pg 230-260	pg 261-284	Pg 285-308	pg 309-340
<i>Testamnt Youth</i>	Intro, ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
<i>Speeches</i>		Roosevelt Man Muck Rake			Wilson War Message			(opt) Roosevelt inauguration	(opt) Edward VIII Abdicates	Lou Gerrig Farewell to Baseball	Churchill Blood, Sweat, Tears	Churchill Their Finest Hour
Geo <i>TheWorld</i>	pgs 1-6	pgs 7-14	pgs 14-18	pgs 19-27	pgs 27-31	pgs 31-37	pgs 37-42	pgs 42-50	pgs 51-55	pgs 56-63	pg 64-70	pgs 70-77
Economics in One Lesson	ch 1. The Lesson	ch 2. Broken Window	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
Literature Short Stories	The Machine Stops	The Open Window			Barn Burning							
<i>Essays</i>	In Defense of the Essay		Moral Oblig be Intelligent			Superstition of School						Master of Many Trades
<i>Great Gatsby</i>	ch 1	ch 2	Ch 3 (1/2)	Ch 3 (1/2)	ch 4	ch 5	ch 6	Ch 7 (1/3)	Ch 7 (1/3)	Ch 7 (1/3)	ch 8	ch 9
<i>InvitaClassics</i>			Joyce			Kafka			Yeats			
<i>Diary Young Girl</i>			Spread over 16 weeks									
<i>OR Hiding Place</i>				ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9
<i>Writing Well</i>	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12
Poetry	Edna St Vincent Millay											
Worldview 7 <i>Men RuleGrave</i>	Preface, Intro, ch 1	ch 2	ch 3	ch 4 Marx	ch 5 Marxism	ch 6 Julius Wellhausen	Ch 7 Strange Fire	ch 8 Freud	ch 9 John Dewey	ch 10 Keyes	ch 11 Kierkegaard	ch 12
Sci <i>Microbe H</i>	ch 9 Bruce 1, 2	ch 9 Bruce 3, 4	ch 9 Bruce 5, 6	ch 9 Bruce 7-9								
Citz <i>Ourselves2</i>	pg 68,69	pg 69-70	pg 71-73	pg 74, 75	pg 75-77	pg 77, 78	pg 79-83	pg 83-87	pg 87-89	pg 89-91	pg 91-93	pg 93-96

Amleside Online.org - House of Education Online - Year 11 Basic

Term 1, 2, 3 (Weeks ___ - ___)

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
<i>Foreign Language</i>												
<i>Health / Exercise</i>												
Weekly Work: Science												
<i>Timeline / Map Drill</i>												
<i>Current Events</i>												
<i>Grammar&Composition</i>												
<i>Recitation</i>												
<i>Copywork / Dictation</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Nature Study [*]</i>												
<i>Art: Picture Study [*]</i>												
<i>Drawing</i>												
<i>Handicrafts / Life Skills</i>												
<i>Music: Composer [*]</i>												
<i>Folksong / Hymns [*]</i>												
Year 11 --Free Read Options <i>(In order of publication)</i>	1) The Hawk and the Dove by Penelope Wilcock 2) Persuasion by Jane Austen 3) My Antonia by Willa Cather 4) The Inspector General by Nicolai Gogol 5) The Harwich Naval Forces by E. F. Knight 6) The Club of Queer Trades by G.K. Chesterton 7) Mama's Bank Account by Kathryn Forbes 8) Chesterton's books, written 1904-1930's 9) G. K. Chesterton, The Apostle of Common Sense by Dale Ahlquist 10) A Tree Grows in Brooklyn by Betty Smith 11) Christy by Catherine Marshall 12) Michael O'Halloran by Gene Stratton Porter 13) The Adventures of Richard Hannay 14) A Book of Escapes and Hurried Journeys by John Buchan 15) A Passage to India by E.M. Forster 16) Keeper of the Bees by Stratton Porter 17) The Trial by Franz Kafka 18) The Plutocrat by Booth Tarkington	19) Cold Comfort Farm by Stella Gibbon 20) Anthem by Ayn Rand 21) How Green Was My Valley by Richard Llewellyn 22) The Rise and Fall of the Third Reich by William Shirer 23) The Screwtape Letters by C. S. Lewis 24) History of the Second World War by Winston Churchill 25) While Still We Live by Helen MacInnes 26) To Sir With Love by Edward Ricardo Braithwaite 27) Kingsblood Royal by Sinclair Lewis 28) Neither Five nor Three by Helen MacInnes 29) One Day in the Life of Ivan Denisovich by Aleksandr Isaevich Solzhenitsyn 30) Karen by Marie Killilea 31) Angel Unaware by Dale Evans Rogers 32) Invisible Man by Ralph Ellison 33) Gulag Archipelago by Aleksandr Isaevich Solzhenitsyn 34) Waiting for Godot by Samuel Beckett 35) Good Morning, Miss Dove by Frances Gray Patton 36) The Old Man and the Sea by Ernest Hemingway	37) Leaf Storm by Gabriel Garcia Marquez 38) A Raisin in the Sun by Lorraine Hansberry 39) 84, Charing Cross Road by Helene Hanff 40) The Violent Bear it Away by Flannery O'Connor 41) Peace Like a River by Leif Enger 42) The Lilies of the Field by William Edmund Barrett 43) Rocket Boys by Homer Hickam 44) Labyrinths by Jorge Borges 45) Cosmicomics by Italo Calvino 46) The Outsiders by S.E. Hinton 47) The Hunt for Red October by Tom Clancy 48) Under the Eye of the Clock by Christopher Nolan 49) The Giver by Lois Lowry 50) At Home in Mitford by Jan Karon 51) Safely Home by Randy Alcorn 52) 2 1/2 Pillars of Wisdom/Dr. Von Igelfeld series by Alexander McCall Smith 53) Barbara Kingsolver books 54) The Cross and the Switchblade by David Wilkerson									

Amleside Online.org - House of Education Online - Year 11 Basic

Term 2 (Weeks 13-24)

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible	Ezk 37-39; Col 1, 2; Ps 119:1-19; Pr 22:1-14	Ezk 40-42; Col 3, 4; Ps 119:20-35; Pr 22:15-29	Ezk 43-45; Phl; Eph 1; Ps 119:37-56; Pr 23:1-11	Ezk 46-48; Eph 2, 3; Ps 119:57-71; Pr 23:12-28	Joel 1-3; Dan 1; Eph 4, 5; Ps 119:72-87; Pr 23:29-35	Dan 2, 3; Eph 6; Phi 1; Ps 119:88-102; Pr 24:1-16	Dan 4-6:18; Phi 2, 3; Ps 119:103-122; Pr 24:17-34	Dan 6:19-9:19; Phi 4; 1Tim 1; Ps 119:123-136; Pr 25:1-10	Dan 9:20-11; 1Tim 2-4; Ps 119:137-155; Pr 25:11-19	Dan 12; Ezra 1-4:16; 1Tim 5, 6; Ps 119:156-176; Pr 25:20-28	Ezra 4:17-7; 1 Peter 1, 2; Ps 120, 121; Pr 26:1-14	Ezra 8-10; 1 Peter 3-5; Ps 122, 123, 124; Pr 26:15-28
<i>Pleasures God</i>	ch 6 (1/2)	ch 7 (1/2)	ch 7 (1/2)	ch 8 (1/2)	ch 8 (1/2)	ch 9 (1/2)	ch 9 (1/2)	ch 10 (1/3)	ch 10 (1/3)	ch 10 (1/3)	Epilogue	Appendix
History <i>Gilbert's 20th Century</i>	pg 264-278 of ch 7 1940-1941	pg 278-292 of ch 7 1941-1943	pg 292-305 of ch 7 1943-1944/5	pg 305-319 of ch 7 1944/5-1945	pg 320-333 of ch 8 1945-1948	pg 333-346 of ch 8 1948-1950	pg 346-359 of ch 8 1950-1951	pg 359-372 of ch 8 1951-1953	pg 372-386 of ch 8 1953-1955	pg 386-398 of ch 8 1955-1956	pg 399-409 of ch 9 1956-1958/9	pg 409-416 of ch 9 1958-/60
<i>OR Modern Times</i>	pg 341-351	pg 351-361	g 361-371	pg 372-380	pg 380-388	pg 388-397	pg 398-409	pg 409-420	pg 420-431	pg 432-443	pg 443-454	pg 454-465
<i>Men Behind Hitler</i>	Preface	ch 1	ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	Author Note	
<i>Speeches</i>	Roosevelt Pearl Harbor	Eisenhower D-Day Invasion	Eisenhower D-Day Prayer	Eisenhower on victory			MacArthur Farewell to Congress	Churchill Iron Curtain				MacArthur Duty, Honor, Country
Geo <i>TheWorld</i>	pgs 78-86	pgs 86-90	pgs 92-99	pgs 100-106	P 106-112	p 112-118	pgs 118-125	pgs 125-132	pgs 133-138	pgs 138-144	pgs 145-153	pgs 154-161
Economics in One Lesson	ch 13	ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	ch 20	ch 21	ch 22	ch 23	ch 24
Literature <i>Short Stories</i>	Shooting an Elephant	Walter Mitty						The Lottery		The Outstation		
<i>Essays</i>			Intro to Athanasius	The Inner Ring		Politics Eng Language						Trial at Nuremberg
<i>InvitaClassics</i>	Eliot		Frost	Modern Poet		Mod Drama		Lewis		Faulkner	Weil	Bonhoeffer
<i>Diary Young Girl</i>	continue											
<i>Or Hiding Place</i>	ch 10	ch 11	ch 12	ch 13	ch 14	ch 15	epilogue					
<i>The Chosen</i>	ch 1	ch 2	ch 3	ch 4	ch 5, 6	ch 7	ch 8	ch 9, 10, 11	ch 12	ch 13	ch 14, 15, 16	ch 17, 18
<i>Writing Well</i>	ch 13	ch 14	ch 15	ch 16	ch 17	ch 18	ch 19	ch 20	ch 21	ch 22	ch 23	ch 24
Citz Ourselves2			pg 97-100	pg 100-102	pg 102-103	pg 104-106		pg 106-108		pg 109-110	pg 111-112	pg 112-114
Sci 6 EasyPieces			pg 69-72	pg 72-80	pg 80/81	pg 81-88	pg 89/90	pg 90-92	pg 92-94	pg 94-98	pg 98-104	
<i>Caterpillar OR</i>											ch 1	ch 2
<i>Nat'l Parks</i>											ch 1 (1/4)	ch 1 (2/4)
<i>Microbe Hunters</i>	ch 10 Ross vs Grassi section 1, 2	ch 10 Ross vs Grassi section 3, 4	ch 10 Ross vs Grassi section 5	ch 10 Ross vs Grassi section 6	ch 10 Ross vs Grassi section 7, 8							

Poetry		Modern Anthology										
Ambleside Online.org - House of Education Online - Year 11 Basic											Term 3 (Weeks 25-36)	
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible	Hag 1, 2; Zech 1-3; Heb 1-3; Ps 125, 126, 127; Pr 27:1-12	Zech 4-9; Heb 4-6; Ps 128, 129, 130; Pr 27:13-27	Zech 10-12; Heb 7, 8; Ps 131, 132, 133; Pr 28:1-9	Zech 13, 14; Est 1, 2; Heb 9, 10; Ps 134, 135; Pr 28:10-17	Est 3-6; Heb 11, 12; Ps 136; Pr 28:18-28	Est 7-10; Heb 13; Ps 137, 138; Pr 29:1-15	Neh 1-3; 2Tim 1-4; Ps 139; Pr 29:16-27	Neh 4-6; 2 Peter 1-3; Ps 140, 141; Pr 30:1-9	Neh 7, 8; Jude; Ps 142, 143; Pr 30:10-23	Neh 9, 10; 1Jn 1-3; Ps 144, 145; Pr 30:24-33	Neh 11-13; 1Jn 4, 5; Ps 146, 147; Pr 31:1-9	Mal; 2Jn; 3Jn; Ps 148, 149, 150; Pr 31:10-31
<i>Holiness God</i>	ch 1	ch 2	ch 3	Ch 4 (1/2)	Ch 4 (1/2)	ch 5	Ch 6 (1/2)	Ch 6 (1/2)	Ch 7 (1/2)	Ch 7 (1/2)	ch 8	ch 9
History 20th Century/Gilbert	pg 416-439 1959-64	pg 439-459 1963/4-1966	pg 459-479 1966-70	pg 479-500 1969-74	pg 500-522 1974-1977	pg 522-542 1977-1979	pg 543-564 1979-1983	pg 564-585 1983-1986	pg 586-607 1986-1989	pg 608-632 1989-1993	pg 632-655 1993-1996/7	pg 655-678 1996/7-1999
<i>OR Modern Times</i>	pg 466-487	pg 487-505	pg 506-543	pg 544-574	pg 575-593	pg 593-612	pg 613-636	pg 636-658	pg 659-696	pg 697-726	pg 726-755	pg 755-784
<i>Speeches</i>	JFK Inauguration	JFK Ich bin; I Have a Dream	(opt) Kennedy funeral; Apollo	(opt) Nixon Silent Majority	(opt) Nixon resignation, Ford's Pardon			(opt) Reagan Pt du Hoc; Challenger	Reagan: Brandenburg Gate	BarbaraBush Wellesley; Iraqui Attack	(opt) Mother Teresa; Nixon Funeral	(opt) various speeches listed this week
Geo TheWorld	pgs 161-168	pgs 170-177	pgs 177-182	pgs 183-188	pgs 188-192	pgs 192-199	pgs 199-205	* p 210-215	pgs 215-223	pgs 223-226	pgs 227-232	pgs 232-237
Economics in One Lesson	ch 25	After Thirty Years										
Literature Short Stories		A and P				Harrison Bergeron				Everything . . . Must Converge		
<i>Fahrenheit 451</i>	Part 1		Part 2		Part 3							
<i>KillMockingbrd</i>	ch 1, 2	ch 3, 4, 5	ch 6, 7, 8	ch 9, 10	ch 11	ch 12, 13, 14	ch 15, 16	ch 17, 18	ch 19, 20, 21	ch 22, 23, 24	ch 25, 26, 27	ch 28-end
<i>InvitaClassics</i>			O'Connor			Solzhenitsyn			Contemporary			
<i>Essays</i>	Abortion and Conscience of the Nation			Can Beauty Help Us to Become			You're Regretting Wrong		Problem with Too Much Information		Second Time I Learned to Read	
Citz Ourselves2			pg 115-117	pg 117-118	pg 118-120	pg 121-125	pg 126-128	pg 129-132	pg 132-133	pg 133-134	pg 134-136	
<i>Amusing Death</i>	ch 1		ch 2	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11
Science MicrobeHunters	ch 11 Walter Reed section 1, 2	ch 11 Walter Reed section 3, 4	ch 11 Walter Reed section 5, 6, 7	ch 12 Paul Ehrlich section 1, 2	ch 12 Paul Ehrlich section 3, 4	ch 12 Paul Ehrlich section 5	ch 12 Paul Ehrlich section 6					
<i>6 Easy Pieces</i>			pg 104-107	pg 107-112	pg 112-114	pg 115-117	pg 117-120	pg 120-122	pg 122-124	pg 127-133	pg 133-136	pg 136-139
<i>National Parks</i>	ch 1 (3/4)	ch 1 (4/4)	ch 2 (1/4)	ch 2 (2/4)	ch 2 (3/4)	ch 2 (4/4)	ch 3 (1/2)	ch 3 (2/2)	ch 4 (1/4)	ch 4 (2/4)	ch 4 (3/4)	ch 4 (4/4)
<i>OR Caterpillar</i>	ch 3	ch 4	ch 5	ch 6	ch 7	ch 8	ch 9	ch 10	ch 11	ch 12	ch 13	Ch 14
Poetry	Modern Anthology											

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 11.

Time period covered in Year 11: The Twentieth Century

Year 11	Term 1: 1900-1940	Term 2: 1940-1960	Term 3: 1960-present
<p>Books used for this schedule</p> <p><i>(Please see the AO Y9 Booklist for more options and/or for book subs)</i></p>	<p>History of the 20th Century by Martin Gilbert Six Easy Pieces The World: Travels 1950-2000 Ourselves by CM, Book II (Self-Knowledge) Economics in One Lesson by Hazlitt Thinking Toolbox by Bluedorn Essays and Short Stories Janson's History of Art The Holiness of God by R. C. Sproul Roosevelt's Letters to His Children Testament of Youth by Vera Brittain The Americanization of Edward Bok or other biography online speeches 7 Men Who Rule the World from the Grave Breese The Great Gatsby by F. Scott Fitzgerald All Quiet on the Western Front by Remarque Our National Parks by John Muir Poetry: Edna St Vincent Millay On Writing Well by William Zinsser Microbe Hunters by Paul de Kruf Our National Parks by John Muir</p>	<p>History of the 20th Century by Martin Gilbert Six Easy Pieces The World: Travels 1950-2000 Ourselves by CM, Book II (Self-Knowledge) Economics in One Lesson by Hazlitt Thinking Toolbox by Bluedorn Essays and Short Stories Janson's History of Art The Cost of Discipleship by Dietrich Bonhoeffer Here Is Your War: Story of G.I. Joe Mein Kampf by Adolph Hitler The Men Behind Hitler, Schreiberner The Hiding Place by Corrie Ten Boom or other bio documents from the Nuremberg Trial Amusing Ourselves to Death by Neil Postman The Chosen by Chaim Potok Brideshead Revisited by Evelyn Waugh Thousand-Mile Walk to the Gulf by John Muir An anthology of modern poetry (use for terms 2 and 3) On Writing Well by William Zinsser Less Than Words Can Say, by Richard Mitchell The Life of the Caterpillar by Henri Fabre</p>	<p>History of the 20th Century by Martin Gilbert Six Easy Pieces The World: Travels 1950-2000 Ourselves by CM, Book II (Self-Knowledge) Economics in One Lesson by Hazlitt Thinking Toolbox by Bluedorn Essays and Short Stories Janson's History of Art The Pleasures of God by John Piper A Call to Conscience: 11 Speeches of MLK Jr Why We Can't Wait by MLK Jr. The Hungarian Revolt Life and Death in Shanghai by Nien Cheng Online speeches Lydall - Autobiography of a Slander Modern Fascism by Gene Edward Veith Fahrenheit 451 by Ray Bradbury To Kill a Mockingbird by Harper Lee An anthology of modern poetry Less Than Words Can Say by Richard Mitchell</p>

Ambleside Online.org - House of Education Online - Year 11

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible	Lam 1-3; 2Cor 1-3; Ps 106:1-23; Pr 17:1-13	Lam 4; Ezk 1-3; 2Cr 4-6; Ps 106:24-48; Pr 17:4-28	Ezk 4-7; 2Cor 7-9; Ps 107:1-22; Pr 18:1-10	Ezk 8-11; 2Cor 10-12; Ps 107:23-43; Pr 18:1-24	Ezk 12-15; 2Cor13; Ro 1; Ps 108; Pr 19:1-10	Ezk 16, 17; Ro 2, 3; Ps 109; Pr 19:11-21	Ezk 18-20; Ro 4, 5; Ps 110, 111; Pr 19:22-29	Ezk 21-22:27; Ro 6-8:11; Ps 112, 113; Pr 20:1-14	Ezk 22:28-ch 26; Ro 8:12-ch 9; Ps 114, 115; Pr 20:15-30	Ezk 27-30:19; Ro 10, 11; Ps 116, 117; Pr 21:1-11	Ezk 30:20-ch 33; Ro 12-14; Ps 118:1-18; Pr 21:12-20	Ezk 34-36; Ro 15, 16; Ps 118:19-29; Pr 21:21-31
<i>Holiness God</i>	Ch. 1	Ch. 2	Ch. 3	Ch. 4 (half)	Ch. 4 (half)	Ch. 5	Ch 6 (half)	Ch 6 (half)	Ch 7 (half)	Ch 7 (half)	Ch. 8	Ch. 9
History <i>Gilbert's 20th Century</i>	pg 1-21 of ch 1 1900-1904 (21 pgs)	pg 22-41 of ch 1 1904-1907 (19 pgs)	pg 41-61 of chs 1 and 2 1907-1911	pg 61-79 of ch 2 1911-1914	ch 3 (pg 80-111) 1914-1918	pg 112-133 of ch 4 1918-1921	pg 133-153 of ch 4 1921-1924	pg 153-174 of ch 4 and 5 1924-1927	pg 174-195 of ch 5 1927-1930	pg 195-214 of ch 5 1930-1932	pg 215-239 of ch 6 1932-1936	pg 240-263 of ch 6 1936-1939
<i>OR Modern Times</i>	ch 1 to p 24	pg 24-48	pg 49-76	pg 76-103	pg 104-137	pg 138-175	pg 176-202	pg 203-229	pg 230-260	pg 261-284	Pg 285-308	pg 309-340
<i>Testamnt Youth</i>	Intro, ch 1	Ch 2	Ch. 3	Ch. 4	Ch. 5	Ch. 6	Ch. 7	Ch 8	Ch. 9	Ch. 10	Ch. 11	Ch. 12
<i>Letters Children</i>	1-6	7-17	18-29	30-42	43-53	54-61	62-70	71-82	83-95	96-105	106-114	115-126
<i>Speeches</i>		Man Muck Rake			Wilson's War Mesaage			FDR Inaugural Speech	Edward VIII Abdicates	Lou Gehrig's Farewell	Churchill:Blood, Sweat, Tears	Churchill: Finest Hour
Gov Economics	1 Lesson Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
<i>7 Men Rule</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
Bio <i>Edward Bok</i>	Ch 1-3	Ch 4-6	Ch 7-9	Ch 10-12	Ch 13-16	Ch 17-19	Ch 20, 21	Ch 22-25	Ch 26-28	Ch 29-32	Ch 33-35	Ch 36-end
Geo <i>World</i>	pg 1-11	pg 11-27	pg 27-37	pg 37-50	pg 51-63	pg 64-77	pg 78-88	pg 89-99	pg 100-112	pg 112-122	pg 122-132	pg 133-144
Citiz <i>Ourselves</i>	Bk 2 p68-69	Bk 2 p 69-70	Bk 2 p 71-73	Bk 2 p 74-75	Bk 2 p 75-77	Bk 2 p 77-78	Bk 2 p 79-83	Bk 2 p 83-87	Bk 2 p 87-89	Bk 2 p 89-91	Bk 2 p 91-93	Bk 2 p 93-96
<i>Think Toolbox</i>	Intro; Preface	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
Lit <i>Quiet Wesr</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12
<i>Great Gatsby</i>	Ch 1	Ch 2	Ch 3 (1/2)	Ch 3 (1/2)	Ch 4	Ch 5	Ch 6	Ch 7 (1/3)	Ch 7 (1/3)	Ch 7 (1/3)	Ch 8	Ch 9
<i>Essays and Short stories</i>	In Defense of the Essay		The Artistic Ordering Life/ Machine Stops		Moral Oblig Intelligent/ Open Window		Superstition of School	Barn Burning	Master of Many Trades		Second Time I Learned to Read	
<i>Invita Classics</i>			Joyce			Kafka			Yeats			
<i>Writing Well</i>	Ch 1, 2	Ch 3, 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11, 12	Ch 13	Ch 14	Ch 15
Poetry	Edna St Vincent Millay		A poem/day									
Sci <i>6 Easy Pcs</i>	pg 69-72								pg 80/81			pg 81-88
<i>Microbe Hunters</i>	Ch 9 Bruce	Ch 10 Ross	Ch 11 Reed	12 Ehrlich								
<i>National Parks</i>	Ch 1	Ch 2	3 Yosemite	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9 (1/2)	Ch 9 (1/2)	Ch 10	
Art: Hist Art	<i>Jansen's History of Art: Pt. 4 20th Century Painting and Sculpture - Work through this over the term</i>											

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
Foreign Language												
Health / Exercise												
Weekly Work: Science												
Timeline / Map Drill												
Current Events												
Grammar&Composition												
Recitation												
Copywork / Dictation												
Shakespeare [*]												
Plutarch [*]												
Nature Study [*]												
Art: Picture Study [*]												
Drawing												
Handicrafts / Life Skills												
Music: Composer [*]												
Folksong / Hymns [*]												
Year 11 --Free Read Options <i>(In order of publication)</i>	1) The Hawk and the Dove by Penelope Wilcock 2) Persuasion by Jane Austen 3) My Antonia by Willa Cather 4) The Inspector General by Nicolai Gogol 5) The Harwich Naval Forces by E. F. Knight 6) The Club of Queer Trades by G.K. Chesterton 7) Mama's Bank Account by Kathryn Forbes 8) Chesterton's books, written 1904-1930's 9) G. K. Chesterton, Apostle of Common Sense by DAhlquist 10) A Tree Grows in Brooklyn by Betty Smith 11) Christy by Catherine Marshall 12) Michael O'Halloran by Gene Stratton Porter 13) The Adventures of Richard Hannay 14) A Book of Escapes and Hurried Journeys by John Buchan 15) A Passage to India by E.M. Forster 16) Keeper of the Bees by Stratton Porter 17) The Trial by Franz Kafka 18) The Plutocrat by Booth Tarkington				19) Cold Comfort Farm by Stella Gibbon 20) Anthem by Ayn Rand 21) How Green Was My Valley by Richard Llewellyn 22) The Rise and Fall of the Third Reich by William Shirer 23) The Screwtape Letters by C. S. Lewis 24) History of the Second World War by Winston Churchill 25) While Still We Live by Helen MacInnes 26) To Sir With Love by Edward Ricardo Braithwaite 27) Kingsblood Royal by Sinclair Lewis 28) Neither Five nor Three by Helen MacInnes 29) One Day in the Life of Ivan Denisovich by Solzhenitsyn 30) Karen by Marie Killilea 31) Angel Unaware by Dale Evans Rogers 32) Invisible Man by Ralph Ellison 33) Gulag Archipelago by Aleksandr Isaevich Solzhenitsyn 34) Waiting for Godot by Samuel Beckett 35) Good Morning, Miss Dove by Frances Gray Patton 36) The Old Man and the Sea by Ernest Hemingway				37) Leaf Storm by Gabriel Garcia Marquez 38) A Raisin in the Sun by Lorraine Hansberry 39) 84, Charing Cross Road by Helene Hanff 40) The Violent Bear it Away by Flannery O'Connor 41) Peace Like a River by Leif Enger 42) The Lilies of the Field by William Edmund Barret 43) Rocket Boys by Homer Hickam 44) Labyrinths by Jorge Borges 45) Cosmicomics by Italo Calvino 46) The Outsiders by S.E. Hinton 47) The Hunt for Red October by Tom Clancy 48) Under the Eye of the Clock by Christopher Nolan 49) The Giver by Lois Lowry 50) At Home in Mitford by Jan Karon 51) Safely Home by Randy Alcorn 52) 2 1/2 Pillars of Wisdom/Dr. Von Igelfeld series by Smith 53) Barbara Kingsolver books 54) The Cross and the Switchblade by David Wilkerson			

Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible	Ezk 37-39; Col 1, 2; Ps 119:1-19; Pr 22:1-14	Ezk 40-42; Col 3, 4; Ps 119:20-35; Pr 22:15-29	Ezk 43-45; Phl; Eph 1; Ps 119:37-56; Pr 23:1-11	Ezk 46-48; Eph 2, 3; Ps 119:57-71; Pr 23:12-28	Joel 1-3; Dan 1; Eph 4, 5; Ps 119:72-87; Pr 23:29-35	Dan 2, 3; Eph 6; Phi 1; Ps 119:88-102; Pr 24:1-16	Dan 4-6:18; Phi 2, 3; Ps 119:103-122; Pr 24:17-34	Dan 6:19-9:19; Phi 4; 1Tim 1; Ps 119:123-136; Pr 25:1-10	Dan 9:20-11; 1Tim 2-4; Ps 119:137-155; Pr 25:11-19	Dan 12; Ezra 1-4:16; 1Tim 5, 6; Ps 119:156-176; Pr 25:20-28	Ezra 4:17-7; 1 Peter 1, 2; Ps 120, 121; Pr 26:1-14	Ezra 8-10; 1 Peter 3-5; Ps 122, 123, 124; Pr 26:15-28
<i>CostDiscipleshp</i>	Ch 1	Ch 2-3	Ch 4-6	Ch 7-9	Ch 10-13	Ch 14-16	Ch 17-20	Ch 21-26	Ch 27-29	Ch 30	Ch 31	Ch 32
History <i>Gilbert's 20th Century</i>	pg 264-278 of ch 7 1940-1941	pg 278-292 of ch 7 1941-1943	pg 292-305 of ch 7 1943-1944/5	pg 305-319 of ch 7 1944/5-1945	pg 320-333 of ch 8 1945-1948	pg 333-346 of ch 8 1948-1950	pg 346-359 of ch 8 1950-1951	pg 359-372 of ch 8 1951-1953	pg 372-386 of ch 8 1953-1955	pg 386-398 of ch 8 1955-1956	pg 399-409 of ch 9 1956-1958/9	pg 409-416 of ch 9 1958-/60
<i>OR Modern Times</i>	pg 341-351	pg 351-361	g 361-371	pg 372-380	pg 380-388	pg 388-397	pg 398-409	pg 409-420	pg 420-431	pg 432-443	pg 443-454	pg 454-465
<i>Speeches</i>	FDR Pearl Harbor	Eisenhower InvasionOrdr	FDR D-Day Prayer	Eisenhower on Victory			MacArthur's Farewell	Churchill Iron Curtain				
Bio <i>MeinKampf</i>	Bk 1 ch 1, 2	Book 1 ch 3	Book 1 ch 4	Bk 1 ch 5-8	Bk 1 ch 9-10	Bk 1 ch 11	ch 12;Bk2 ch 1	Bk 2 ch 2-4	Bk 2 ch 5-8	Bk 2 ch 9-10	ch 11-13	2 ch 14-15
<i>Ernie Pyle</i>	Ch 1, 2	Ch 3	Ch 4, 5	Ch 6, 7	Ch 8	Ch 9	Ch 10	Ch 11, 12	Ch 13, 14	Ch 15	Ch 16	Ch 17, 18
<i>MenBehind Hitler</i>	preface	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Author note	
<i>Hiding Place</i>	Ch 1	Ch 2, 3	Ch 4	Ch 5, 6	Ch 7	Ch 8	Ch 9, 10	Ch 11	Ch 12	Ch 13	Ch 14, 15	epilogue
Gov <i>Economics</i>	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24
Cit <i>Ourselves</i>		Bk2 pg 97-100	pg 100-102	pg 102-103		pg 104-106	pg 106-108			pg 109-110	pg 111-112	pg 112-114
<i>AmusngDeath</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	
<i>Think Toolbox</i>	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23
Geography <i>The World</i>	pg 145-153 (ch 13)	pg 154-168 (ch 14)	pg 169-182 (ch 15, 16)	pg 183-199 (pt of ch 17)	pg 199-205 (lskip ch 18)	pg 210-226 (ch 19)	pg 227-236 (pt of ch 20)	pg 236-245 (cont ch 20)	pg 245-256 (end ch 20)	pg 257-267 (ch 21)	pg 270-287 (ch 22)	pg 288-304 (ch 23)
Lit <i>Chosen</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5, 6	Ch 7	Ch 8	Ch 9-11	Ch 12	Ch 13	Ch 14-16	Ch 17, 18
<i>Brideshead</i>	Prologue,ch 1	Ch 2	Ch 3, 4	Ch 5 (half)	Ch 5 (half)	Ch 6	Ch 7	Ch 8	Book 2 ch 1	Ch 2, 3	Ch 4, half 5	Ch 5, epilogue
<i>Short stories/Essays</i>	Trial Nurmbrg //Athanasius	Shooting an Elephant // Inner Ring	Cup of Tea Walter Mitty	The Lottery	Politics and Language		CooperLessons// TheOutstatin		Living Like Weasels		Home Places	
<i>InvitaClassics</i>	Eliot		Frost	Modern Poet		Mod Drama		Lewis		Faulkner	Weil	Bonhoeffer
<i>WritWell/Say</i>	Ch 16	Ch 17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24	Forwd ch 1	Ch 2	Ch 3, 4
Poetry	Modern Anthology, a poem a day											
Sci <i>6 Easy Pieces</i>		pg 89/90	pg 90-92		pg 92-94	pg 94-98		pg 98-104	pg 104-107		pg 107-112	pg 112-114
<i>WalkGulf/Caterpillr</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Life Caterpillar:	Ch 1	Ch 2
Art <i>Jansen Art</i>	<i>Jansen's History of Art: Part 4: 20th Century Architecture - Work through chapter over term.</i>											

Ambleside Online.org - House of Education Online - Year 11

Term 3 (Weeks 25-36)

SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible	Hag 1, 2; Zech 1-3; Heb 1-3; Ps 125, 126, 127; Pr 27:1-12	Zech 4-9; Heb 4-6; Ps 128, 129, 130; Pr 27:13-27	Zech 10-12; Heb 7, 8; Ps 131, 132, 133; Pr 28:1-9	Zech 13, 14; Est 1, 2; Heb 9, 10; Ps 134, 135; Pr 28:10-17	Est 3-6; Heb 11, 12; Ps 136; Pr 28:18-28	Est 7-10; Heb 13; Ps 137, 138; Pr 29:1-15	Neh 1-3; 2Tim 1-4; Ps 139; Pr 29:16-27	Neh 4-6; 2 Peter 1-3; Ps 140, 141; Pr 30:1-9	Neh 7, 8; Jude; Ps 142, 143; Pr 30:10-23	Neh 9, 10; 1Jn 1-3; Ps 144, 145; Pr 30:24-33	Neh 11-13; 1Jn 4, 5; Ps 146, 147; Pr 31:1-9	Mal; 2Jn; 3Jn; Ps 148, 149, 150; Pr 31:10-31
<i>Mind Maker</i>	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Postscript
<i>Or PleasuresGod</i>	Introduction	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Epilog/Appn
History 20th Century/Gilbert	pg 416-439 1959-64	pg 439-459 1963/4-1966	pg 459-479 1966-70	pg 479-500 1969-74	pg 500-522 1974-1977	pg 522-542 1977-1979	pg 543-564 1979-1983	pg 564-585 1983-1986	pg 586-607 1986-1989	pg 608-632 1989-1993	pg 632-655 1993-1996/7	pg 655-678 1996/7-1999
<i>OR Modern Times</i>	pg 466-487	pg 487-505	pg 506-543	pg 544-574	pg 575-593	pg 593-612	pg 613-636	pg 636-658	pg 659-696	pg 697-726	pg 726-755	pg 755-784
<i>Call Conscience</i>	1 Dec 5 1955	2 Ap 7 1957	3 May 17 1957	4 Jun 23 1963	5 Aug 28 1963	6 Sep 18 1963	7 Dec 10 1964	8 Mar 25 1965	9 Apr 4 1967	10 Aug 16 '67	11 April 3 '68	
<i>HungaryRevolt</i>	intro, ch 1-2	Ch 2 (3 wks)	Ch 2 (3 wks)	Ch 3 (5 wks)	Ch 3 (5 wks)	Ch 3 (5 wks)	Ch 3 (5 wks)	Ch 3 (5 wks)	Ch 4, 5	Ch 6	Ch 7-14	Ch 15, 16
<i>Why Can't Wait</i>		Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Afterword		
<i>Speeches</i>	JFK Inauguratn; MacArthur: W Pt	JFK Ich bin ein Berliner	Kennedy Funeral; Moon Landing	Nixon Silent Majority; B Jordan	Nixon Resignatio; Ford Pardons			Reagan: Pont du Hoc; Challenger Disaster	Reagan Brandenburg Gate	Barbara Bush; Iraqui Attack	Mother Teresa; Billy Graham	Various speeches
GovEconomics	Ch 25	After 30 Yrs										
<i>Auto Slander</i>			1st Stage		2nd Stage	3rd Stage	4th Stage	5th Stage	6th Stage	7th Stage	Finale	
<i>WldvwModFascism</i>	Preface; ch 1	Ch 2	Ch 3	Ch 4 (2 wks)	Ch 4 (2 wks)	Ch 5	Ch 6	Ch 7	Ch 8 (2 wks)	Ch 8 (2 wks)	Ch 9	
<i>Cit Ourselves</i>	Bk2 p 115-117	pg 117-118	pg 118-120		pg 121-125	pg 126-128		pg 129-132	pg 132-133	pg 133-134	pg 134-136	
<i>WordsCan Say</i>	Ch 5	Ch 6	Ch 7	Ch 8, 9	Ch 10	Ch 11	Ch 12	Ch 13	Ch 14	Ch 15	Ch 16	Ch 17
Geo The World	pg 305-312	pg 312-323	pg 323-330	pg 331-346	pg 347-356	pg 357-368	pg 369-380	pg 380-394	pg 394-405	pg 405-418	pg 419-433	pg 434-446
Lit Shaghai	Ch 1	Ch 2, 3	Ch 4, 5	Ch 6	Ch 7	Ch 8, 9	Ch 10	Ch 11, 12	Ch 13, 14	Ch 15	Ch 16, 17	Ch 18
<i>Farenheit 451</i>	Pt 1 (4 wks)	Pt 1 (4 wks)	Pt 1 (4 wks)	Pt 1 (4 wks)	Pt 2 (4 wks)	Pt 2 (4 wks)	Pt 2 (4 wks)	Pt 2 (4 wks)	Pt 3 (4 wks)	Pt 3 (4 wks)	Pt 3 (4 wks)	Pt 3 (4 wks)
<i>Kill Mockingibrd</i>	Ch 1, 2	Ch 3-5	Ch 6-8	Ch 9-10	Ch 11	Ch 12-14	Ch 15-16	Ch 17-8	Ch 19-21	Ch 22-24	Ch 25-27	Ch 28-end
Short Stories, Essays	Abortion Conscience Nation		Spirit of Youth Futurism; A&P		Literary Destruction		Can Beauty Help Us Har Bergeron		Regretting Wrong MustConverge		Too Much Info	
<i>InvitaClassics</i>			O'Connor			Solzhenitsyn			Contemporary			
<i>Think Toolbox</i>	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
Poetry	Modern Poetry Anthology											
<i>Sci 6 EasyPieces</i>	pg 115-117		pg 117-120	pg 120-122		pg 122-124	pg 127-133		pg 133-136			
<i>LifeCaterpillr</i>	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10	Ch 11	Ch 12	Ch 13	Ch 14
Art Hist Art	<i>Jansen's History of Art: Postscript: The Meeting of East and West</i>											

Welcome to **AmblesideOnline.org's** House of Education Online. These years differ from other years in that they have more book options to choose from, increasingly so as the years advance. We recommend that parents and children work together to formulate a custom-fit plan to cover years 7-12 (*especially* 9-12). See each Year's Booklist for many different options. This schedule reflects one way to work out a plan for Year 12.

Time period covered in Year 12: Current Times/Post-Modernism

Year 12	Term 1:	Term 2:	Term 3:
<p>Books used for this schedule</p> <p><i>(Please see the AO Y12 Booklist for more options and/or for book subs)</i></p>	<p>The Call by Os Guinness The Echo of Greece by Edith Hamilton The Consequence of Ideas by R. C. Sproul Sophie's World by Jostein Gaarder 10 Books That Screwed Up the World by Benjamin Wiker Knowing History and Knowing Who We Are essay by David McCullough various online speeches A Meaningful World by Benjamin Wiker and Jonathan Witt The Marketing of Evil by David Kupelian Ourselves by Charlotte Mason Jayber Crow by Wendell Berry Essays (none specified) poems of Luci Shaw Science Matters by Robert M. Hazen and James Trefil The Immortal Life of Henrietta Lacks by Rebecca Skloot How to Read a Book by Mortimer J. Adler and Charles Van Doren</p>	<p>On Loving God by Bernard of Clairvaux The Echo of Greece by Edith Hamilton The Consequence of Ideas by R. C. Sproul Sophie's World by Jostein Gaarder 10 Books That Screwed Up the World by Benjamin Wiker various online speeches Fighting Terrorism by Benjamin Netanyahu Full Tilt by Dervla Murphy A Meaningful World by Benjamin Wiker and Jonathan Witt Ourselves by Charlotte Mason Till We Have Faces by C. S. Lewis Essays (none specified) poems of Wendell Berry Science Matters by Robert M. Hazen and James Trefil The Immortal Life of Henrietta Lacks by Rebecca Skloot</p>	<p>Knowledge of the Holy by The Echo of Greece by Edith Hamilton The Consequence of Ideas by R. C. Sproul Sophie's World by Jostein Gaarder 10 Books That Screwed Up the World by Benjamin Wiker Fighting Terrorism by Benjamin Netanyahu Christian responses to Islam essay by Colin Chapman The Roots of Muslim Rage essay by Bernard Lewis various online speeches A Meaningful World by Benjamin Wiker and Jonathan Witt Gifted Hands by Ben Carson and Cecil Murphey Ourselves by Charlotte Mason Brave New World by Aldous Huxley Essays (none specified) poems of Wislawa Szymborska Science Matters by Robert M. Hazen and James Trefil The Immortal Life of Henrietta Lacks by Rebecca Skloot</p>

Ambleside Online.org - House of Education Online - Year 12

Term 1 (Weeks 1-12)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Bible												
<i>The Call</i>	Intro, ch 1	Ch 2-3	Ch 4	Ch 5-6	Ch 7	Ch 8-9	Ch 10-11	Ch 12	Ch 13	Ch 14-15	Ch 16-17	Ch 18-19
History <i>Knowing History</i>							Read this essay over two weeks					
<i>Fighting Terrorism</i>									Prefaces	Ch 1	Ch 2 (1/2)	Ch 2 (1/2)
Worldview <i>Consequence of Ideas</i>	Introduction		Ch 1			Ch 2		Ch 3		Ch 4		Ch 5
<i>Sophie World</i>	Ch 1	Ch 2, 3	Ch 4	Ch 5, 6	Ch 7, 8	Ch 9	Ch 10-11	Ch 12	Ch 13-14		Ch 15	
<i>Echo Greece</i>	Ch 1	Ch 2 (1/2)	Ch 2 (1/2)	Ch 3	Ch 4 1/5	Ch 4 2/5	Ch 4 3/5	Ch 4 4/5	Ch 4 5/5	Ch 5	Ch 6 (1/2)	Ch 6 (1/2)
<i>Read a Book</i>	Pg 3-6	Pg 7-13	Pg 14-20	Pg 21-25	Pg 26-28	Pg 29-31	Pg 32-37	Pg 38-40	Pg 41-44	Pg 45-47	Pg 48-51	Pg 52-55
<i>Meaningful World</i>	prologue	pg 15-19	pg 19-25	pg 25-29	pg 30-36	pg 36-43	pg 43-50	pg 50-57	pg 58-64	pg 64-70	pg 70-76	pg 76-82
<i>Marketing of Evil</i>	Introduction pg 11-14	ch 1 Marketing Blitz pg 17-38	ch 2 Buying the Big Lie pg 39-59	ch 3 Killer Culture pg 61-81	ch 4 Multicultural Madness pg 83-104	ch 5 Family Meltdown pg 105-126	ch 6 Obsessed with pg 127-148	ch 7 Sabotaging Our Schools pg 149-167	ch 8 The Media Matrix pg 169-187	ch 9 Blood Confessions pg 189-210	ch 10 Last, Best Hope pg 213-240	
<i>Essays</i>	2 per week											
<i>Ourselves Bk 2</i>			pg 137-141		pg 141-142		pg 143-146		pg 147-151		pg 152-155	
Literature <i>Jayber Crow</i>	Ch 1-3	Ch 4-7	Ch 8	Ch 9-10	Ch 11-14	Ch 15-17	Ch 18-20	Ch 21-22	Ch 23-24	Ch 25-26	Ch 27-29	Ch 30-32
Speeches	Bush: 9/11 Address	Bush: bullhorn speech		Bush Sep 20 to Congress	Obama 2004 Democratic Keynote Address		Steve Jobs Stanford 2005	DeLay Farewell Address		Bono at Prayer Breakfast 2006	RM Gates Democracy 2007	
Science: <i>Science Matters</i>	Intro pg xi-xxii	ch 1 Knowing pg 3-13	ch 1 Knowing pg 13-25	ch 2 Energy pg 26-34	ch 2 Energy pg 35-43	ch 3 Electricity Magnetism pg 44-55	ch 3 Electricity Magnetism pg 55-66	ch 4 The Atom pg 67-79	ch 5 The World of Quantum pg 80-85	ch 5 The World of Quantum pg 85-93	ch 6 Chemical Bonding pg 94-104	ch 6 Chemical Bonding pg 104-114
<i>Henrietta Lacks</i>	Ch 1-2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7	Ch 8	Ch 9	Ch 10-11	Ch 12	Ch 13	Ch 14
Poetry	Luci Shaw											
	1	2	3	4	5	6	7	8	9	10	11	12

SUBJECT	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Daily Work: Math												
<i>Foreign Language</i>												
<i>Health / Exercise</i>												
Weekly Work: Science												
<i>Timeline / Map Drill</i>												
<i>Current Events</i>												
<i>Grammar&Composition</i>												
<i>Recitation</i>												
<i>Copywork / Dictation</i>												
<i>Shakespeare [*]</i>												
<i>Plutarch [*]</i>												
<i>Nature Study [*]</i>												
<u>Art</u> : <i>Picture Study [*]</i>												
<i>Drawing</i>												
<i>Handicrafts / Life Skills</i>												
<u>Music</u> : <i>Composer [*]</i>												
<i>Folksong / Hymns [*]</i>												
Year 12 Free Read Options	See Year 12 page for options											

<i>Ambleside Online.org - House of Education Online - Year 12</i>											Term 2 (Weeks 13-24)	
Subject	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Bible												
<i>The Call</i>	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24	Ch 25	Ch 26					
<i>On Loving God</i>								ch 1, 2, 3	ch 4, 5, 6	ch 7, 8	ch 9, 10, 11	ch 12-15
History <i>Fighting Terrorism</i>		Ch 3 (1/2)		Ch 3 (1/2)		Ch 4 (1/2)		Ch 4 (1/2)				
<i>10 Books</i>	1 The Prince Machiavelli 1513		2 Discourse on Method Descartes 1637					3 Leviathan Hobbes 1651		4 Inequality among Men Rousseau 1755		
Worldview <i>Consequence of Ideas</i>					Ch 7	Ch 8			Ch 9 (skip ch 10)			Ch 11
<i>Sophie World</i>	Ch 16	Ch 17	Ch 18	Ch 19-20		Ch 21	Ch 22, 23	Ch 24	Ch 25	Ch 26	Ch 27	Ch 28
<i>Echo Greece</i>	Ch 7 (1/2)	Ch 7 (1/2)	Ch 8 (1/3)	Ch 8 (1/3)	Ch 8 (1/3)	Ch 9 (1/3)	Ch 9 (1/3)	Ch 9 (1/3)	Ch 10 (1/2)	Ch 10 (1/2)		
<i>Meaningful World</i>	pg 83-89	pg 89-96	pg 96-102	pg 102-110	pg 111-118	pg 118-125	pg 125-132	pg 132-139	pg 139-147	pg 148-155	pg 155-161	pg 161-169
<i>Speeches</i>	Jessica Lynch Truth vs Hype 2007	Sandburg Baseball HoF 2007		Netanyahu 2009 to UN	Mike Rowe Ted talk 2009		Adichie Ted talk 2009	Erica Goldson Here I Stand 2010		Nutter: Mt Carmel Baptist Church	McCullough Wellesley High 2012	
<i>Ourselves Bk 2</i>		pg 156-159		pg 160-164		pg 165-169		pg 170-173				pg 174-176
Geography <i>Full Tilt</i>	Introd	Ch 1-2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7-8	Ch 9	Ch 10	Ch 11	Ch 12	Ch 13-14
Lit <i>Till We Have Faces</i>	Pt 1 Ch 1-2	Ch 3-5	Ch 6-7	Ch 8-9	Ch 10-11	Ch 12-13	Ch 14-15	Ch 16-17	Ch 18-19	Ch 20-21	Pt 2 ch 1-2	Pt 2 ch 3-4
Science <i>Science Matter</i>	ch 7 Atomic Architecture pg 115-126	ch 7 Atomic Architecture pg 126-136	ch 8 Nuclear Physics pg 137-145	ch 8 Nuclear Physics pg 145-152	ch 9 Structure of Matter pg 153-164	ch 10 Astronomy pg 165-174	ch 10 Astronomy pg 174-181	ch 11 The Cosmos pg 182-193	ch 12 Relativity pg 194-204	ch 12 Relativity pg 204-214	ch 13 The Restless Earth pg 215-223	ch 13 The Restless Earth pg 223-232
<i>Henrietta Lacks</i>	Ch 16	Ch 17	Ch 18	Ch 19	Ch 20	Ch 21	Ch 22	Ch 23	Ch 24	Ch 25	Ch 26	Ch 27
Poetry	Wendell Berry											
	13	14	15	16	17	18	19	20	21	22	23	24

<i>Ambleside Online.org - House of Education Online - Year 12</i>											Term 3 (Weeks 25-36)	
SUBJECT	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Bible												
<i>KnowledgeHoly</i>	Ch 1-2	Ch 3	Ch 4	Ch 5-6	Ch 7-8	Ch 9-10	Ch 11-12	Ch 13-14	Ch 15-17	Ch 18-19	Ch 20-21	Ch 22-23
History Roots <i>Muslim Rage</i>							Part 1 of 3	Part 2 of 3	Part 3 of 3			
<i>Fighting Terrorism</i>	Ch 5 (1/2)	Ch 5 (1/2)	Ch 6	Ch 7								
<i>ChrRespIslam</i>						8 pgs						
<i>10 Books</i>	5 Manifesto of the Communist Party Marx, Engels 1848	7 Descent of Man Darwin 1871	6 Utilitarianism Mill 1863 8 Nietzsche 1886	9 Lenin 1917 10 The Pivot of Civilization Sanger 1922	11 Mein Kampf Hitler 1925	12 The Future of an Illusion Freud 1927		13 Mead 1928 14 Kinsey 1948	15 The Feminine Mystique Friedan 1963			A Conclusive Outline of Sanity
Worldview <i>Consequence of Ideas</i>							Ch 13				Ch 14	
<i>Sophie World</i>	Ch 29	Ch 30				Ch 31	Ch 32		Ch 33	Ch 34	Ch 35	
<i>Meaningful World</i>	pg 170-178	pg 178-185	pg 185-193	pg 194-200	pg 200-207	pg 207-213	pg 213-219	pg 220-226	pg 226-232	pg 232-240	pg 241-246	pg 246-252
<i>Speeches</i>	Salman Khan MIT Address 2012	Obama Human Trafficking		TBA	TBA		Trump Mt. Rushmore 2020	TBA		TBA	TBA	
<i>Ourselves Bk 2</i>		pg 177-181		pg 182-187		pg 188-190		pg 191-193		pg 194-196		pg 197-202
Lit <i>Brave New World</i>	Ch 1	Ch 2	Ch 3-4	Ch 5	Ch 6	Ch 7-8	Ch 9-10	Ch 11	Ch 12-13	Ch 14-15	Ch 16-17	Ch 18
<i>Gifted Hands</i>	Ch 1-2	Ch 3-4	Ch 5-6	Ch 7-8	Ch 9-10	Ch 11	Ch 12-13	Ch 14-15	Ch 16-17	Ch 18	Ch 19-20	Ch 21-22
Science <i>Science Matters</i>	ch 14 Earth Cycles pg 233-241	ch 14 Earth Cycles pg 242-250	ch 15 The Ladder Life pg 251-262	ch 15 The Ladder Life pg 262-272	ch 16 The Code of Life pg 273-283	ch 16 The Code of Life pg 283-291	ch 17 Biotechnology pg 292-303	ch 18 Evolution pg 304-315	ch 18 Evolution pg 315-325	ch 19 Ecosystems pg 326-333	ch 19 Ecosystems pg 334-343	Epilogue: Role Science pg 344-345
<i>Henrietta Lacks</i>	Ch 28	Ch 29	Ch 30	Ch 31 (1/2)	Ch 31 (1/2)	Ch 32	Ch 33	Ch 34	Ch 35	Ch 36	Ch 37	Ch 38-end
Poetry	Wislawna Szymborska											
	25	26	27	28	29	30	31	32	33	34	35	36

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Barrie, James M.	<i>Peter Pan (or Peter and Wendy)</i>	Year 1	Free Reading		1	1A, 1B, 1C	1
Bulla, Clyde Robert	various	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Collodi, Carlo	<i>Pinocchio</i>	Year 1	Free Reading		1	1A, 1B, 1C	1
D'Aulaire, Ingri	Pocahontas	Year 1	Free Reading		1	1A, 1B, 1C	1
Erickson, Russell	A Toad for Tuesday	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Hodges, Margaret	St. George and the Dragon	Year 1	Free Reading		1	1A, 1B, 1C	1
Lang, Andrew	<i>Red Fairy Book, The</i>	Year 1	Free Reading		1	1A, 1B, 1C	1
Minarik, Elsa	Little Bear (and other titles in that series)	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Ruskin, John	<i>King of the Golden River</i>	Year 1	Free Reading		1	1A, 1B, 1C	1
Rylant, Cynthia	Henry and Mudge (and other titles in that series)	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Selsam, Millicent	various easy readers	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Warner, Gertrude Chandler	Boxcar Children, The	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
White, E. B.	Charlotte's Web	Year 1	Free Reading		1	1A, 1B, 1C	1
Wilder, Laura Ingalls	Little House in the Big Woods	Year 1	Free Reading		1	1A, 1B, 1C	1
Williams, Margery	<i>Velveteen Rabbit, The</i>	Year 1	Free Reading		1	1A, 1B, 1C	1
Lobel, Arnold	various Frog and Toad books and other early readers	Year 1, 2	Free Reading	Optional reading practice	1	1A, 1B, 1C	1
Holling, Holling C.	Paddle to the Sea	Year 1	Geography		1	1A	1
Long, C. C.	<i>Home Geography for Primary Grades</i>	Year 1, 2, 3, 4, 5, 6	Geography	Mother's Resource for Y1-6	1	1A, 1B, 1C, 2A, 2B, 2C	1
Mason, Charlotte	<i>Elementary Geography</i>	Year 1, 2, 3, 4	Geography	Mother's Resource for Y1-4	1	1A, 1B, 1C, 2A, 2B, 2C	1
Baldwin, James	<i>Fifty Famous Stories Retold</i>	Year 1	History		1	1A, 1B, 1C	1
D'Aulaire, Ingri	Benjamin Franklin	Year 1	History		1	1C	1
D'Aulaire, Ingri	Buffalo Bill	Year 1	History		1	1A, 1B, 1C	1
D'Aulaire, Ingri	George Washington	Year 1	History		1	1A	1
Hall, Jennie	<i>Viking Tales (Part I)</i>	Year 1	History		1	1A	1
Hannula, Richard	Trial and Triumph	Year 1-6	History		1	2A, 2B, 2C	2
Marshall, H. E.	<i>An Island Story</i>	Year 1-5	History	optional in Y4, Y5	1	1A, 1B, 1C	1
Gatty, Margaret	<i>Parables from Nature</i>	Year 1-3	Literature		1	1A, 1B, 1C	1
Kipling, Rudyard	<i>Just So Stories</i>	Year 1	Literature		1	1A	1
Lamb, Charles	<i>Tales from Shakespeare</i>	Year 1-3	Literature	Option (Nesbit)	1	1A, 1B, 1C	1

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Lang, Andrew	<i>Blue Fairy Book, The</i>	Year 1	Literature		1	1A, 1B, 1C	1
Nesbit, Edith	<i>Beautiful Stories from Shakespeare</i>	Years 1-3	Literature	Option (Lamb)	1	----	
Winter, Milo	<i>Aesop for Children, The</i>	Year 1	Literature		1	1A, 1B, 1C	1
Burgess, Thornton	<i>Burgess Bird Book for Children, The</i>	Year 1	Natural History/Science		1	1A	1
Comstock, Anna Botsford	<i>Handbook of Nature Study, The</i>	Year 1-12	Natural History/Science	Mother's Resource for Y1-12	1	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C	1
Herriot, James	James Herriot's Treasury for Children	Year 1	Natural History/Science		1	1A, 1B, 1C	1
Smythe, E. Louise	<i>A Primary Reader</i>	Year 1, 2	Phonics/Reading Instruction	Optional reading practice	1	1A, 1B, 1C	1
Tuttle, Amy	Discover Reading	Year 1, 2, 3, 4	Phonics/Reading Instruction	Optional reading instruction	1	1A, 1B, 1C	1
Fujikawa, Gyo	A Child's Book of Poems	Year 1	Poetry	Option (Opie or AO's free online collection)	1		
Milne, A. A.	Now We Are Six	Year 1	Poetry		1	1A, 1B, 1C	1
Milne, A. A.	When We Were Very Young	Year 1	Poetry		1		
Opie, Iona and Peter	Oxford Book of Children's Verse, The	Year 1	Poetry	Option (Fujikawa or AO's free online collection)	1		
Stevenson, Robert Louis	<i>A Child's Garden of Verses</i>	Year 1	Poetry		1	1A, 1B, 1C	1
Andersen, Hans Christian	<i>Andersen Fairy Tales</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Anderson, C. W.	various Billy and Blaze	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Atwater, Richard	Mr. Popper's Penguins	Year 2	Free Reading		2	1A, 1B, 1C	1
Browning, Robert	<i>Pied Piper of Hamelin</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Butterworth, Oliver	Enormous Egg, The	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Caudill, Rebecca	Fairchild Family series (Happy Little Family)	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Cooney, Barbara	Chanticleer and the Fox	Year 2	Free Reading		2	1A, 1B, 1C	1
D'Aulaire, Ingri	Abraham Lincoln	Year 2	Free Reading		2	1B	1
Dalgliesh, Alice	Bears on Hemlock Mountain, The	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
De Angeli, Marguerite	Door in the Wall, The	Year 2	Free Reading		2	1A, 1B, 1C	1
De Jong, Meindert	Along Came A Dog	Year 2	Free Reading		2	1A, 1B, 1C	1
Estes, Eleanor	Hundred Dresses, The	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Godden, Rumer	Holly and Ivy	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Godden, Rumer	Impunity Jane	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Hawthorne, Nathaniel	<i>Tanglewood Tales</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Hawthorne, Nathaniel	<i>Wonder Book, A</i>	Year 2	Free Reading		2	1B	1
Henry, Marguerite	Brightly of the Grand Canyon	Year 2	Free Reading		2	1A, 1B, 1C	1
Lofting, Hugh	<i>Story of Doctor Dolittle, The</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Nesbit, Edith	<i>Five Children and It</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Pyle, Howard	<i>Otto of the Silver Hand</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Sidney, Margaret	<i>Five Little Peppers and How They Grew</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Spyri, Joanna	<i>Heidi</i>	Year 2	Free Reading		2	1A, 1B, 1C	1
Travers, P. L.	Mary Poppins	Year 2	Free Reading		2	1A, 1B, 1C	1
Wilder, Laura Ingalls	Farmer Boy	Year 2	Free Reading		2	1A, 1B, 1C	1
Wilder, Laura Ingalls	Little House on the Prairie	Year 2	Free Reading		2	1A, 1B, 1C	1
Lovelace, Maud Hart	various Betsy-Tacy	Year 2, 3	Free Reading	Optional reading practice	2	1A, 1B, 1C	1
Holling, Holling C.	Seabird	Year 2	Geography		2	1C	1
Holling, Holling C.	Tree in the Trail	Year 2	Geography		2	1C	1
D'Aulaire, Ingri	Columbus	Year 2	History	Option (Marshall TCOO)	2		
D'Aulaire, Ingri	Leif the Lucky	Year 2	History	Option (Marshall TCOO, Hall Viking Tales)	2		
Hillyer, Virgil	A Child's History of the World	Year 2, 3, 4, 5, 6	History	Option (Y2, Y3: Synge) (Y5, Y6: Van Loon)	2	1A, 1B, 1C	1
Marshall, H. E.	<i>This Country of Ours</i>	Year 2-6	History	Option (Y2 D'Aulaire Leif the Lucky, Hall Viking Tales)	2	1A, 1B, 1C, 2A, 2B	1
Stanley, Diane	Joan of Arc	Year 2	History		2	1B	1
Synge, M. B.	<i>The Discovery of New Worlds</i>	Year 2, 3	History	Option (Y2, Y3 Hillyer)	2		
Yonge, Charlotte	<i>Little Duke, The</i>	Year 2	History		2	1A	1
Bunyan, John	<i>Pilgrim's Progress Book 1 (Christian's Journey)</i>	Year 2	Literature		2	1A, 1B	1
Fisher, Dorothy Canfield	<i>Understood Betsy</i>	Year 2	Literature		2	1B	1
Grahame, Kenneth	<i>Wind in the Willows, The</i>	Year 2	Literature		2	1A	1
Pyle, Howard	<i>Robin Hood</i>	Year 2	Literature		2	1B	1
Burgess, Thornton	<i>Burgess Animal Book for Children, The</i>	Year 2	Natural History/Science		2	1B	1
De La Mare, Walter	<i>De La Mare Poetry</i>	Year 2	Poetry		2	1B	1

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Field, Eugene	<i>Field Poetry</i>	Year 2	Poetry		2	1B	1
Riley, James Whitcombe	<i>Riley Poetry</i>	Year 2	Poetry		2	1B	1
Rossetti, Christina	<i>Rossetti Poetry</i>	Year 2	Poetry		2	1B	1
Alexander, Lloyd	Remarkable Journey of Prince Jen, The	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
Bishop, Claire Huchet	Twenty and Ten	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
Brink, Carol Ryrie	Caddie Woodlawn	Year 3	Free Reading		3	1A, 1B, 1C	1
Burnett, Frances Hodgson	<i>A Little Princess</i>	Year 3	Free Reading		3	1A, 1B, 1C	1
Carroll, Lewis	<i>Alice's Adventures In Wonderland</i>	Year 3	Free Reading		3	1A, 1B, 1C	1
Carroll, Lewis	<i>Through the Looking Glass</i>	Year 3	Free Reading		3	1A, 1B, 1C	1
Dalglish, Alice	Courage of Sarah Noble, The	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C	1
De Jong, Meindert	Wheel on the School, The	Year 3	Free Reading		3	1A, 1B, 1C	1
Du Bois, William Pene	Twenty-One Balloons, The	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
Edmonds, Walter D.	Matchlock Gun. The	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C	1
Enright, Elizabeth	Saturdays, The (4 books)	Year 3	Free Reading		3	1A, 1B, 1C	1
George, Jean Craighead	My Side of the Mountain	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
Goudge, Elizabeth	Little White Horse, The	Year 3	Free Reading		3	1A, 1B, 1C	1
Henry, Marguerite	King of the Wind	Year 3	Free Reading		3	1A, 1B, 1C	1
Kingsley, Charles	<i>Water Babies, The</i>	Year 3	Free Reading		3	1A, 1B, 1C	1
Lawson, Robert	Rabbit Hill	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
MacLachlan, Patricia	Sarah Plain and Tall series	Year 3, 4	Free Reading	Optional reading practice	3	1A, 1B, 1C, 2A, 2B, 2C	1
Major, Charles	<i>Bears of Blue River, The</i>	Year 3	Free Reading		3	1A, 1B, 1C	1
Ransome, Arthur	Swallows and Amazons	Year 3	Free Reading	And others in the series	3	1A, 1B, 1C	1
Wilder, Laura Ingalls	On the Banks of Plum Creek	Year 3	Free Reading		3	1A, 1B, 1C	1
Yonge, Charlotte	<i>Unknown to History: Captivity of Mary of Scotland</i>	Year 3	Free Reading	Optional; can be read in Year 8	3	1A, 1B, 1C	1
Jacobs, Joseph	<i>English Fairy Tales</i>	Year 3	Free Reading, Literature	and other books by author	3	1A, 1B, 1C	1
MacDonald, George	<i>At the Back of the North Wind</i>	Year 3	Free Reading, Literature		3	1A, 1B, 1C	1
Pyle, Howard	<i>Men of Iron</i>	Year 3	Free Reading, Literature		3	1A, 1B, 1C	1
Bagley Jr., William C.	To Far Cathay	Year 3	Geography	Marco Polo Option	3	1B	1

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Freedman, Russell	Adventures of Marco Polo	Year 3	Geography	Marco Polo Option	3	1B	1
Graves, Charles P.	Marco Polo: Journey Across the World	Year 3	Geography	Marco Polo Option	3	1B	1
Greene, Carol	Marco Polo: Voyager to the Orient	Year 3	Geography	Marco Polo Option	3	1B	1
Herbert, Janis	Marco Polo for Kids (His Marvelous Journey to China)	Year 3	Geography	Marco Polo Option	3	1B	1
Komroff, Manuel	Marco Polo (illustrated by Cirlin or Jacques)	Year 3	Geography	Marco Polo Option	3	1B	1
Preston, Edna Mitchell	Marco Polo: A Story of the Middle Ages	Year 3	Geography	Marco Polo Option	3	1B	1
Price, Olive	The Story of Marco Polo (illustrated by Castellon)	Year 3	Geography	Marco Polo Option	3	1B	1
Rugoff, Milton	Marco Polo's Adventures in China	Year 3	Geography	Marco Polo Option	3	1B	1
Towle, George Makepiece	<i>Marco Polo: His Travels and Adventures</i>	Year 3	Geography	Marco Polo Option	3	1B	1
Walsh, R. J.	Adventures and Discoveries of Marco Polo	Year 3	Geography	Marco Polo Option	3	1B	1
Daugherty, James	Landing of the Pilgrims	Year 3	History	Option (Ziner)	3	1C	1
Hahn, Emily	Leonardo Da Vinci	Year 3	History	Option (Michaelangelo by Stanley)	3	1B	1
Stanley, Diane	Bard of Avon: The Story of William Shakespeare	Year 3	History	Option (Good Queen Bess by Stanley)	3	1C	1
Stanley, Diane	Good Queen Bess	Year 3	History	Option (Bard of Avon by Vennema/Stanley)	3	1C	1
Stanley, Diane	Michelangelo	Year 3	History	Option (Da Vinci by Hahn)	3	1B	1
Synge, M. B.	<i>Awakening of Europe, The</i>	Year 3	History	Option (Hillyer)	3		
Ziner, Feenie	Squanto	Year 3	History	Option (Daugherty)	3		
Bunyan, John	<i>Pilgrim's Progress Part One OR Part Two, Christiana's Journey</i>	Year 3	Literature		3	1C	1
Kingsley, Charles	<i>Heroes, The</i>	Year 3	Literature		3	1A, 1B, 1C	1
Kipling, Rudyard	<i>Jungle Book, The (Book 1 only)</i>	Year 3	Literature		3	1A	1
MacDonald, George	<i>Princess and the Goblin, The</i>	Year 3	Literature		3	1C	1
Marryat, Frederick	<i>Children of the New Forest</i>	Year 3	Literature		3	1C	1
Stoutenburg, Adrien	American Tall Tales	Year 3	Literature		3	1A, 1B, 1C	1
Friedhoffer, Robert	Science Lab in a Supermarket	Year 3	Natural History/Science	Optional	3		
Holling, Holling C.	Pagoo	Year 3	Natural History/Science		3	1C	1
Long, William J.	<i>Secrets of the Woods</i>	Year 3	Natural History/Science		3	1A, 1B, 1C	1
Wick, Walter	Drop of Water, A: A Book of Science and Wonder	Year 3	Natural History/Science		3	1A, 1B, 1C	1

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Blake, William	<i>Blake Poetry</i>	Year 3	Poetry		3	1C	1
Conkling, Hilda	<i>Conkling Poetry</i>	Year 3	Poetry		3	1C	1
Longfellow, Henry Wadsworth	<i>Longfellow Poetry</i>	Year 3	Poetry		3	1C	1
Teasdale, Sara	<i>Teasdale Poetry</i>	Year 3	Poetry		3	1C	1
Burnett, Frances Hodgson	<i>Secret Garden, The</i>	Year 4	Free Reading		4	2A	2
Caudill, Rebecca	Tree of Freedom	Year 4	Free Reading		4	2A	2
Enright, Elizabeth	Gone Away Lake	Year 4	Free Reading		4	2A	2
Enright, Elizabeth	Return To Gone Away	Year 4	Free Reading		4	2A	2
Enright, Elizabeth	Thimble Summer	Year 4	Free Reading		4	2A	2
Fitzgerald, John D.	Great Brain, The	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Forbes, Esther	Johnny Tremain	Year 4	Free Reading		4	2A	2
Hale, Lucretia	<i>Peterkin Papers , The</i>	Year 4	Free Reading		4	2A	2
Henry, Marguerite	Justin Morgan had a Horse	Year 4	Free Reading		4	2A	2
Knight, Eric	Lassie Come Home	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Horse and His Boy, The	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Last Battle, The	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Lion, the Witch and the Wardrobe, The	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Magician's Nephew, The	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Prince Caspian	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Silver Chair, The	Year 4	Free Reading		4	2A	2
Lewis, C. S.	Voyage of the Dawn Treader, The	Year 4	Free Reading		4	2A	2
McCloskey, Robert	Centerburg Tales	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
McCloskey, Robert	Homer Price	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Moody, Ralph	Little Britches	Year 4	Free Reading		4	2A	2
Morey, Walt	Gentle Ben	Year 4	Free Reading		4	2A	2
Nesbit, Edith	<i>Railway Children, The</i>	Year 4	Free Reading		4	2A	2
Norton, Mary	Borrowers, The	Year 4	Free Reading		4	2A	2
O'Brien, Robert C.	Mrs. Frisby and the Rats of NIMH	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Porter, Eleanor	<i>Pollyanna</i>	Year 4	Free Reading		4	2A	2
Salten, Felix	Bambi	Year 4	Free Reading		4	2A	2
Savery, Constance	Reb and the Redcoats, The	Year 4	Free Reading		4	2A	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Selden, George	Cricket in Times Square, The	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Seredy, Kate	various	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Sewell, Anna	<i>Black Beauty</i>	Year 4	Free Reading		4	2A	2
Sharp, Margery	Rescuers, The (series)	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Speare, Elizabeth George	Calico Captive	Year 4	Free Reading		4	2A	2
Speare, Elizabeth George	Sign of the Beaver, The	Year 4	Free Reading		4	2A	2
Streatfeild, Noel	various	Year 4, 5, 6	Free Reading	Optional reading practice	4	2A, 2B, 2C	2
Wilder, Laura Ingalls	By the Shores of Silver Lake	Year 4	Free Reading		4	2A	2
Yates, Elizabeth	Amos Fortune, Free Man	Year 4	Free Reading		4	2A	2
Yonge, Charlotte	<i>Book of Golden Deeds, A</i>	Year 4	Free Reading		4	2A	2
D'Aluisio, Faith and Menze	What the World Eats	Year 4, 5, 6	Geography	Supplement	4	2A, 2B, 2C	2
Holling, Holling C.	Minn of the Mississippi	Year 4	Geography		4	2A	2
Menzel, Peter	Material World: A Global Family Portrait	Year 4, 5, 6	Geography	Supplement	4	2A, 2B, 2C	2
Bober, Natalie S.	Abigail Adams: Witness to a Revolution	Year 4	History		4	2A	2
Daugherty, James	Poor Richard	Year 4	History		4	2A	2
Foster, Genevieve	George Washington's World	Year 4	History	Option (Van Loon)	4	2A	2
Van Loon, Hendrik	<i>Story of Mankind, The</i>	Year 4, 5, 6	History	Option (Y4: GWW by Foster) (Y5: ALW by Foster) (Y6: Hillyer)	4		
Woelfle, Gretchen	Answering the Cry for Freedom	Year 4, 5, 6	History		4	2A, 2B, 2C	2
Bulfinch, Thomas	<i>Age of Fable, The</i>	Year 4, 5, 6	Literature		4	2A, 2B, 2C	2
Burnford, Sheila	Incredible Journey, The	Year 4	Literature		4	2A	2
Defoe, Daniel	<i>Life and Adventures of Robinson Crusoe, The</i>	Year 4	Literature		4	2A	2
Irving, Washington	<i>Legend of Sleepy Hollow, The</i>	Year 4	Literature		4	2A	2
Irving, Washington	<i>Rip Van Winkle</i>	Year 4	Literature		4	2A	2
Longfellow, Henry Wadsworth	<i>Paul Revere's Ride</i>	Year 4	Literature		4	2A	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Plutarch	<i>Plutarch's Lives</i>	Year 4, 5, 6, 7, 8, 9, 10, 11, 12	Literature	Text with helpful editing and study guide by Anne White is available free on AO website or on Amazon for a fee. You do not need to buy the actual Plutarch text.	4	2A, 2B, 2C, 3A, 3B, 3C	2
Shakespeare, William	various Shakespeare plays	Year 4-12	Literature	See the website for the schedule; one play is read per term.	4	2A, 2B, 2C, 3A, 3B, 3C	2
Stevenson, Robert Louis	<i>Kidnapped</i>	Year 4	Literature		4	2A	2
Bardoe, Cheryl	Gregor Mendel: The Friar Who Grew Peas	Year 4	Natural History/Science		4	2A	2
Fabre, Jean Henri	<i>Storybook of Science, The</i>	Year 4	Natural History/Science		4	2A, 2B, 2C	2
Friedhoffer, Robert	Physics Lab in the Home	Year 4	Natural History/Science	Optional	4		
Kingsley, Charles	<i>Madam How and Lady Why</i>	Year 4, 5	Natural History/Science	Option (White)	4	2A, 2B	2
Kingsley, Charles with White, Anne	<i>Madam How and Lady Why, Volume I: A Walk Through the Glen</i>	Year 4	Natural History/Science	Option (Kingsley)	4	2A	2
MacPherson, Joyce	Ocean of Truth (or other biography of Isaac Newton)	Year 4	Natural History/Science		4	2A	2
Dickinson, Emily	<i>Dickinson Poetry</i>	Year 4	Poetry		4	2A	2
Tennyson, Alfred Lord	<i>Tennyson Poetry</i>	Year 4	Poetry		4	2A	2
Wordsworth, William	<i>Wordsworth Poetry</i>	Year 4	Poetry		4	2A	2
Rockness, Miriam Huffman	Passion for the Impossible: The Life of Lilius Trotter	Year 5	Free Reading		5	2B	2
Alcott, Louisa May	<i>Little Women</i>	Year 5	Free Reading		5	2B	2
Dickens, Charles	<i>Christmas Carol, A</i>	Year 5	Free Reading		5	2B	2
Dodge, Mary Mapes	<i>Hans Brinker, or The Silver Skates</i>	Year 5	Free Reading		5	2B	2
Hilton, James	Goodbye Mr. Chips	Year 5	Free Reading		5	2B	2
Hunt, Irene	Across Five Aprils	Year 5	Free Reading		5	2B	2
Keith, Harold	Rifles for Watie	Year 5	Free Reading		5	2B	2
Keller, Helen	<i>Story of My Life, The</i>	Year 5	Free Reading		5	2B	2
Kipling, Rudyard	<i>Captains Courageous</i>	Year 5	Free Reading		5	2B	2
Kipling, Rudyard	<i>Puck of Pook's Hill</i>	Year 5	Free Reading		5	2B	2
Latham, Jean Lee	Carry On, Mr. Bowditch	Year 5	Free Reading		5	2B	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Ludwig, Charles	Michael Faraday, Father of Electronics	Year 5	Free Reading		5	2B	2
Montgomery, Lucy Maud	<i>Anne of Green Gables series</i>	Year 5	Free Reading		5	2B	2
Montgomery, Lucy Maud	<i>Rilla of Ingleside</i>	Year 5	Free Reading		5	2B	2
Nesbit, Edith	<i>Treasure Seekers, The</i>	Year 5	Free Reading		5	2B	2
Nesbit, Edith	<i>Wouldbegoods, The</i>	Year 5	Free Reading		5	2B	2
Nordhoff, Hall	Falcons of France	Year 5	Free Reading		5	2B	2
Stevenson, Robert Louis	<i>Treasure Island</i>	Year 5	Free Reading		5	2B	2
Terhune, Albert Payson	<i>Lad: A Dog</i>	Year 5	Free Reading		5	2B	2
Twain, Mark	<i>Adventures of Tom Sawyer, The</i>	Year 5	Free Reading		5	2B	2
Twain, Mark	<i>Prince and the Pauper, The</i>	Year 5	Free Reading		5	2B	2
Wiggin, Kate Douglas	<i>Rebecca of Sunnybrook Farm</i>	Year 5	Free Reading		5	2B	2
Wilder, Laura Ingalls	First Four Years, The	Year 5	Free Reading		5	2B	2
Wilder, Laura Ingalls	Little Town on the Prairie	Year 5	Free Reading		5	2B	2
Wilder, Laura Ingalls	Long Winter, The	Year 5	Free Reading		5	2B	2
Wilder, Laura Ingalls	These Happy Golden Years	Year 5	Free Reading		5	2B	2
Halliburton, Richard	Book of Marvels, The (Occident and Orient)	Year 5, 6	Geography	Option (Y5: CGoW by Hillyer, Voskamp; Y6: Livingstone; Groups 2C: Occident only)	5	2C	2
Hillyer, Virgil	A Child's Geography of the World	Year 5, 6	Geography	Option (Y5: Voskamp, Halliburton; Y6: Livingstone)	5		
Voskamp, Ann	Explore the Holy Land	Year 5	Geography	Option (Halliburton, CGoW by Hillyer)	5		
Axelrod, Phillips	What Everyone Should Know About the 20th Century	Year 5, 6	History	Option (Bauer)	5		
Bauer, Susan Wise	Story of the World Volume 4 The Modern Age, The	Year 5, 6	History	Option (Axelrod)	5	2B, 2C	2
Daugherty, James	Of Courage Undaunted: Across the Continent with Lewis and Clark	Year 5	History		5	2B	2
Foster, Genevieve	Abraham Lincoln's World	Year 5	History	Option (Van Loon)	5	2B	2
Grant, George	Courage and Character of Theodore Roosevelt (also called Carry a Big Stick: The Uncommon Heroism of Teddy Roosevelt)	Year 5	History		5	2B	2
Dickens, Charles	<i>Oliver Twist</i>	Year 5	Literature		5	2B	2
Green, Roger Lancelyn	King Arthur and His Knights of the Round Table	Year 5	Literature	Option (KA by Pyle)	5	2B	2
Kipling, Rudyard	<i>Kim</i>	Year 5	Literature		5	2B	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Pyle, Howard	<i>Story of King Arthur and His Knights, The</i>	Year 5	Literature	Option (Green)	5		
Bachman, Frank with Michael McHugh	<i>Story of Inventions, The or Great Inventors and Their Inventions</i>	Year 5	Natural History/Science		5	2A, 2B, 2C	2
Friedhoffer, Robert	Physics Lab in a Housewares Store (or Hardware Store)	Year 5	Natural History/Science	Optional	5		
Hooker, Worthington	Christian Liberty Nature Reader, Book 5 or <i>Child's Book of Nature Book II Animals</i>	Year 5	Natural History/Science		5	2B, 2C	2
Kingsley, Charles with White, Anne	<i>Madam How and Lady Why, Volume II: Further Afield</i>	Year 5	Natural History/Science	Option (Kingsley)	5	2B	2
Seton, Ernest Thompson	<i>Wild Animals I Have Known</i>	Year 5	Natural History/Science		5	2B	2
Dunbar, Paul Lawrence	<i>Dunbar Poetry</i>	Year 5	Poetry		5	2B	2
Kipling, Rudyard	<i>Kipling Poetry</i>	Year 5	Poetry		5	2B	2
Longfellow, Henry Wadsworth	<i>Longfellow Poetry (select some of the longer poems)</i>	Year 5	Poetry		5	2B	2
Whittier, John Greenleaf	<i>Whittier Poetry</i>	Year 5	Poetry		5	2B	2
Collins, David	George Washington Carver: Man's Slave Becomes God's Scientist	Year 5	Science Biography	or other Carver bio	5	2B	2
Matthews, Tom L.	Always Inventing	Year 5	Science Biography	Option (Stevenson, Curie bio of choice)	5	2B	2
Stevenson, O. J.	Talking Wire	Year 5	Science Biography	Option (Matthews, Curie bio of choice)	5	2B	2
	Marie Curie biography	Year 5	Science Biography	Option (Matthews, Stevenson)	5	2B	2
Alcott, Louisa May	<i>Jack and Jill</i>	Year 6	Free Reading		6	2C	2
Alcott, Louisa May	<i>Little Men</i>	Year 6	Free Reading		6	2C	2
Benary-Isbert, Margot	Ark, The	Year 6	Free Reading		6	2C	2
Dickens, Charles	<i>Cricket on the Hearth, The</i>	Year 6	Free Reading		6	2C	2
Gates, Doris	Blue Willow	Year 6	Free Reading		6	2C	2
Hautzig, Esther	Endless Steppe, The	Year 6	Free Reading		6	2C	2
Hesse, Karen	Letters from Rifka	Year 6	Free Reading		6	2C	2
Hitt, Russel T.	Jungle Pilot: The Life and Witness of Nate Saint, Martyred Missionary to Ecuador	Year 6	Free Reading		6	2C	2
London, Jack	<i>Call of the Wild</i>	Year 6	Free Reading		6	2C	2
Long, William J.	<i>Little Brother to the Bear, A</i>	Year 6	Free Reading		6	2C	2
Long, William J.	<i>School of the Woods</i>	Year 6	Free Reading		6	2C	2
Lowry, Lois	Number the Stars	Year 6	Free Reading		6	2C	2
McSwigan, Marie	Snow Treasure	Year 6	Free Reading		6	2C	2
Rawls, Wilson	Where the Red Fern Grows	Year 6	Free Reading		6	2C	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Scott, Sir Walter	<i>Rob Roy</i>	Year 6	Free Reading		6	2C	2
Seredy, Kate	Chestry Oak, The	Year 6	Free Reading		6	2C	2
Sherrill, John and Brother Andrew	God's Smuggler	Year 6	Free Reading		6	2C	2
Simon, Tony	Search for Planet X, The	Year 6	Free Reading		6	2C	2
Sorensen, Virginia	MIracles on Maple Hill	Year 6	Free Reading		6	2C	2
Speare, Elizabeth George	Bronze Bow, The	Year 6	Free Reading		6	2C	2
Tarkington, Booth	<i>Penrod</i>	Year 6	Free Reading		6	2C	2
Taylor, Mildred D.	Roll of Thunder, Hear My Cry	Year 6	Free Reading		6	2C	2
Twain, Mark	<i>Adventures of Huckleberry Finn</i>	Year 6	Free Reading		6	2C	2
Van Stockum, Hilda	Winged Watchman, The	Year 6	Free Reading		6	2C	2
Verne, Jules	<i>Twenty Thousand Leagues Under the Sea</i>	Year 6	Free Reading		6	2C	2
Von Trapp, Maria	Von Trapp Family Singers, The	Year 6	Free Reading		6	2C	2
Wallace, Lew	<i>Ben Hur</i>	Year 6	Free Reading	Option (History: Beechick)	6	2C	2
Wyss, Johann	<i>Swiss Family Robinson, The</i>	Year 6	Free Reading		6	2C	2
Yolen, Jane	Devil's Arithmetic, The	Year 6	Free Reading		6	2C	2
Golding, Vautier	<i>Story of David Livingstone, The</i>	Year 6	Geography	Option (Livingstone)	6	2B	2
Livingstone, David	<i>Missionary Travels</i>	Year 6	Geography	Option (Golding, Halliburton, Hillyer)	6		
Beechick, Ruth	Genesis, Finding Our Roots	Year 6	History	Option (Wallace)	6	2C	2
Foster, Genevieve	Augustus Caesar's World	Year 6	History		6	2C	2
Guerber, H. A.	<i>Story of the Greeks</i>	Year 6	History		6	2C	2
Guerber, H. A.	<i>Story of the Romans</i>	Year 6	History		6		
Mansfield, Stephen	Never Give In	Year 6	History		6	2C	2
Church, Alfred	<i>Iliad for Boys and Girls, The</i>	Year 6	Literature	Option (Sutcliff)	6	2C	2
Church, Alfred	<i>Odyssey for Boys and Girls, The</i>	Year 6	Literature	Option (Sutcliff)	6	2C	2
Orwell, George	Animal Farm	Year 6	Literature		6	2C	2
Sutcliff, Rosemary	Black Ships before Troy	Year 6	Literature	Option (Church)	6	2C	2
Sutcliff, Rosemary	Wanderings of Odysseus, The	Year 6	Literature	Option (Church)	6	2C	2
Tolkien, J. R. R.	Hobbit, The	Year 6	Literature		6	2C	2
Carson, Rachel	Sea Around Us, The	Year 6	Natural History/Science		6	2A, 2B, 2C	2
Gray, Theodore	Elements: A Visual Exploration of Every Known At	Year 6	Natural History/Science		6	3B	
Richards, Lawrence	It Couldn't Just Happen	Year 6	Natural History/Science		6	2A, 2B, 2C	2

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Wiker, Benjamin and Bendick, Jeanne	Mystery of the Periodic Table, The	Year 6	Natural History/Science		6	3B	
Frost, Robert	<i>Frost Poetry</i>	Year 6	Poetry		6	2C	2
Hughes, Langston	Dreamkeeper, The (or other Hughes Poetry)	Year 6	Poetry		6	2C	2
Sandburg, Carl	<i>Sandburg Poetry</i>	Year 6	Poetry		6	2C	2
Bendick, Jeanne	Archimedes and the Door of Science	Year 6	Science Biography		6	2C	2
Cwiklik, Robert	Albert Einstein and the Theory of Relativity	Year 6	Science Biography	Option (McPherson)	6	2C	2
McPherson, Stephanie	Ordinary Genius	Year 6	Science Biography	Option (Cwiklik)	6	2C	2
Rosen, Sidney	Galileo and the Magic Numbers	Year 6	Science Biography	Use Kindle for this one.	6	2C	2
Janson, H. W.	Story of Painting, The	Year 7, 8, 9, 10, 11	Art	Year 9, 10, 11 Option (Van Loon or History of Art)	7	3B	3
Bridges, Jerry	Pursuit of Holiness, The	Year 7	Bible	Option (Groups: Tozer)	7	3A	3
Hodges, George	<i>Saints and Heroes, Vol 1</i>	Year 7	Bible	Option	7	3A, 3B	3
Macaulay, Susan Schaeffer	How to Be Your Own Selfish Pig	Year 7	Bible		7		
Tozer, A. W.	<i>Pursuit of God, The</i>	Year 7	Bible	Option (Groups: Bridges)	7	3A	3
Lang, Andrew	<i>Story of Joan of Arc, the Maid of Orleans, The (Personal Recollections of) Joan of Arc Vol 1 and Vol 2</i>	Year 7	Biography	Option (Twain)	7		
Twain, Mark		Year 7	Biography	Option (Lang)	7	3B	3
Mason, Charlotte	<i>Ourselves</i>	Year 7, 8, 9, 10, 11	Citizenship		7	3A, 3B, 3C	3
Bodger, Joan	How the Heather Looks	Year 7	Geography		7		
Severin, Tim	Brendan Voyage, The	Year 7	Geography		7	3A	3
Bloom, Sol	<i>Story of the Constitution, The</i>	Year 7, 8, 9, 10, 11, 12	Government/Econ	Option (Johnson: Foundation for Freedom)	7		
Johnson, Lars	Foundation for Freedom: A Study of the United States Constitution	Year 7, 8, 9, 10, 11, 12	Government/Econ	Option (Bloom)	7		
Maybury, Richard	Whatever Happened to Penny Candy?	Year 7	Government/Econ		7	3B	3
Jensen's	Jensen's Grammar	Year 7, 8, 9, 10, 11	Grammar/Composition	Option (Phillips, Wilson)	7		
Little, Brown	Little, Brown Handbook, The (or similar English handbook)	Year 7, 8, 9, 10, 11, 12	Grammar/Composition	optional reference	7		
Phillips, Wanda	Easy Grammar Plus	Year 7	Grammar/Composition	Option (Jensen's, Wilson)	7	3A, 3B, 3C	3
Wilson, Nancy	Our Mother Tongue: An Introductory Guide to English Grammar	Year 7, 8, 9, 10, 11	Grammar/Composition	Option (Jensen's, Phillips)	7		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
	Writers Inc.	Year 7, 8, 9, 10, 11, 12	Grammar/Composition	optional reference	7		
Brand, Paul	Fearfully and Wonderfully Made	Year 7, 8, 9, 10	Health	Option (used in only one year, your choice)	7		
Arnold-Forster, H. O.	<i>A History of England</i>	Year 7, 8	History	Option (Churchill)	7	3A, 3B, 3C	3
Churchill, Winston	Birth of Britain, The	Year 7	History	Option (Arnold-Forster)	7	3A, 3B	3
Henty, G. A.	<i>In Freedom's Cause</i>	Year 7	History		7	3A	3
Tey, Josephine	Daughter of Time, The	Year 7	History		7	3B	3
Adams, Richard	Watership Down	Year 7	Literature		7	3B	3
Bulfinch, Thomas	<i>Age of Chivalry, The</i>	Year 7	Literature		7	3A	3
Haweis, Mrs. H. R.	<i>Chaucer for Children: A Golden Key</i>	Year 7	Literature	Option (Malcolmson)	7	3B	3
Heaney, Seamus	<i>Beowulf</i>	Year 7	Literature	Other translators would be fine; Heaney is preferred.	7	3A	3
Malcolmson, Anne	A Taste of Chaucer	Year 7	Literature	Option (Haweis)	7		
Marshall, H. E.	<i>History of English Literature for Girls and Boys, The</i>	Year 7, 8, 9, 10	Literature		7	3A, 3B, 3C	3
Scott, Sir Walter	<i>Ivanhoe</i>	Year 7	Literature		7	3A	3
White, T. H.	Once and Future King, The	Year 7	Literature		7	3A	3
Adler, Mortimer	How To Read a Book	Year 7, 8, 9, 10, 11, 12	Logic		7	3A, 3B, 3C	3
Bluedorn	Fallacy Detective, The	Year 7	Logic		7	3A, 3B, 3C	3
Sharp, Dallas Lore	<i>Lay of the Land</i>	Year 7	Nature Study	Option (Teale)	7	3A, 3B, 3C	3
Teale, Edwin Way	various nature writings	Year 7, 8	Nature Study	Option (Sharp Year 7), Option (Cooper Year 8)	7		
Keats, John	<i>Eve of St. Agnes, The (among others)</i>	Year 7	Poetry		7		
Quiller-Couch, Arthur	<i>Oxford Book of English Verse, The (1919 edition)</i>	Year 7, 9, 10	Poetry	poetry option 2	7	3A	3
Tennyson, Alfred Lord	<i>Idylls of the King (among others)</i>	Year 7	Poetry		7		
Whitling, Matt	Grammar of Poetry, The	Year 7	Poetry		7	3A	3
Atkinson, George Francis	<i>First Studies of Plant Life</i>	Year 7, 8	Science		7	3A, 3B, 3C	3
Ball, R. S.	<i>Great Astronomers, The</i>	Year 7, 8, 9, 10, 11	Science	Year 8 Kepler Option (Tiner)	7	3A, 3B	3
Fabre, Jean Henri	<i>Social Life in the Insect World</i>	Year 7	Science	Option (Fabre Spider)	7	3A, 3B, 3C	3
Fabre, Jean Henri	<i>Wonder Book of Chemistry, The</i>	Year 7	Science		7	3B	3
Fabre, Jean Henri	<i>Life of the Spider, The</i>	Year 7	Science	Option (Fabre Social)	7		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Fleisher, Paul	Secrets of the Universe: Discovering the Universal Laws of Science	Year 7	Science		7	3A	3
Headstrom, Richard	Adventures with a Microscope	Year 7, 8	Science		7	3A, 3B, 3C	3
Ryan, Jay	Signs and Seasons: Understanding the Elements of Classical Astronomy	Year 7, 8, 9	Science		7	3A, 3B, 3C	3
Sloane, Eric	Eric Sloane's Weather Book	Year 7	Science		7	3A	3
Hodges, George	<i>Saints and Heroes Vol 2</i>	Year 8, 9	Bible	Option	8	3B, 3C	3
McDowell, Josh	A Ready Defense	Year 8	Bible	Option (Strobel, EtDaV by McDowell)	8		
McDowell, Josh	Evidence That Demands a Verdict	Year 8	Bible	Option (Strobel, Ready Defense by McDowell)	8		
McDowell, Josh	More Than a Carpenter	Year 8	Bible	Option (Mere Christianity by Lewis)	8		
Piper, John	<i>Desiring God</i>	Year 8	Bible		8		
Strobel, Lee	Case for Christ, The	Year 8	Bible	Option (Ready Defense or EtDaV by McDowell)	8		
More, Sir Thomas	<i>Utopia</i>	Year 8	Citizenship		8	3C	3
Hakluyt, Richard	<i>Discovery of Muscovy etc., The</i>	Year 8	Geography	Option (Heyerdahl)	8		
Hale, Edward Everett	<i>Life of Christopher Columbus, The</i>	Year 8	Geography	Option (Mann, Morison)	8	3B	3
Heyerdahl, Thor	Kon Tiki	Year 8	Geography	Option (Hakluyt, Raleigh)	8	3C	3
Mann, Charles	1493 for Young People: From Columbus's Voyage to Globalization	Year 8	Geography	Option (Hale, Morison)	8	3B	3
Morison, Samuel Eliot	Christopher Columbus, Mariner	Year 8	Geography	Option (Hale, Mann)	8		
Raleigh, Sir Walter	<i>Discovery of Guiana, The</i>	Year 8	Geography	Option (Heyerdahl)	8		
Maybury, Richard	Whatever Happened to Justice?	Year 8	Government/Econ		8	3C	3
Abbott, Jacob	<i>Queen Elizabeth</i>	Year 8	History	Option (Wedgwood, Tappan)	8	3B	3
Bolt, Robert	Man For All Seasons, A	Year 8	History	Option (Roper)	8	3B	3
Churchill, Winston	New World, The	Year 8	History		8	3B, 3C	3
Howarth, David	Voyage of the Armada The Spanish Story, The	Year 8	History		8		
Roper, William	<i>Life of Sir Thomas More, The</i>	Year 8	History	Option (Bolt)	8		
Tappan, Eva	<i>In the Days of Queen Elizabeth</i>	Year 8	History	Option (Wedgwood, Abbott)	8	3B	3
Walton, Izaak	<i>Life of Dr. Donne, The</i>	Year 8	History		8		
Wedgwood, C. V.	A Coffin for King Charles	Year 8	History	Option (Tappan, Abbott)	8		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Anonymous	<i>Everyman, a Morality Play</i>	Year 8	Literature		8	3B	3
Bunyan, John	<i>Holy War, The</i>	Year 8	Literature		8	3C	3
Kingsley, Charles	<i>Westward Ho!</i>	Year 8	Literature	Option (Groups: Manzoni)	8	3C	3
Manzoni, Alessandro	<i>I Promessi Sposi (The Betrothed)</i>	Year 8	Literature	Option (Groups: Kingsley)	8	3C	3
Cooper, Susan Fenimore	<i>Rural Hours</i>	Year 8	Nature Study		8		
Donne, John	<i>Donne poems</i>	Year 8	Poetry		8	3C	3
Herbert, George	<i>Herbert poems</i>	Year 8	Poetry		8	3C	3
Maynard, Roy	Fierce Wars and Faithful Loves (Faerie Queene)	Year 8	Poetry		8	3B	3
Milton, John	<i>Milton poems (include Paradise Lost Book 1)</i>	Year 8	Poetry		8	3C	3
Rhodes, Suzanne	Roar on the Other Side, The	Year 8, 9	Poetry		8	3B, 3C	3
Shakespeare, William	<i>Shakespeare's Sonnets</i>	Year 8	Poetry		8	3C	3
De Kruif, Paul	Microbe Hunters, The	Year 8, 9, 10, 11	Science		8	3C	3
Faraday, Michael	<i>Chemical History of a Candle</i>	Year 8	Science	Option (online course)	8	3C	3
Fleischman, John	Phineus Gage: A Gruesome but True Story About Brain Science	Year 8	Science		8	3C	3
Hawking, Stephen	A Briefer History of Time	Year 8	Science		8	3B	3
Huxley, Thomas Henry	<i>William Harvey and the Discovery of the Circulation of the Blood</i>	Year 8	Science		8	3C	3
Salem, Lionel	Marvels of the Molecule	Year 8	Science	Option (LaConteur)	8		
Tiner, John Hudson	Johannes Kepler: Giant of Faith and Science	Year 8	Science	Option (Ball)	8	3C	3
Le Couteur, Penny	Napoleon's Buttons	Year 8	Science	Option (Salem)	8		
Lewis, C. S.	Mere Christianity	Year 8, 9	Y8: Bible, Y9: Worldview	Option (MTaC by McDowell Year 8) (Problem of Pain Year 9)	8	3C	3
Janson, H. W.	History of Art, The	Year 9, 10, 11	Art	Option (Van Loon or Story of Painting)	9		
Van Loon, Hendrik	Arts, The	Year 9, 10	Art	Option (Janson)	9		
Lawrence, Brother	<i>Practice of the Presence of God , The</i>	Year 9	Bible		9		
Schaeffer, Francis	God Who is There, The	Year 9	Bible		9		
Abbott, Jacob	<i>Peter the Great biography</i>	Year 9	Biography	Choose 3-5 biographies	9		
Abbott, John S. C.	<i>Napoleon Bonaparte</i>	Year 9	Biography	Choose 3-5 biographies	9		
Boswell, James	<i>Life of Johnson</i>	Year 9	Biography	Choose 3-5 biographies	9		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Bowen, Catherine Drinker	John Adams and the American Revolution	Year 9	Biography	Choose 3-5 biographies	9		
Brookhiser, Richard	Founding Father -- Rediscovering George Washington	Year 9	Biography	Choose 3-5 biographies	9		
Flexner, James Thomas	Washington: The Indispensible Man	Year 9	Biography	Choose 3-5 biographies	9		
Foa, Eugenie	<i>The Boy Life of Napoleon</i>	Year 9	Biography	Choose 3-5 biographies	9		
Franklin, Benjamin	<i>Autobiography of Ben Franklin</i>	Year 9	Biography	Choose 3-5 biographies	9		
Irving, Washington	<i>Student's Life of Washington, The</i>	Year 9	Biography	Choose 3-5 biographies	9		
Marshall, H. E.	<i>Story of Napoleon, The</i>	Year 9	Biography	Choose 3-5 biographies	9		
McCullough, David	John Adams	Year 9	Biography	Choose 3-5 biographies	9		
Muhlback, Louise	<i>Marie Antoinette and Her Son</i>	Year 9	Biography	Choose 3-5 biographies	9		
Ramsay, David	<i>Life of George Washington, The</i>	Year 9	Biography	Choose 3-5 biographies	9		
Southey, Robert	<i>Life of Horatio Lord Nelson , The</i>	Year 9	Biography	Choose 3-5 biographies	9		
	Alexander Hamilton biography	Year 9	Biography	Choose 3-5 biographies	9		
	Mozart biography	Year 9	Biography	Choose 3-5 biographies	9		
	Ponce de Leon biography	Year 9	Biography	Choose 3-5 biographies	9		
	Thomas Jefferson biography	Year 9	Biography	Choose 3-5 biographies	9		
Lewis, C. S.	Four Loves, The	Year 9	Citizenship		9		
Pope, Alexander	<i>An Essay on Man</i>	Year 9	Citizenship		9		
Ambrose, Stephen E.	Undaunted Courage	Year 9	Geography		9		
Defoe, Daniel	<i>London to Land's End</i>	Year 9	Geography		9		
Duncan and Burns	Lewis and Clark	Year 9	Geography		9		
Johnson, Samuel	<i>A Journey to the Western Islands of Scotland</i>	Year 9	Geography		9		
Sobel, Dava	Longitude	Year 9	Geography		9		
Bagehot, Walter	<i>English Constitution, The</i>	Year 9	Government/Econ		9		
Hamilton, Madison, and Jay	<i>Federalist Papers, The</i>	Year 9	Government/Econ	Advanced Option	9		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Hillsdale College	Constitution 101: The Meaning and History of the Constitution	Year 9, 10, 11, 12	Government/Econ	Option (Bloom, Johnson: Foundations, Notgrass, Ragone)	9		
Maybury, Richard	Are You Liberal, Conservative, Confused?	Year 9	Government/Econ		9		
Notgrass, Ray	Exploring Government Curriculum Package	Year 9, 10, 11, 12	Government/Econ	Option (Bloom, Johnson: Foundations, Hillsdale, Ragone)	9		
Paine, Thomas	<i>Common Sense</i>	Year 9	Government/Econ		9		
Paine, Thomas	<i>Rights of Man, The</i>	Year 9	Government/Econ		9		
Ragone, Nick	Everything American Government Book, The	Year 9, 10, 11, 12	Government/Econ	(Option: Bloom, Johnson: Foundation, Hillsdale, Notgrass)	9		
Smith, Adam	<i>Wealth of Nations</i>	Year 9	Government/Econ	Advanced Option	9		
Strunk and White	Elements of Style, The	Year 9	Grammar/Composition		9		
Berton, Pierre	Invasion of Canada, The	Year 9	History		9		
Bowen, Catherine Drinker	Miracle at Philadelphia	Year 9	History		9		
Carson, Clarence B.	A Basic History of the United States	Year 9, 10, 11	History	Option 4	9		
Churchill, Winston	Age of Revolution, The	Year 9	History	Y9 Option 1	9		
Ellis, Joseph J.	Founding Brothers: The Revolutionary Generation	Year 9	History		9		
Johnson, Paul	A History of the American People	Year 9, 10, 11	History	Y9 Option 3, Y10 Option 2, Y11 Option 6	9		
Morison, Samuel Eliot	Oxford Book of American History	Year 9, 10, 11	History	Y9 Option 2, Y10 & Y 11 Option 3	9		
Van Loon, Hendrik	Story of America, The	Year 9	History	Y9 Option 5	9		
	<i>A Treasury of the World's Great Speeches</i>	Year 9	History	Optional speeches source	9		
	Cambridge History of English and American Literature Vol. XI: French Revolution	Year 9	History	Optional reference	9		
	Truthquest History guides	Year 9, 10	History	Optional reference	9		
Aslett, Don	Do I Dust or Vacuum First?	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Aslett, Don	Who Says it's a Woman's Job to Clean?	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Barnes, Emilie	various books	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Burkett, Larry	various books	Year 9, 10, 11, 12	Life Skills	money management option	9		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Campbell, Jeff	Speed Cleaning	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Dacyczyn, Amy	Tightwad Gazette books, The	Year 9, 10, 11, 12	Life Skills	money management option	9		
Mendelson, Cheryl	Home Comforts: The Art and Science of Keeping House	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Otto, Donna	Get More Done in Less Time	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
Ramsey, Dave	various books	Year 9, 10, 11, 12	Life Skills	money management option	9		
Schaeffer, Edith	Hidden Art of Homemaking, The	Year 9, 10, 11, 12	Life Skills	domestic science option	9		
	Various reference books	Year 9, 10, 11, 12	Life Skills	see AO website for suggestions	9		
Addison, Steele, and Budgell	<i>Coverley Papers, The</i>	Year 9	Literature	Option (Steele)	9		
Austen, Jane	<i>Pride and Prejudice</i>	Year 9	Literature		9		
Dumas, Alexandre	<i>Count of Monte Cristo, The</i>	Year 9	Literature		9		
Goethe, Johann Wolfgang	<i>Faust, Book I</i>	Year 9	Literature		9		
Goldsmith, Oliver	<i>She Stoops to Conquer</i>	Year 9	Literature		9		
Goldsmith, Oliver	<i>Vicar of Wakefield, The</i>	Year 9	Literature		9		
Johnson, Samuel	<i>History of Rasselas, Prince of Abissinia</i>	Year 9	Literature		9		
Sheridan, Richard	<i>School for Scandal, The</i>	Year 9	Literature		9		
Steele, Richard	<i>Days with Sir Roger DeCoverly</i>	Year 9	Literature	Option (Addison, Steele, and Budgell)	9		
Steele, Richard	<i>Isaac Bickerstaff</i>	Year 9	Literature	Option (Addison, Steele, and Budgell)	9		
Swift, Jonathan	<i>Battle of the Books</i>	Year 9	Literature		9		
Swift, Jonathan	<i>Gulliver's Travels</i>	Year 9	Literature		9		
Swift, Jonathan	<i>Tale of a Tub</i>	Year 9	Literature		9		
Byron, George Gordon	<i>Byron Poetry</i>	Year 9	Poetry	Y9 poetry option 1	9		
Cowper, William	<i>Cowper Poetry</i>	Year 9	Poetry	Y9 poetry option 1	9		
Pope, Alexander	<i>Pope Poetry</i>	Year 9	Poetry	Y9 poetry option 1	9		
Wheatley, Phillis	<i>Wheatley Poetry</i>	Year 9	Poetry	Y9 poetry option 1	9		
Austin, Mary	<i>Land of Little Rain, The</i>	Year 9	Science		9		
Fabre, Jean Henri	<i>Bramble-Bees and Others</i>	Year 9, 10, 11	Science	Fabre option	9		
Fabre, Jean Henri	<i>Life of the Fly, The</i>	Year 9, 10, 11	Science	Fabre option	9		
Fabre, Jean Henri	<i>Mason-Bees, The</i>	Year 9, 10, 11	Science	Fabre option	9		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Fabre, Jean Henri	<i>More Hunting Wasps</i>	Year 9, 10, 11	Science	Fabre option	9		
Fabre, Jean Henri	<i>Wonders of Instinct, The</i>	Year 9, 10, 11	Science	Fabre option	9		
White, Gilbert	<i>Natural History of Selbourne, The</i>	Year 9	Science		9		
Wile, Dr. Jay	Apologia science materials	Year 9, 10, 11	Science	option (choose science materials at a high school level; see the AO forum for more suggestions)	9		
	BJU Science	Year 9, 10, 11	Science	option (choose science materials at a high school level; see the AO forum for more suggestions)	9		
Fabre, Jean Henri	<i>Life of the Caterpillar, The</i>	Year 9, 10, 11	Science, Y11: Nature Study	Fabre option	9		
DeMar, Gary	War of the Worldviews	Year 9	Worldview		9		
Lewis, C. S.	Problem of Pain, The	Year 9	Worldview	Option (Mere Christianity)	9		
Veith, Gene Edward	Postmodern Times	Year 9	Worldview		9		
a Kempis, Thomas	<i>Imitation of Christ, The</i>	Year 10	Bible	Option (Bunyan)	10		
Bunyan, John	<i>Pilgrim's Progress</i>	Year 10	Bible	Option (a Kempis)	10		
Packer, J. I.	Knowing God	Year 10	Bible		10		
Pink, A. W.	<i>Attributes of God, The</i>	Year 10	Bible		10		
Abbott, John S. C.	<i>Davy Crockett: His Life and Adventures</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Austen-Leigh, James Edward	Memoir of Jane Austen	Year 10	Biography	Y 10 bio option (1/term)	10		
Douglass, Frederick	<i>Narrative on the Life of Frederick Douglass</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Dyer, Frank Lewis and Thomas Commerford Martin	Edison, His Life and Inventions	Year 10	Biography	Y 10 bio option (1/term)	10		
Hamilton, Mary	<i>Abraham Lincoln: The Story of Abraham Lincoln</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Headlam, James Wycliffe	Bismarck and the Foundation of the German Empire	Year 10	Biography	Y 10 bio option (1/term)	10		
Keeling, Anne E.	<i>Great Britain and Her Queen</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Lord, John	<i>Beacon Lights of History (selections)</i>	Year 10	Biography	Y 10 bio option (1/term)	10		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Lord, John	<i>Two German Giants</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Marrin, Albert	Commander in Chief	Year 10	Biography	Y 10 bio option (1/term)	10		
Marrin, Albert	Unconditional Surrender - U.S. Grant and the Civil War	Year 10	Biography	Y 10 bio option (1/term)	10		
Marrin, Albert	Virginia's General - Robert E Lee and the Civil War	Year 10	Biography	Y 10 bio option (1/term)	10		
Nicolay, Helen	<i>Boys' Life of Abraham Lincoln, The</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Nicolay, John G.	<i>A Short Life of Abraham Lincoln Condensed from Nicolay & Hay's</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Snell, F. J.	Garibaldi and the Red Shirts	Year 10	Biography	Y 10 bio option (1/term)	10		
Synge, M. B.	<i>Life of Gladstone</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Thayer, W.	<i>Abraham Lincoln</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Tytler, Sarah	<i>Queen Victoria</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
Washington, Booker T.	<i>Up From Slavery</i>	Year 10	Biography	Y 10 bio option (1/term)	10		
	biography of Abraham Lincoln	Year 10	Biography	Y 10 bio option (1/term)	10		
	biography of Florence Nightingale	Year 10	Biography	Y 10 bio option (1/term)	10		
	biography of Michael Faraday	Year 10	Biography	Y 10 bio option (1/term)	10		
	biography of Robert E. Lee	Year 10	Biography	Y 10 bio option (1/term)	10		
	biography of Thomas Jonathan "Stonewall" Jackson	Year 10	Biography	Y 10 bio option (1/term)	10		
Gough, Russell	Character is Destiny	Year 10	Citizenship		10		
Ham, Wieland, and Batten	One Blood	Year 10	Citizenship		10		
Ruskin, John	<i>Sesame and Lilies</i>	Year 10	Citizenship		10		
Chesterton, G. K.	<i>Tremendous Trifles</i>	Year 10	Essays	Y 10 essay option, choose 18 total; specific essays on booklist [5]	10		
Legget, William	<i>Essays in Jacksonian Political Economy</i>	Year 10	Essays	Y 10 essay option, choose 18 total; specific essays on booklist [6]	10		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
MacLaren, Ian	<i>Books and Bookmen</i>	Year 10	Essays	Y 10 essay option, choose 18 total; specific essays on booklist [7]	10		
Quiller-Couch, Arthur	<i>On the Art of Writing</i>	Year 10	Essays	Y 10 essay option, choose 18 total; specific essays on booklist [8]	10		
Bennet, William	<i>Narrative of Six Weeks in Ireland</i>	Year 10	Geography	Choose 1 to 3	10		
Kinglake, Alexander	<i>Eothen</i>	Year 10	Geography	Choose 1 to 3	10		
Parkman, Francis	<i>Oregon Trail, The</i>	Year 10	Geography	Choose 1 to 3	10		
Bastiat, Frederic	<i>Law , The</i>	Year 10	Government/Econ		10		
Maybury, Richard	Evaluating Books: What Would Thomas Jefferson Think About This?	Year 10	Government/Econ		10		
Mill, John Stuart	<i>On Liberty</i>	Year 10	Government/Econ		10		
Mitchell, Richard	<i>Graves of Academe</i>	Year 10	Government/Econ	Select 4 essays	10		
Sowell, Thomas	Vision of the Anointed, The	Year 10	Government/Econ		10		
Einarrson, Dr. Robert	<i>Traditional English Sentence Style</i>	Year 10, 11	Grammar/Composition		10		
LaRocque, Paula	Book on Writing, The	Year 10	Grammar/Composition		10		
Parker, Shonda	books by Shonda Parker	Year 10, 11, 12	Health		10		
Pollan, Michael	Omnivore's Dilemma, The	Year 10, 12	Health	Option	10		
Price, Weston A.	Nutrition and Physical Degeneration	Year 10, 12	Health		10		
Salatin, Joel	Folks, This Ain't Normal: A Farmer's Advice for Happier Hens, Healthier People, and a Better World	Year 10, 12	Health		10		
Brown, Dee Alexander	Bury My Heart at Wounded Knee: An Indian History of the American West	Year 10	History		10		
Burge, Mrs. Thomas	<i>Woman's Wartime Journal, A: An Account of the Passage over Georgia's Plantation of Sherman's Army on the March to the Sea, as Recorded in the Diary of Dolly Sumner Lunt</i>	Year 10	History	optional	10		
Chestnut, Mary	<i>Diary from Dixie, A</i>	Year 10	History	optional	10		
Churchill, Winston	Great Democracies, The	Year 10	History	Y10 Option 1	10		
Leon, L.	<i>Diary of A Tar Heel Confederate Soldier</i>	Year 10	History	optional	10		
Lyman, Darius	<i>Leaven for Doughfaces or, Threescore and Ten Parables Touching Slavery</i>	Year 10	History	optional	10		
Northup, Solomon	<i>Twelve Years a Slave</i>	Year 10	History	optional	10		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Pickens, William	<i>Heir of Slaves, The</i>	Year 10	History	optional	10		
Shaara, Michael	Killer Angels	Year 10	History		10		
Miller, William Lee	Arguing About Slavery, The Great Battle in the United States Congress	Year 10	History		10		
Cowan, Louise and Os Guinness	Invitation to the Classics	Year 10, 11	Literature		10		
Eliot, George	<i>Silas Marner</i>	Year 10	Literature		10		
Hugo, Victor	<i>Les Miserables</i>	Year 10	Literature		10		
Melville, Herman	<i>Moby Dick</i>	Year 10	Literature		10		
Shelley, Mary	<i>Frankenstein</i>	Year 10	Literature		10		
Stevenson, Robert Louis	<i>Dr. Jekyll and Mr. Hyde</i>	Year 10	Literature		10		
Stowe, Harriet Beecher	<i>Key to Uncle Tom's Cabin, The</i>	Year 10	Literature	optional	10		
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>	Year 10	Literature		10		
Sire, James	How to Read Slowly	Year 10	Logic		10		
Euclid	<i>Elements</i>	Year 10, 11, 12	Math		10		
Thoreau, Henry David	<i>Walden</i>	Year 10	Nature Study		10		
Browning, Elizabeth Barrett	<i>Browning poetry</i>	Year 10	Poetry	Y10 poetry option 1	10		
Browning, Robert	<i>Browning poetry</i>	Year 10	Poetry	Y10 poetry option 1	10		
Coleridge, Samuel Taylor	<i>Coleridge poetry</i>	Year 10	Poetry	Y10 poetry option 1	10		
Emerson, Ralph Waldo	<i>Emerson poetry</i>	Year 10	Poetry	Y10 poetry option 1	10		
Raffel, Burton	How to Read a Poem	Year 10	Poetry	Y10 poetry option 3; under review	10		
Whitman, Walter	<i>Whitman poetry</i>	Year 10	Poetry	Y10 poetry option 1	10		
Feynman, Richard P.	Six Easy Pieces: Essentials of Physics Explained by Its Most Brilliant Teacher	Year 10, 11	Science		10		
Baldwin, Jeff	Deadliest Monster, The	Year 10	Worldview		10		
Noebel, David	Thinking Like A Christian (teaching textbook)	Year 10	Worldview	still under review	10		
Schaeffer, Francis	How Should We Then Live?	Year 10	Worldview		10		
Bonhoeffer, Dietrich	Cost of Discipleship, The	Year 11	Bible		11		
Cowman, Mrs. Charles	Streams in the Desert	Year 11	Bible	Option (Sayers, Piper)	11		
Piper, John	Pleasures of God, The	Year 11	Bible	Option (Sayers, Cowman)	11		
Sayers, Dorothy	<i>Mind of the Maker, The</i>	Year 11	Bible	Option (Cowman, Piper)	11		
Sproul, R. C.	Holiness of God, The	Year 11	Bible		11		
Lansing, Alfred	Endurance: Shackleton's Incredible Voyage	Year 11	Geography	option (Shackleton)	11		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Mayes, Frances	Under the Tuscan Sun	Year 11	Geography		11		
Morris, Jan (formerly James)	World, The: Travels 1950-2000	Year 11	Geography		11		
Shackleton, Sir Ernest	<i>South</i>	Year 11	Geography	option (Lansing) Option	11		
Bork, Robert	Slouching Towards Gomorrah	Year 11	Government/Econ	Option	11		
Hayek, F. A.	Road to Serfdom, The	Year 11	Government/Econ		11		
Hazlitt, Henry	<i>Economics in One Lesson</i>	Year 11	Government/Econ		11		
Kilpatrick, William Kirk	Psychological Seduction	Year 11	Government/Econ	Option	11		
Lyall, Edna	<i>Autobiography of a Slander</i>	Year 11	Government/Econ		11		
Olasky, Marvin	Books	Year 11	Government/Econ	Option	11		
Sowell, Thomas	Race and Culture	Year 11	Government/Econ	Option	11		
Mitchell, Richard	<i>Less Than Words Can Say</i>	Year 11	Grammar/Composition		11		
Zinsser, William	On Writing Well The Classic Guide to Writing Nonfiction	Year 11	Grammar/Composition		11		
Allen, Frederick	Only Yesterday	Year 11	History	still under review	11		
Bedoukian, Kerop	Some of Us Survived	Year 11	History		11		
Bishop, Joseph Bucklin (ed.)	Theodore Roosevelt's Letters to His Children	Year 11	History		11		
Bok, Edward William	<i>Americanization of Edward Bok, The</i>	Year 11	History	Y11 biography option (choose 1/term)	11		
Brittain, Vera	Testament of Youth	Year 11	History	preferred option (Tuchman, Gibbs)	11		
Brokaw, Tom	Greatest Generation, The	Year 11	History	optional resource	11		
Bulatovich, Alexander	<i>Ethiopia Through Russian Eyes</i>	Year 11	History		11		
Chambers, Whittaker	Witness	Year 11	History	Y11 biography option (choose 1/term)	11		
Cheng, Nien	Life and Death in Shanghai	Year 11	History	Y11 biography option (choose 1/term)	11		
Chesterton, G. K.	<i>Napoleon of Notting Hill, The</i>	Year 11	History	Optional	11		
Cowley, Deborah (ed.)	Georges Vanier: Soldier - The Wartime Letters and Diaries	Year 11	History	Y11 biography option (choose 1/term)	11		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Denton Jr., Jeremiah A.	When Hell Was In Session	Year 11	History	Y11 biography option (choose 1/term)	11		
Frank, Anne	Diary of A Young Girl	Year 11	History	Y11 biography option (choose 1/term)	11		
Gibbs, Philip	<i>Now it Can Be Told</i>	Year 11	History	option (Tuchman, Brittain)	11		
Gilbert, Martin	A History of the Twentieth Century: The Concise Edition of the Acclaimed World History	Year 11	History	Y11 History Option 1 (preferred option)	11		
Hitler, Adolf	<i>Mein Kampf (My Struggle)</i>	Year 11	History		11		
Johnson, Paul	Modern Times Revised Edition: World from the Twenties to the Nineties	Year 11	History	Y11 History Option 2	11		
King Jr., Martin Luther	Why We Can't Wait	Year 11	History		11		
King Jr., Martin Luther, Carson, Clayborne and Shepard, Kris (ed.)	<i>Call to Conscience: The Landmark Speeches of Martin Luther King, Jr.</i>	Year 11	History		11		
Legros, Dr. Georges Victor	<i>Fabre, Poet of Science</i>	Year 11	History	optional	11		
Lettis and Morris	<i>Hungarian Revolt , The</i>	Year 11	History		11		
Marrin, Albert	Mao Tse-Tung and His China	Year 11	History	Y11 biography option (choose 1/term)	11		
Pyle, Ernie	any collection of Ernie Pyle's war dispatches	Year 11	History		11		
Schreiber, Bernhard (Martindale, H.R.)	<i>Men Behind Hitler, The</i>	Year 11	History		11		
Sullivan, Richard; Sherman, Dennis; and Harrison, John	A Short History of Western Civilization	Year 11	History	Y11 Option 5	11		
Szilagyi, Arpad	<i>Victim: Imprisonment Because of the Hungarian Revolution of 1956</i>	Year 11	History		11		
ten Boom, Corrie	Hiding Place, The	Year 11	History	Y11 biography option (choose 1/term)	11		
Tuchman, Barbara W.	Guns of August	Year 11	History	option (Brittain, Gibbs)	11		
Wright, Richard	Black Boy	Year 11	History	Y11 biography option (choose 1/term)	11		
Bradbury, Ray	Fahrenheit 451	Year 11	Literature		11		
Bradbury, Ray	Illustrated Man, The	Year 11	Literature	supplement option	11		
Bradbury, Ray	Something Wicked This Way Comes	Year 11	Literature	supplement option	11		
Conrad, Joseph	Heart of Darkness	Year 11	Literature	supplement option	11		
Conrad, Joseph	Lord Jim	Year 11	Literature	supplement option	11		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Dostoyevsky, Fyodor	Brothers Karamazov, The	Year 11	Literature	supplement option	11		
Dostoyevsky, Fyodor	Crime and Punishment	Year 11	Literature	supplement option	11		
Fadiman, Anne	Ex Libris: Confessions of a Common Reader	Year 11	Literature	Option	11		
Fitzgerald, F. Scott	Great Gatsby, The	Year 11	Literature		11		
Golding, William	Lord of the Flies	Year 11	Literature	supplement option	11		
Lee, Harper	To Kill a Mockingbird	Year 11	Literature		11		
Potok, Chaim	Chosen, The	Year 11	Literature		11		
Remarque, Erich Maria	All Quiet on the Western Front	Year 11	Literature		11		
Riis, Jacob A.	How the Other Half Lives	Year 11	Literature	supplement option	11		
Saroyan, William	Daring Young Man on the Flying Trapeze	Year 11	Literature	supplement option	11		
Tolstoy, Leo	Anna Karenina	Year 11	Literature	supplement option	11		
Waugh, Evelyn	Brideshead Revisited	Year 11	Literature		11		
Bluedorn	Thinking Toolbox, The	Year 11	Logic		11		
Beston, Henry	Outermost House, The	Year 11	Nature Study	choose 1/term	11		
Borland, Hal	various books	Year 11	Nature Study	choose 1/term	11		
Costeau, Jacques	various books	Year 11	Nature Study	choose 1/term	11		
Dillard, Annie	Pilgrim at Tinker Creek	Year 11	Nature Study	choose 1/term	11		
Gould, Stephen Jay	various books	Year 11	Nature Study	choose 1/term	11		
Muir, John	<i>A Thousand-Mile Walk to the Gulf</i>	Year 11	Nature Study		11		
Muir, John	<i>Our National Parks</i>	Year 11	Nature Study		11		
Muir, John	various books	Year 11	Nature Study	choose 1/term	11		
Millay, Edna St. Vincent	<i>poems</i>	Year 11	Poetry		11		
Milosz, Czeslaw	<i>poems</i>	Year 11	Poetry		11		
Norton	Norton Anthology of Modern and Contemporary Poetry, The , Third Edition, Volume 2: Contemporary Poetry	Year 11	Poetry	Option	11		
Norton	Norton's Anthology of Modern Poetry	Year 11	Poetry	Option	11		
Behe, Michael	Darwin's Black Box	Year 11	Science	Intelligent Design option	11		
Bodanis, David	E=Mc2: A Biography of the World's Most Famous Equation	Year 11	Science		11		
Gingerich, Owen	Book Nobody Read, The	Year 11	Science		11	3B	3
Strobel, Lee	Case for a Creator, The	Year 11	Science	Intelligent Design option	11		
Breese, David	Seven Men Who Rule the World from the Grave	Year 11	Worldview		11		
Postman, Neil	Amusing Ourselves to Death	Year 11	Worldview		11		

Author Name [1]	Title [2]	Year [3]	Subject [4]	Option?	Earliest Year	Groups?	Earliest Form
Veith, Gene Edward	Modern Fascism	Year 11	Worldview		11		
Bernard of Clairvaux	<i>On Loving God</i>	Year 12	Bible		12		
Guinness, Os	Call, The	Year 12	Bible		12		
Tozer, A. W.	Knowledge of the Holy, The	Year 12	Bible		12		
Murphey, Cecil and Carson, Ben	Gifted Hands	Year 12	Biography		12		
Kupelian, David	Marketing of Evil, The	Year 12	Citizenship/Worldview		12		
Wiker, Benjamin and Witt, Jonathan	A Meaningful World	Year 12	Citizenship/Worldview		12		
Crenshaw, Paul	Discovering the Great Masters	Year 12	Drawing and Art		12		
Pearcey, Nancy	Saving Leonardo	Year 12	Drawing and Art		12		
Ryken, Phillip	Art For God's Sake	Year 12	Drawing and Art		12		
Murphy, Dervla	Full Tilt	Year 12	Geography		12		
Friedman, Milton	Capitalism and Freedom	Year 12	Government/Econ		12		
Sowell, Thomas	Is Reality Optional?	Year 12	Government/Econ		12		
Barzun, Jacques	Simple and Direct	Year 12	Grammar/Composition	Optional	12		
Desrochers, Pierre	Locavore's Dilemma, The	Year 12	Health	Possibility	12		
Fallon, Sally	Nourishing Traditions	Year 12	Health	Possibility	12		
Goodall, Jane	Harvest For Hope	Year 12	Health	Possibility	12		
Kingsolver, Barbara	Animal, Vegetable, Miracle	Year 12	Health	Possibility, duplicates Omnivore's Dilemma	12		
Parker, Shonda	Mommy Diagnostics	Year 12	Health	Possibility	12		
Parker, Shonda	Naturally Healthy Woman	Year 12	Health	Possibility	12		
Pollan, Michael	In Defense of Food	Year 12	Health	Possibility	12		
Powell, John	Why I Am Afraid to Tell You Who I Am	Year 12	Health	Possibility	12		
Russell, Rex	What the Bible Says About Healthy Living	Year 12	Health	Possibility	12		
Weschler, Toni	Taking Charge of Your Fertility	Year 12	Health	Possibility	12		
Gaarder, Jostein	Sophie's World	Year 12	History	correlated w/Consequences of Ideas	12		
Hamilton, Edith	Echo of Greece, The	Year 12	History		12		
Netanyahu, Benjamin	Fighting Terrorism: How Democracy Can Defeat Domestic and International Terrorists	Year 12	History		12		
Sproul, R. C.	Consequence of Ideas, The	Year 12	History	correlated w/Sophie's World	12		

[1] Last updated 2020-08-11

You can copy this to your own Google Drive, or download it to your computer, and then make any changes you want to your copy.

[2] Italicized titles are available for free online. See the AO booklist for the individual year to find a link to the text.

[3] Year 3.5 is on a separate sheet in this document.
Year 0 is on a separate sheet in this document.

[4] Free reading books for Years 7-12 are on a separate sheet in this document.

Speeches, documents, short stories, and essays (when an entire book is not suggested) are listed on a separate sheet in this document.

Alternate geography options for high school are on a separate sheet in this document.

[5] See the separate sheet with other essay options

[6] See the separate sheet with other essay options

[7] See the separate sheet with other essay options

[8] See the separate sheet with other essay options

Author Name	Title	Year	Subject	Option?	Groups
Alcott, Louisa May	<i>Hospital Sketches</i>	Year 10	Free Reading		
<u>Aldrich, Bess Streeter</u>	A Lantern In Her Hand	Year 10	Free Reading		
<u>Aldrich, Bess Streeter</u>	A White Bird Flying	Year 10	Free Reading		
<u>Aldrich, Bess Streeter</u>	Mother Mason	Year 10	Free Reading		
Austen, Jane	<i>Mansfield Park</i>	Year 10	Free Reading		
Borrow, George Henry	<i>Bible in Spain, The</i>	Year 10	Free Reading		
Borrow, George Henry	<i>Lavengro, The Scholar, The Gypsy, The Priest</i>	Year 10	Free Reading		
Bronte, Charlotte	<i>Jane Eyre</i>	Year 10	Free Reading		
Bronte, Emily	<i>Wuthering Heights</i>	Year 10	Free Reading		
Cather, Willa	Death Comes for the Archbishop	Year 10	Free Reading		
Cather, Willa	<i>O Pioneers</i>	Year 10	Free Reading		
Chesterton, G.K.	<i>any and all of his books!</i>	Year 10	Free Reading		
Collins, Wilkie	<i>Moonstone, The</i>	Year 10	Free Reading		
Collins, Wilkie	<i>Woman in White, The</i>	Year 10	Free Reading		
Conrad, Joseph	<i>Lord Jim</i>	Year 10	Free Reading		
Dickens, Charles	<i>Great Expectations</i>	Year 10	Free Reading		
Dickens, Charles	<i>Hard Times</i>	Year 10	Free Reading		
Dostoyevsky, Fyodor	<i>Brothers Karamazov, The</i>	Year 10	Free Reading		
Doyle, Sir Arthur Conan	<i>Study in Scarlet, A</i>	Year 10	Free Reading		
Fox Jr., John	<i>Little Shepherd of Kingdom Come, The</i>	Year 10	Free Reading		
Gilbert and Sullivan	<i>HMS Pinafore and others</i>	Year 10	Free Reading		
Hardy, Thomas	<i>Far from the Madding Crowd</i>	Year 10	Free Reading		
Harte, Bret	<i>Luck of the Roaring Camp</i>	Year 10	Free Reading		
Hawthorne, Nathaniel	<i>House of Seven Gables, The</i>	Year 10	Free Reading		
Hope, Anthony	<i>Prisoner of Zenda, The</i>	Year 10	Free Reading		
Jackson, Helen Hunt	<i>Ramona</i>	Year 10	Free Reading		
Kingsley, Charles	Alton Locke	Year 10	Free Reading		
Marryat, Frederick	<i>Mr. Midshipman Easy</i>	Year 10	Free Reading		
Sayers, Dorothy	Whose Body?	Year 10	Free Reading		
Sayers, Dorothy	Nine Tailors, The	Year 10	Free Reading		
Sayers, Dorothy	Lord Peter mystery books	Year 10	Free Reading		
Scott, Sir Walter	<i>Bride of Lammermoor, The</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	

Scott, Sir Walter	<i>Pirate, The</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Black Dwarf, The</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Rob Roy</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Heart of Mid-Lothian</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Waverley</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Redgauntlet</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Guy Mannering</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Surgeon's Daughter, The</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	<i>Antiquary, The</i>	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Scott, Sir Walter	St. Ronan's Well	Year 10	Free Reading	Choose one Scott book for literature and one for free reading	
Tagore, Rabindranath	<i>Hungry Stones, The</i>	Year 10	Free Reading	One specific story recommended: Babus of NayanJore	
Tolstoy, Leo	<i>War and Peace</i>	Year 10	Free Reading		
Trollope, Anthony	<i>Barchester Towers</i>	Year 10	Free Reading		
Twain, Mark	<i>Celebrated Jumping Frog of Calaveras County</i>	Year 10	Free Reading	One specific story recommended: Celebrated Jumping Frog	
Twain, Mark	<i>Innocents Abroad, The</i>	Year 10	Free Reading		
Wangerin, Walter	<i>Book of the Dun Cow, The</i>	Year 10	Free Reading		
Wells, H.G.	<i>War of the Worlds, The</i>	Year 10	Free Reading		
Wharton, Edith	<i>Glimpses of the Moon</i>	Year 10	Free Reading		

Wilde, Oscar	<i>Importance of Being Earnest, The</i>	Year 10	Free Reading		
Wodehouse, P.G.	<i>various books</i>	Year 10	Free Reading		
Yonge, Charlotte	<i>Daisy Chain, or, Aspirations, The</i>	Year 10	Free Reading		
Yonge, Charlotte	<i>Trial, The: More Links of the Daisy Chain</i>	Year 10	Free Reading		
Cather, Willa	<i>My Antonia</i>	Year 10, 11	Free Reading		
Ahlquist, Dale	G. K. Chesterton, <i>The Apostle of Common Sense</i>	Year 11	Free Reading		
Alcorn, Randy	<i>Safely Home</i>	Year 11	Free Reading		
Austen, Jane	<i>Persuasion</i>	Year 11	Free Reading		
Barrett, William Edmund	<i>Lilies of the Field, The</i>	Year 11	Free Reading		
Beckett, Samuel	<i>Waiting for Godot: A Tragicomedy in Two Acts</i>	Year 11	Free Reading		
Borges, Jorge	<i>Labyrinths, 1964 (stories and essay collections)</i>	Year 11	Free Reading		
Braithwaite, Edward Ricardo	<i>To Sir With Love</i>	Year 11	Free Reading		
Buchan, John	<i>(Four) Adventures of Richard Hannay, The</i>	Year 11	Free Reading		
Buchan, John	<i>A Book of Escapes and Hurried Journeys</i>	Year 11	Free Reading		
Calvino, Italo	<i>Cosmicomics</i>	Year 11	Free Reading		
Chesterton, G.K.	<i>various books</i>	Year 11	Free Reading		
Chesterton, G.K.	<i>Club of Queer Trades, The</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: Closing the Ring</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: The Gathering Storm</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: The Grand Alliance</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: The Hinge of Fate</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: Their Finest Hour</i>	Year 11	Free Reading		
Churchill, Winston	<i>History of the Second World War: Triumph and Tragedy</i>	Year 11	Free Reading		
Clancy, Tom	<i>Hunt for Red October, The</i>	Year 11	Free Reading		
Enger, Leif	<i>Peace Like a River</i>	Year 11	Free Reading		
Forbes, Kathryn	<i>Mama's Bank Account</i>	Year 11	Free Reading		
Forster, E.M.	<i>A Passage to India</i>	Year 11	Free Reading		
Gibbons, Stella	<i>Cold Comfort Farm</i>	Year 11	Free Reading		
Gogol, Nicolai	<i>Inspector General, The</i>	Year 11	Free Reading		
Hanff, Helene	<i>84, Charing Cross Road</i>	Year 11	Free Reading		
Hansberry, Lorraine	<i>A Raisin in the Sun</i>	Year 11	Free Reading	Advisory has not previewed	
Hemingway, Ernest	<i>Old Man and the Sea, The</i>	Year 11	Free Reading		
Hickam, Homer	<i>Rocket Boys</i>	Year 11	Free Reading		

Hinton, S.E.	Outsiders, The	Year 11	Free Reading	
Kafka, Franz	<i>Trial, The</i>	Year 11	Free Reading	
Karon, Jan	At Home in Mitford	Year 11	Free Reading	
Killilea, Marie	Karen	Year 11	Free Reading	
Kingsolver, Barbara	Animal, Vegetable, Mineral	Year 11	Free Reading	
Knight, E.F.	<i>Harwich Naval Forces, The (or others by Knight)</i>	Year 11	Free Reading	
Lewis, Sinclair	Kingsblood Royal	Year 11	Free Reading	
Llewellyn, Richard	How Green Was My Valley	Year 11	Free Reading	
Lowry, Lois	Giver, The	Year 11	Free Reading	
MacInnes, Helen	Neither Five nor Three	Year 11	Free Reading	
MacInnes, Helen	While Still We Live	Year 11	Free Reading	
Marquez, Gabriel Garcia	Leaf Storm: and Other Stories	Year 11	Free Reading	
Marshall, Catherine	Christy	Year 11	Free Reading	
Nolan, Christopher	Under the Eye of the Clock	Year 11	Free Reading	
O'Connor, Flannery	Violent Bear it Away, The	Year 11	Free Reading	
Patton, Frances Gray	Good Morning, Miss Dove	Year 11	Free Reading	
Porter, Gene Stratton	Keeper of the Bees	Year 11	Free Reading	
Porter, Gene Stratton	Michael O'Halloran	Year 11	Free Reading	
Rand, Ayn	<i>Anthem</i>	Year 11	Free Reading	
Rogers, Dale Evans	Angel Unaware: A Touching Story of Love and Loss	Year 11	Free Reading	
Shirer, William	Rise and Fall of the Third Reich, The	Year 11	Free Reading	
Smith, Alexander McCall	At the Villa of Reduced Circumstances	Year 11	Free Reading	
Smith, Alexander McCall	Finer Points of Sausage Dogs, The	Year 11	Free Reading	
Smith, Alexander McCall	Portuguese Irregular Verbs	Year 11	Free Reading	
Smith, Betty	A Tree Grows in Brooklyn	Year 11	Free Reading	
Solzhenitsyn, Aleksandr Isaevich	Gulag Archipelago	Year 11	Free Reading	abridgment by Edward Ericson
Solzhenitsyn, Aleksandr Isaevich	One Day in the Life of Ivan Denisovich	Year 11	Free Reading	
Tarkington, Booth	Plutocrat, The	Year 11	Free Reading	
Wilcock, Penelope	Hawk and the Dove, The	Year 11	Free Reading	trilogy
Wilcock, Penelope	Long Fall, The	Year 11	Free Reading	trilogy
Wilcock, Penelope	Wounds of God, The	Year 11	Free Reading	trilogy
Wilkerson, David	Cross and the Switchblade, The	Year 11	Free Reading	
Ellison, Ralph	Invisible Man	Year 11, 12	Free Reading	Literature/Fiction
Achebe, Chinua	Things Fall Apart	Year 12	Free Reading	Literature/Fiction
Adams, Douglas	Hitchiker's Guide to the Galaxy, The	Year 12	Free Reading	Literature/Fiction
Adler, Mortimer	Six Great Ideas	Year 12	Free Reading	Worldview

Albert, Susan	Together, Alone	Year 12	Free Reading	Reflective/Devotional	
Allingham, Margery	Albert Campion	Year 12	Free Reading	Literature/Fiction	
Austen, Jane	<i>Sense and Sensibility</i>	Year 12	Free Reading	Literature/Fiction	
Bauer, Peter	Equality, the Third World, and Economic Delusion	Year 12	Free Reading	Economics	
Bauer, Susan Wise	History of the Ancient World, The	Year 12	Free Reading	Ancient History	
Bellamy, Edward	<i>Looking Backwards</i>	Year 12	Free Reading	Literature/Fiction	
Berry, Wendell	Art of the Commonplace, The	Year 12	Free Reading	Worldview	
Berry, Wendell	Hannah Coulter	Year 12	Free Reading	Literature/Fiction	
Bush, George	Decision Points	Year 12	Free Reading	Biography	
Carr, Nicholas	Shallows, The : What the Internet is Doing to Our Brains	Year 12	Free Reading	Worldview	
Cashill, Jack	Popes and Bankers: A Cultural History of Credit and Debt	Year 12	Free Reading	Economics	
Chesterton, G.K.	<i>Orthodoxy</i>	Year 12	Free Reading	Reflective/Devotional	
Clinton, Bill	My Life	Year 12	Free Reading	Biography	
Cormier, Robert	Chocolate War, The	Year 12	Free Reading	Literature/Fiction	
Crawford, Matthew B.	Shop Class as Soulcraft	Year 12	Free Reading	Worldview	
Dalrymple, Theodore	Life at the Bottom	Year 12	Free Reading	Economics	
De Botton, Alain	Pleasures and Sorrows of Work, The	Year 12	Free Reading	Worldview	
Dillard, Annie	Living, The	Year 12	Free Reading	Literature/Fiction	
Dillard, Annie	Pilgrim at Tinker Creek	Year 12	Free Reading	Literature/Fiction	
Fadiman, Anne	Spirit Catches You and You Fall Down, The	Year 12	Free Reading	History and Current Events	
Fforde, Jasper	Shades of Grey	Year 12	Free Reading	Literature/Fiction	
Frauenfelder, Mark	Made By Hand: Searching For Meaning in a Throwaway World	Year 12	Free Reading	Worldview	
Friedman, Thomas	World is Flat, The	Year 12	Free Reading	Economics	
Fujimura, Makoto	Refractions: A Journey of Faith, Art, and Culture	Year 12	Free Reading	Worldview	
Gaiman, Neil	various fantasy fiction works	Year 12	Free Reading	Literature/Fiction	
Gaines, Ernest	Autobiography of Miss Jane Pittman, The	Year 12	Free Reading	Literature/Fiction	
Gallagher, Winifred	House Thinking: A Room-by-Room Look at How We Live	Year 12	Free Reading	Worldview	
Gatto, John Taylor	Dumbing Us Down	Year 12	Free Reading	Worldview	
Gatto, John Taylor	<i>Underground History of American Education, The</i>	Year 12	Free Reading	Worldview	
Glaspey, Terry	Guide to Great Reading	Year 12	Free Reading	Worldview	
Goldberg, Jonah	Liberal Fascism	Year 12	Free Reading	Worldview	
Golding, William	Lord of the Flies	Year 12	Free Reading	Literature/Fiction	

Granatstein, J.L.	Who Killed Canadian History?	Year 12	Free Reading	History and Current Events (Canadian option)	
Greene, Graham	various works	Year 12	Free Reading	Literature/Fiction	
Hamilton, Edith	Greek Way, The	Year 12	Free Reading	Ancient History	
Hamilton, Edith	Roman Way, The	Year 12	Free Reading	Ancient History	
Hanson, Victor	Mexifornia: a State of Becoming	Year 12	Free Reading	History and Current Events	
Harrison, Lawrence	Underdevelopment is a State of Mind: The Latin American Case	Year 12	Free Reading	History and Current Events	
Henderson, Zenna	Ingathering: The Complete People Stories	Year 12	Free Reading	Literature/Fiction	
Innes, Michael	Inspector Appleby	Year 12	Free Reading	Literature/Fiction	
Jacobs, Alan	Pleasures Of Reading in an Age of Distraction, The	Year 12	Free Reading	Worldview	
Jorgenson, Edmund	Speculation	Year 12	Free Reading	Literature/Fiction	
Kean, Sam	Disappearing Spoon, The: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements	Year 12	Free Reading	Science	
Kostova, Elizabeth	Historian, The	Year 12	Free Reading	Literature/Fiction	
Kreeft, Peter	Between Heaven and Hell: A Dialog Somewhere Beyond Death with John F. Kennedy, C. S. Lewis & Aldous Huxley	Year 12	Free Reading	Worldview	
Kunstler, James	Geography of Nowhere, The	Year 12	Free Reading	History and Current Events	
Lamott, Anne	Bird by Bird: Some Instructions on Writing and Life	Year 12	Free Reading	Literature/Fiction	
Lawhead, Stephen	various historical fiction	Year 12	Free Reading	Literature/Fiction	
LeGuinn, Ursula	Earthsea Quintet, The	Year 12	Free Reading	Literature/Fiction	
Macauley, Ranald and Barrs, Jerram	Being Human: The Nature of Spiritual Experience	Year 12	Free Reading	Worldview	
Mandela, Nelson	Long Walk to Freedom	Year 12	Free Reading	History and Current Events	
Marsh, Ngaio	Inspector Alleyne	Year 12	Free Reading	Literature/Fiction	
Meek, Esther	Loving to Know: Covenant Epistemology	Year 12	Free Reading	Worldview	
Metaxas, Eric	If You Can Keep It: The Forgotten Promise of American Liberty	Year 12	Free Reading	Worldview	
Metaxas, Eric	Socrates in the City: Conversations on Life, God, and Other Small Topics	Year 12	Free Reading	Worldview	
Mills, Dorothy	Book of the Ancient Greeks, The	Year 12	Free Reading	Ancient History	
Mills, Dorothy	Book of the Ancient Romans	Year 12	Free Reading	Ancient History	
Morris, Thomas	Making Sense of It All	Year 12	Free Reading	Worldview	
O'Brien, Michael	Island of the World, The	Year 12	Free Reading	Literature/Fiction	
Pascal, Blaise	<i>Pensees</i>	Year 12	Free Reading	Reflective/Devotional	
Paton, Alan	Cry the Beloved Country	Year 12	Free Reading	Literature/Fiction	

Peacock, Molly	Paper Garden, The: An Artist Begins Her Life's Work at 72	Year 12	Free Reading	Biography	
Pearcey, Nancy	Soul of Science, The	Year 12	Free Reading	Science	
Pearcey, Nancy	Total Truth: Liberating Christianity from its Cultural Captivity	Year 12	Free Reading	Worldview	
Piper, John	Think: The Life of the Mind and the Love of God	Year 12	Free Reading	Worldview	
Pirsig, Robert	Zen and the Art of Motorcycle Maintenance	Year 12	Free Reading	Worldview	
Postman, Neil	Technopoly: The Surrender of Culture to Technology	Year 12	Free Reading	Worldview	
Pratchett, Terry	Going Postal	Year 12	Free Reading	Literature/Fiction	
Pratchett, Terry	Making Money	Year 12	Free Reading	Literature/Fiction	
Pratchett, Terry	Thief of Time, The	Year 12	Free Reading	Literature/Fiction	
Ryken, Leland	Redeeming the Time: A Christian Approach to Work and Leisure	Year 12	Free Reading	Worldview	
Sacks, Oliver	case studies of neurological disorders	Year 12	Free Reading	Science	
Said, Edward	<i>Orientalism</i>	Year 12	Free Reading	History and Current Events	
Sayers, Dorothy	Lord Peter Wimsey	Year 12	Free Reading	Literature/Fiction	
Schiff, Peter and Andrew	How an Economy Grows and Why It Crashes	Year 12	Free Reading	Economics	
Schmidt, Alvin	Under the Influence: How Christianity Transformed Civilization	Year 12	Free Reading	Worldview	
Sharp, Gene	From Dictatorship to Democracy	Year 12	Free Reading	History and Current Events	
Sienkiewicz, Henryk	<i>Quo Vadis: A Tale of the Time of Nero</i>	Year 12	Free Reading	Ancient History	
Snedeker, Caroline Dale	<i>Spartan, The</i>	Year 12	Free Reading	Ancient History	
Sobel, Dava	Longitude	Year 12	Free Reading	Science	
Sowell, Thomas	Black Rednecks and White Liberals	Year 12	Free Reading	Worldview	
Sowell, Thomas	Controversial Essays	Year 12	Free Reading	Worldview	
Sutherland, Mark I.	Judicial Tyranny: The New Kings of America	Year 12	Free Reading	Worldview	
Thoreau, Henry David	<i>Civil Disobedience</i>	Year 12	Free Reading	Worldview	
Tutu, Desmond	No Future Without Forgiveness	Year 12	Free Reading	History and Current Events	
Vanauken, Sheldon	A Severe Mercy	Year 12	Free Reading	Biography	
Voskamp, Ann	One Thousand Gifts	Year 12	Free Reading	Reflective/Devotional	
Williams, Charles	Descent Into Hell	Year 12	Free Reading	Literature/Fiction	
Anonymous	<i>Life and Death of Cormac the Skald, The</i>	Year 7	Free Reading	optional	
Bulfinch, Thomas	<i>Legends of Charlemagne</i>	Year 7	Free Reading		3A
Burnett, Frances Hodgson	<i>Lost Prince, The</i>	Year 7	Free Reading		3A, 3B
Christopher, John	City of Gold and Lead	Year 7	Free Reading		3A
Christopher, John	Pool of Fire	Year 7	Free Reading		3A
Christopher, John	When the Tripods Came	Year 7	Free Reading		3A

Christopher, John	White Mountains, The	Year 7	Free Reading		3A
Dickens, Charles	<i>David Copperfield</i>	Year 7	Free Reading		3A
Doyle, Sir Arthur Conan	<i>White Company, The</i>	Year 7	Free Reading		3B
French, Allen	<i>Rolf and The Viking Bow</i>	Year 7	Free Reading		3A
Irving, Washington	<i>Alhambra</i>	Year 7	Free Reading	optional	
Kendall, Carol	Gammage Cup, The	Year 7	Free Reading		3A
Kingsley, Charles	<i>Hereward, the Last of the English</i>	Year 7	Free Reading	or Hereward the Wake, originally published in Robin Hood and Other Outlaw Tales	3A
Martineau, Harriet	<i>Feats on the Fiord</i>	Year 7	Free Reading	optional	
Merrill, Jean	Pushcart War, The	Year 7	Free Reading		3A
Raffel, Burton	Sir Gawaine and the Green Knight	Year 7	Free Reading	other translations ok too	3A
Scott, Sir Walter	<i>Talisman, The (or other appropriate Waverly novels)</i>	Year 7	Free Reading	optional	
Stevenson, Robert Louis	<i>Black Arrow , The</i>	Year 7	Free Reading		3B
Stoutenburg, Adrien	Beloved Botanist: The Story of Carl Linnaeus	Year 7	Free Reading		3A
Sutcliff, Rosemary	Knight's Fee, The	Year 7	Free Reading		3A
Tarkington, Booth	<i>Penrod and Sam</i>	Year 7	Free Reading	optional	
Tolkien, J.R.R.	Lord of the Rings, The (trilogy)	Year 7	Free Reading		3A, 3B
Twain, Mark	<i>Connecticut Yankee in King Arthur's Court, A</i>	Year 7	Free Reading		3A
Nield, Jonathan	A Guide to the Best Historical Novels and Tales	Year 7, 8	Free Reading	optional reference	
Abbott, Jacob	<i>History of King Charles II of England , The</i>	Year 8	Free Reading		3C
Alexander, Lloyd	Prydain Chronicles, The	Year 8	Free Reading		3B
Austen, Jane	<i>Emma</i>	Year 8	Free Reading		3B, 3C
Blackmore, R.D.	<i>Lorna Doone</i>	Year 8	Free Reading		3C
Cervantes, Miguel	<i>Don Quixote</i>	Year 8	Free Reading		3C
Chesterton, G.K.	<i>Innocence of Father Brown, The</i>	Year 8	Free Reading		3B, 3C
Dickens, Charles	<i>Pickwick Papers</i>	Year 8	Free Reading		3B, 3C
Dryden, John	<i>All for Love, or, The World Well Lost</i>	Year 8	Free Reading		3C
Dryden, John	<i>Discourses on Satire and Epic Poetry</i>	Year 8	Free Reading		3C
Fabre, Jean Henri	<i>choose a book on insects</i>	Year 8	Free Reading	Science	3B, 3C
Gingerich, Owen	Book Nobody Read, The	Year 8	Free Reading		
Gluckel (tr. Lowenthal, Marvin)	Memoirs of Gluckel of Hameln, The	Year 8	Free Reading		3C
Johnston, Mary	<i>Pioneers of the Old South: A Chronicle of English Colonial Beginnings</i>	Year 8	Free Reading		3C
Johnston, Mary	<i>To Have and to Hold: A Story of Virginia in Colonial Days</i>	Year 8	Free Reading		3C
Lewis, C.S.	Out of the Silent Planet	Year 8	Free Reading		3C

Lewis, C.S.	Perelandra	Year 8	Free Reading		3C
Lewis, C.S.	That Hideous Strength	Year 8	Free Reading		3C
Nesbit, Edith	<i>Harding's Luck</i>	Year 8	Free Reading		3C
Nesbit, Edith	<i>House of Arden</i>	Year 8	Free Reading		3C
Porter, Gene Stratton	<i>Freckles</i>	Year 8	Free Reading		3B, 3C
Scott, Sir Walter	<i>Kenilworth</i>	Year 8	Free Reading	or other Scott novel	3B
Sobel, Dava	<i>Galileo's Daughter</i>	Year 8	Free Reading		3C
Thurber, James	Thurber Carnival, The	Year 8	Free Reading		3B, 3C
Thurber, James	Wonderful O, The	Year 8	Free Reading		3B, 3C
Walton, Izaak	<i>Compleat Angler, The</i>	Year 8	Free Reading		3C
Yonge, Charlotte	<i>Unknown to History: Captivity of Mary of Scotland</i>	Year 8	Free Reading	Also listed in Year 3 as an option	3B
Austen, Jane	<i>Northanger Abbey</i>	Year 9	Free Reading		
Buck, Pearl S.	Good Earth, The	Year 9	Free Reading		
Carey, William	<i>An Inquiry Into the Obligations of Christians to Use Means for the Conversion of the Heathens</i>	Year 9	Free Reading		
Chesterton, G.K.	<i>ManAlive</i>	Year 9	Free Reading		
Dana, Richard Henry	<i>Two Years Before the Mast</i>	Year 9	Free Reading		
Dickens, Charles	<i>A Tale of Two Cities</i>	Year 9	Free Reading		
Jerome, Jerome K.	<i>Three Men in a Boat (To Say Nothing of the Dog)</i>	Year 9	Free Reading		
MacDonald, George	<i>Sir Gibbie</i>	Year 9	Free Reading	or other MacDonald work	
Orczy, Emmuska	<i>Scarlet Pimpernel, The</i>	Year 9	Free Reading		
Sabatini, Rafael	<i>Scaramouche</i>	Year 9	Free Reading		
Thackeray, William Makepeace	<i>History of Henry Esmond, Esq., A Colonel in the Service of Her Majesty Queen Anne, The</i>	Year 9	Free Reading		
Wodehouse, P.G.	<i>Little Nugget, The</i>	Year 9	Free Reading	or other Wodehouse novel	
Wodehouse, P.G.	<i>Uneasy Money</i>	Year 9	Free Reading	or other Wodehouse novel	
Radcliffe, Ann	<i>Mysteries of Udolpho</i>	Year 9	Noted	referred to in Northanger Abbey	
Walpole, Horace	<i>Castle of Otranto</i>	Year 9	Noted		
Chesterton, G.K.	<i>Man Who Was Thursday, The</i>	Year 9, 10	Free Reading		
Forester, C.S.	Horatio Hornblower books	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Lewis, C.S.	Great Divorce, The	Year 9, 10	Free Reading		
Scott, Sir Walter	<i>Antiquary, The: Scotch Manners, last decade of the 18th Century</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Black Dwarf, The</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Bride of Lammermoor, The</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Guy Mannering - Time of George III</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	

Scott, Sir Walter	<i>Heart of Midlothian - Time of George II. (Porteous Riots)</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Pirate, The (Shetland and Orkney Islands, 1700)</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Redgauntlet - Time of George III.</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Rob Roy - The Jacobites</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>St. Ronan's Well - Near Firth of Forth, 1812</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Surgeon's Daughter, The (Fifeshire, Isle of Wight, and India (1780))</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Scott, Sir Walter	<i>Waverley - The Jacobites</i>	Year 9, 10	Free Reading	Choose 1 or 2 per year	
Lewis, C.S.	<i>Screwtape Letters, The</i>	Year 9, 10, 11	Free Reading		

Author Name	Title [1]	Year	Subject	Option?	Earliest Year
Asser	<i>Life of King Alfred, The</i>	Year 7	Biography	Selected chapters online	7
Bede	<i>Bede's Ecclesiastical History of the English People</i>	Year 7	History	Selected chapters online	7
Tyre, William	<i>History of Deeds Done Beyond the Sea</i>	Year 7	History	Selected chapters online	7
William of Malmesbury	<i>William of Malmesbury's account of the Battle of Hastings</i>	Year 7	History	Short article online	7
	Anglo-Saxon Chronicle on Alfred the Great, The	Year 7	History	Short document online	7
	Magna Carta, The	Year 7	History		7
Bacon, Frances	<i>Essays</i>	Year 8	Citizenship		8
Bradford, William	<i>A History of Plymouth Plantation</i>	Year 8	History	Option (Journal)--selected chapters online	8
Donne, John	<i>Devotions Upon Emergent Occasions</i>	Year 8	History		8
Firth, Sir Charles	<i>Oliver Cromwell and the Rule of the Puritans in England</i>	Year 8	History	Just one chapter--online	8
Luther, Martin	<i>Martin Luther's Defense before the Diet of Worms</i>	Year 8	History		8
Pepys, Samuel	<i>Diary of Samuel Pepys , The</i>	Year 8	Literature	Selected chapters online	8
Rawley, William	<i>Life of Sir Francis Bacon</i>	Year 8	History		8
	<i>A Relation Or Journal of the Beginnings and proceedings of the English Plantation settled at Plymouth</i>	Year 8	History	Option (Bradford)--online	8
	<i>Queen Elizabeth's speech to the Spanish Armada</i>	Year 8	History		8
Burke, Edmund	<i>A Letter to a Noble Lord</i>	Year 9	Government/Econ	Advanced Option	9
Burke, Edmund	<i>Reflections on the Revolution in France</i>	Year 9	Free Reading		9
Chesterfield, Earl of	<i>Letters to His Son</i>	Year 9	History		9
Marcet, Jane Haldimand	<i>Essays</i>	Year 9	Government/Econ		9
Schulman, Max	<i>Love is a Fallacy</i>	Year 9	Logic		9
Chekhov, Anton	<i>Gooseberries</i>	Year 10	Free Reading		10
Crane, Stephen	<i>Open Boat, The</i>	Year 10	Short Stories		10
de Maupassant, Guy	<i>Necklace, The</i>	Year 10	Short Stories		10
Dostoevsky, Fyodor	<i>Grand Inquisitor, The</i>	Year 10	Short Stories		10

Douglass, Frederick	<i>See list on the booklist</i>	Year 10	Essays	Y 10 essay option, choose 18 total	10
Doyle, Sir Arthur Conan	<i>A Study in Scarlet</i>	Year 10	Free Reading		10
Emerson, Ralph Waldo	<i>See list on the booklist</i>	Year 10	Essays	Y 10 essay option, choose 18 total	10
Erskine, John	<i>Moral Obligation to be Intelligent , The</i>	Year 10	Essays	Y 10 essay option, choose 18 total	10
Flaubert, Gustave	<i>Simple Heart, A</i>	Year 10	Short Stories		10
Gogol, Nikolai	<i>Overcoat, The</i>	Year 10	Short Stories		10
Harte, Bret	<i>Luck of the Roaring Camp (or other works)</i>	Year 10	Free Reading		10
Hawthorne, Nathaniel	<i>My Kinsman, Major Molineux</i>	Year 10	Short Stories		10
Hawthorne, Nathaniel	<i>Young Goodman Brown</i>	Year 10	Short Stories		10
Jewett, Sarah Orne	<i>Miss Tempy's Watchers</i>	Year 10	Free Reading		10
Lewis, C.S.	<i>See list on the booklist</i>	Year 10	Essays	Y 10 essay option, choose 18 total	10
Melville, Herman	<i>Bartleby the Scrivener</i>	Year 10	Free Reading		10
Montaigne	<i>See list on the booklist</i>	Year 10	Essays	Y 10 essay option, choose 18 total	10
Poe, Edgar Allen	<i>Fall of the House of Usher, The</i>	Year 10	Short Stories		10
Tagore, Rabindranath	<i>Babus Of NayanJore, The</i>	Year 10	Free Reading		10
Tolstoy, Leo	<i>How Much Land Does a Man Need?</i>	Year 10	Short Stories		10
Twain, Mark	<i>Celebrated Jumping Frog of Calaveras County, The</i>	Year 10	Free Reading		10
	<i>1850 compromise</i>	Year 10	History		10
	<i>Andrew Johnson's Proclamation of Amnesty for South</i>	Year 10	History		10
	<i>Berlin Conference of 1885</i>	Year 10	History		10
	<i>British Missionary Letters urging annexation of South Sea Islands</i>	Year 10	History		10
	<i>Causes for Secession</i>	Year 10	History		10
	<i>Confederate Constitution</i>	Year 10	History		10
	<i>Disraeli's speech on the Reform Bill</i>	Year 10	History		10
	<i>Dred Scott decision</i>	Year 10	History		10
	<i>Emancipation Proclamation</i>	Year 10	History		10
	<i>Giuseppe Garibaldi's speech to his soldiers</i>	Year 10	History		10

	<i>Gladstone's speech to his constituents</i>	Year 10	History		10
	<i>Irish Views of the Potato Famine</i>	Year 10	History		10
	<i>Lincoln-Douglas debates</i>	Year 10	History	optional	10
	<i>Lincoln's goals for the war, as stated in a letter to Horace Greely</i>	Year 10	History		10
	<i>Missouri Compromise, 1820</i>	Year 10	History		10
	<i>North American Slave Narratives</i>	Year 10	History	optional	10
	<i>Open letter to the Belgian King from an American</i>	Year 10	History		10
	<i>Ordinances of secession</i>	Year 10	History		10
	<i>Parliamentary testimony from Accounts of English Mill workers</i>	Year 10	History		10
	<i>Peel's resignation speech 1846</i>	Year 10	History		10
	<i>Prince Albert's Exhibition, a newspaper article report from the time</i>	Year 10	History		10
	<i>Report of the Joint Committee on Reconstruction</i>	Year 10	History		10
	<i>slave narratives</i>	Year 10	History	optional	10
	<i>The Catholic Emancipation Act article and actual act</i>	Year 10	History		10
	<i>The Holy Alliance Treaty September 26, 1815</i>	Year 10	History		10
Anderson, Sherwood	<i>I'm a Fool</i>	Year 11	Short Stories		11
Anderson, Sherwood	<i>I'm a Fool</i>	Year 11	Free Reading		11
Armstrong, John	<i>Can Beauty Help us to Become Better People?</i>	Year 11	Essays		11
Carter, Stephen L.	<i>Second Time I Learned to Read, The</i>	Year 11	Essays		11
Chesterton, G.K.	<i>Superstition of School, The</i>	Year 11	Essays		11
Cook, Albert S.	<i>Artistic Ordering of Life</i>	Year 11	Essays		11
Deneen, Patrick	<i>How a Generation Lost Its Common Culture</i>	Year 11	Essays		11
Dillard, Annie	<i>Living Like Weasels</i>	Year 11	Essays		11
Erskine, John	<i>Moral Obligation to Be Intelligent, The</i>	Year 11	Essays		11
Faulkner, William	<i>Barn Burning</i>	Year 11	History		11
Forster, E.M.	<i>Machine Stops, The</i>	Year 11	History		11
Hemingway, Ernest	<i>A Clean, Well-Lighted Place</i>	Year 11	Free Reading		11
Hemingway, Ernest	<i>Clean, Well-Lighted Place, A</i>	Year 11	Short Stories		11
Hemingway, Ernest	<i>Hills Like White Elephants</i>	Year 11	Short Stories		11
Hemingway, Ernest	<i>Hills Like White Elephants</i>	Year 11	Free Reading		11
Henry, O.	<i>Ransom of Red Chief</i>	Year 11	Short Stories		11

Hine, Dougald	<i>Problem With Too Much Information, The</i>	Year 11	Essays		11
Jackson, Shirley	<i>Lottery, The</i>	Year 11	History		11
Joyce, James	<i>Dead, The</i>	Year 11	Short Stories		11
Joyce, James	<i>The Dead (a collection of three short stories)</i>	Year 11	Free Reading		11
Lesser, Wendy	<i>Joy of Literary Destruction: Writers who broke all the rules, The</i>	Year 11	Essays		11
Lewis, C.S.	<i>Inner Ring, The</i>	Year 11	Essays		11
Lewis, C.S.	<i>Introduction to Athanasius' Incarnation</i>	Year 11	Essays		11
Logsdon, Gene	<i>Home Places</i>	Year 11	Essays		11
Maugham, Somerset	<i>Outstation, The</i>	Year 11	History		11
Meis, Morgan	<i>Spirit of Youth: What was so new about Futurism?, The</i>	Year 11	Essays		11
O'Connor, Flannery	<i>Everything That Rises Must Converge</i>	Year 11	History		11
O'Connor, Flannery	<i>Judgment Day</i>	Year 11	Short Stories		11
O'Connor, Flannery	<i>Judgment Day</i>	Year 11	Free Reading		11
O'Connor, Flannery	<i>Revelation</i>	Year 11	Short Stories		11
O'Connor, Flannery	<i>Revelation</i>	Year 11	Free Reading		11
O'Henry	<i>Ransom of Red Chief</i>	Year 11	Free Reading		11
Olsen, Tillie	<i>I Stand Here Ironing</i>	Year 11	Short Stories		11
Olsen, Tillie	<i>I Stand Here Ironing</i>	Year 11	Free Reading		11
Orlet, Christopher	<i>In Defense of the Essay</i>	Year 11	Essays		11
Orwell, George	<i>Nice Cup of Tea, A</i>	Year 11	Essays		11
Orwell, George	<i>Politics and the English Language</i>	Year 11	Essays		11
Orwell, George	<i>Shooting an Elephant</i>	Year 11	History		11
Parker, Dorothy	<i>You Were Perfectly Fine</i>	Year 11	Short Stories		11
Parker, Dorothy	<i>You Were Perfectly Fine</i>	Year 11	Free Reading		11
Reagan, Ronald	<i>Abortion and the Conscience of the Nation</i>	Year 11	Essays		11
Saki	<i>Open Window, The</i>	Year 11	History		11
Shulevitz, Judith	<i>You're Regretting Wrong</i>	Year 11	Essays		11
Thurber, James	<i>Secret Life of Walter Mitty, The</i>	Year 11	History		11
Twigger, Robert	<i>Master of Many Trades</i>	Year 11	Essays		11
Updike, John	<i>A & P</i>	Year 11	History		11
Updike, John	<i>Ace in the Hole</i>	Year 11	Short Stories		11
Updike, John	<i>Ace in the Hole</i>	Year 11	Free Reading		11

Various	<i>New York Times Current History: The European War from the Beginning to March 1915, Vol 1, No. 2 Who Began the War, and Why?</i>	Year 11	History		11
Vonnegut Jr., Kurt	<i>Harrison Bergeron</i>	Year 11	History		11
Welty, Eudora	<i>Why I Live at the P.O.</i>	Year 11	Short Stories		11
Welty, Eudora	<i>Why I Live at the P.O.</i>	Year 11	Free Reading		11
	<i>Barbara Bush at Wellesley 1990</i>	Year 11	History		11
	<i>Billy Graham's (minister to the Presidents) funeral address for Richard Nixon April 27, 1994, before 4 living presidents; Part 1 Part 2</i>	Year 11	History		11
	<i>Chairman Henry Hyde's Opening Remarks to Impeachment Inquiry of President Bill Clinton, December 11, 1998 (9 min. 18 sec. on Real Audio; scroll halfway down the page)</i>	Year 11	History		11
	<i>Clarence Thomas "I am a man, a black man, an American" July 29, 1998</i>	Year 11	History		11
	<i>Congresswoman Barbara Jordan's opening statement to House Judiciary Committee</i>	Year 11	History		11
	<i>Douglas MacArthur's address at West Point May 12, 1962 "Duty, honor, country."</i>	Year 11	History		11
	<i>Douglas MacArthur's farewell to Congress April 19, 1951 "Old soldiers never die"</i>	Year 11	History		11
	<i>Dwight David Eisenhower--Guild Hall Address, London June 12, 1945 (Read it here)</i>	Year 11	History		11
	<i>Edward Kennedy at Robert Kennedy's funeral June 8, 1968 "I see things that never were and say 'why not?'"</i>	Year 11	History		11
	<i>Edward VIII abdicates the throne of England - December 11, 1936 "the woman I love"</i>	Year 11	History		11
	<i>Eisenhower--D-Day invasion order June 5, 1944: "The hopes and prayers of liberty-loving people everywhere march with you."</i>	Year 11	History		11
	<i>Elie Wiesel The Perils of Indifference April 12, 1999</i>	Year 11	History		11
	<i>Franklin Graham at Columbine High School Memorial Service April 25, 1999 (Columbine High School Memorial Service is online at C-Span; Franklin Graham's speech starts at 1:24:00)</i>	Year 11	History		11
	<i>Franklin Roosevelt D-Day Prayer June 6, 1944</i>	Year 11	History		11

<i>Franklin Roosevelt's First Inaugural Address March 4, 1933 "The only thing we have to fear is fear itself."</i>	Year 11	History		11
<i>George H. W. Bush 41st President--Announces Attack on Iraq January 16, 1991</i>	Year 11	History		11
<i>Gerald Ford's pardoning of Richard Nixon September 8, 1974</i>	Year 11	History		11
<i>John F. Kennedy's "Ich bin ein Berliner" June 26, 1963</i>	Year 11	History		11
<i>John F. Kennedy's Inauguration Jan 20, 1961 "Ask not what your country can do for you--ask what you can do for your country."</i>	Year 11	History		11
<i>Lou Gehrig's farewell to baseball speech July 4, 1939 "the luckiest man on the face of this earth" [17]</i>	Year 11	History		11
<i>Martin Luther King's "I've been to the mountaintop" March 3, 1968</i>	Year 11	History		11
<i>Mother Theresa at Presidential Prayer Breakfast 1994 Feb 5, 1994 before the Clintons, regarding abortion; text; also here</i>	Year 11	History		11
<i>Neil Armstrong; Apollo 11 Moon Landing July 20, 1969 "One small step for man, one giant leap for mankind."</i>	Year 11	History		11
<i>Queen Elizabeth II on death of Princess of Wales September 5, 1997</i>	Year 11	History		11
<i>Richard Nixon's "Silent Majority" speech Nov 3, 1969</i>	Year 11	History		11
<i>Richard Nixon's resignation August 8, 1974</i>	Year 11	History		11
<i>Ronald Reagan--Brandenberg Gate June 12, 1987 "Mr. Gorbachev, tear down this wall!"</i>	Year 11	History		11
<i>Ronald Reagan--Challenger Disaster Address Jan 28, 1986 "they 'slipped the surly bonds of earth' and 'touched the face of God.'"</i>	Year 11	History		11
<i>Ronald Reagan--D-Day Memorial June 6, 1984 "These are the boys of Pointe du Hoc."</i>	Year 11	History		11
<i>Winston Churchill "Blood, sweat and tears" May 13, 1940</i>	Year 11	History		11
<i>Winston Churchill "Their finest hour" June 18, 1940</i>	Year 11	History		11
<i>Winston Churchill's Iron Curtain speech abbreviated; March 3, 1946</i>	Year 11	History		11

	<i>Woodrow Wilson, entering World War I, April 2, 1917 "War Message"</i>	Year 11	History		11
	<i>A World Split Apart by Aleksandr Isaevich Solzhenitsyn; Harvard speech</i>	Year 11	History		11
	<i>Franklin Roosevelt's Pearl Harbor address December 8, 1941 "a day that will live in infamy"</i>	Year 11	History		11
	<i>Teddy Roosevelt "The Man with the Muck Rake" - April 15, 1906</i>	Year 11	History		11
	<i>I Have a Dream speech by Martin Luther King, Jr.</i>	Year 11	History		11
	<i>Mitsuo Fuchida and Jacob DeShazer's story</i>	Year 11	History		11
	<i>Nuremburg trial documents</i>	Year 11	History		11
	Wikipedia's definition of an essay	Year 11	Essays		11
Berry, Wendell	<i>Why I am Not Going to Buy a Computer</i>	Year 12	Free Reading	Worldview	12
Chapman, Colin	<i>Christian responses to Islam, Islamism and 'Islamic terrorism' essay</i>	Year 12	History		12
Lewis, Bernard	<i>Roots of Muslim Rage, The</i>	Year 12	History		12
McCullough, David	<i>Knowing History and Knowing Who We Are</i>	Year 12	History		12
	Barack Hussein Obama - 2004 Democratic National Convention Keynote Address	Year 12	History		12
	Binyamin Netanyahu - 2009 Speech to the United Nations General Assembly	Year 12	History		12
	Bono at the 2006 National Prayer Breakfast	Year 12	History		12
	Bush's September 20th speech to joint session of Congress	Year 12	History		12
	Chimamanda Ngozi Adichie's TED Talk: The Danger of a Single Story	Year 12	History		12
	David McCullough, Jr. - Wellesley High School Commencement Speech 2012	Year 12	History		12
	George Walker Bush - 9/11 Address to the Nation	Year 12	History		12
	Here I Stand: Valedictorian Erica Goldson Speaks Out Against Schooling 2010	Year 12	History		12
	Jessica Dawn Lynch - "The Truth is Always More Heroic than the Hype" 2007	Year 12	History		12
	Michael Nutter - Mount Carmel Baptist Church Address 2011	Year 12	History		12
	Mike Rowe (of Dirty Jobs) TED talk, 20 min Learning from dirty jobs	Year 12	History		12
	Obama's Speech on Human Trafficking 2013	Year 12	History		12

	President Bush's bullhorn speech	Year 12	History		12
	Robert Michael Gates - Address to the World Forum on the Future of Democracy 2007	Year 12	History		12
	Ryne Dee Sandberg - Baseball Hall of Fame Induction Address 2007	Year 12	History		12
	Salman Khan: 2012 commencement address at MIT	Year 12	History		12
	Steve Jobs - Commencement Address at Stanford University, 2005 (optional)	Year 12	History		12
	Thomas Dale DeLay - Farewell Address to the U.S. House of Representatives 2006	Year 12	History		12

[1] *Italicized titles* are available for free online. See the AO booklist for the individual year to find a link to the text.

Author Name	Title [1]	Comments
Milne, A. A.	Winnie the Pooh	
Milne, A. A.	House at Pooh Corner, The	
Potter, Beatrix	Tale of Peter Rabbit, The	
Potter, Beatrix	Tale of the Flopsy Bunnies, The	
Potter, Beatrix	Tale of Tom Kitten, The	
Potter, Beatrix	Tale of Mrs. Tiggy-Winkle, The	
Potter, Beatrix	Tale of Mr. Jeremy Fisher, The	
Potter, Beatrix	Two Bad Mice	
Potter, Beatrix	Tale of Jemima Puddle-Duck, The	
Potter, Beatrix	Tale of Mrs. Tittlemouse, The	
Burton, Virginia Lee	Little House, The	
Flack, Marjorie	Story About Ping, The	
Piper, Watty	Little Engine That Could, The	
McCloskey, Robert	Blueberries for Sal	
McCloskey, Robert	Make Way for Ducklings	
McCloskey, Robert	One Morning in Maine	
Leaf, Munro	Ferdinand	
Cooney, Barbara	Ox-Cart Man	
Brown, Marcia	Stone Soup	or other folk retellings
Cooney, Barbara	Miss Rumphius	
Bannerman, Helen	Story of Little Babaji, The	or other retelling of Little Sambo with appropriate illustrations
Harris, Joel Chandler	<i>Uncle Remus</i>	or others by this author
Alexander, Martha	Poems and Prayers for the Very Young	
Stevenson, Robert Louis	<i>Child's Garden of Verses, A</i>	illustrated by Tasha Tudor, Eulalie, Jessie Wilcox Smith, or Alice and Martin Provenson; also used in Year 1
Winter, Milo	<i>Aesop's Fables</i>	also used in Year 1
Wright, Blanche Fisher	Real Mother Goose, The	any good nursery rhyme collection
Wille, Edelen	Mama Goose	any good nursery rhyme collection
Rojankovsky, Feodor	Mother Goose Rhymes	any good nursery rhyme collection
De Angeli, Marguerite	Book of Nursery and Mother Goose Rhymes	any good nursery rhyme collection

Tudor, Tasha	Mother Goose	any good nursery rhyme collection
Lines, Kathleen	Lavender's Blue	any good nursery rhyme collection
Royds, Caroline	Poems for Young Children	any good illustrated poetry collection
Fujikawa, Gyo	A Child's Book of Poems	any good illustrated poetry collection
Untermeyer, Louis	Golden Books Family Treasury of Poetry	any good illustrated poetry collection
Opie, Peter	Oxford Book of Children's Verse	any good illustrated poetry collection
Oakley, Graham	Church Mice, The	or others in this series
Jeffers, Susan	Hiawatha by Longfellow	j
Rand, Ted	Paul Revere's Ride by Longfellow	
Rand, Ted	My Shadow by Stevenson	
Kipling, Rudyard	Just So Stories picture books	individual tales repackaged as picture books
Cooney, Barbara	Roxaboxen	
Hunt, Angela Elwell	Story of Three Trees, The	
Various Illustrators	Wynken, Blynken, and Nod by Eugene Field	illustrated by either Susan Jeffers, Johanna Westerman or Barbara Cooney
Wilkin, Eloise	My Little Book About God	board book
Field, Rachel	Prayer for a Child	board book
Brown, Margaret Wise	Big Red Barn	board book
Smith, Jessie Wilcox	Mother Goose for Kids	board book
Wilkin, Eloise	Poems to Read to the Very Young	board book
Burke, Dianne O'Quinn	various illustrated poems	board book
Wilkin, Eloise	Mother Goose	board book
Edens, Cooper	Child's Garden of Verses, A	board book
Taylor, Kenneth	My First Bible in Pictures	board book
Lobel, Arnold	Frog and Toad	readers
Minarek, Else Holmelund	Little Bear	readers
Marshall, James	George and Martha	readers
Hoban, Russell	Frances books	readers
Rylant, Cynthia	Henry and Mudge	readers
Treadwell, Harriette Taylor	readers	readers
Tuttle, Amy	Discover Reading	Phonics/reading instruction

[1] *Italicized titles* are available for free online. See the AO booklist for the individual year to find a link to the text.

Author Name	Title [1]	Year	Subject	Option?
Lang, Andrew	<i>Arabian Nights Entertainment, The</i>	Year 3.5	Free Reading	
Nesbit, Edith	Enchanted Castle, The	Year 3.5	Free Reading	
Sidney, Margaret	Five Little Peppers Midway	Year 3.5	Free Reading	
Seredy, Kate	Good Master, The	Year 3.5	Free Reading	
Wilde, Oscar	Happy Prince and Other Tales , The	Year 3.5	Free Reading	
Pyle, Howard	Howard Pyle's Book of Pirates	Year 3.5	Free Reading	
Porter, Eleanor H.	Just David	Year 3.5	Free Reading	
Craik, Dinah Maria Mulock	Little Lame Prince, The	Year 3.5	Free Reading	
Burnett, Frances Hodgson	Little Lord Fauntleroy	Year 3.5	Free Reading	
Estes, Eleanor	Moffats, The (series)	Year 3.5	Free Reading	
Wiggin, Kate Douglas	Mother Carey's Chickens	Year 3.5	Free Reading	
Seredy, Kate	Singing Tree, The	Year 3.5	Free Reading	
Macleod, Mary	Stories from the Faerie Queene	Year 3.5	Free Reading	
Baldwin, James	Stories of Don Quixote	Year 3.5	Free Reading	
Mathews, Basil	Book of Missionary Heroes, The	Year 3.5	History	still under review
Baldwin, James	Four Great Americans	Year 3.5	History	Option (30 More Famous Stories by Baldwin)
Hutchinson, Frederick Winthrop	Men Who Found America, The	Year 3.5	History	Option (Hutchinson)
Synge, M. B.	On The Shores of the Great Sea	Year 3.5	History	Option (Hillyer)
Marshall, H. E.	Story of Napoleon, The	Year 3.5	History	Option (Y3.5: Kelly)
Kelly, Margaret Duncan	Story of Sir Walter Raleigh, The	Year 3.5	History	Option (Story of Napoleon by Marshall)
Baldwin, James	Thirty More Famous Stories Retold	Year 3.5	History	Option (Four Great Americans by Baldwin)
Mabie , H. W.	Heroes Every Child Should Know	Year 3.5	History, Free Reading	Option (Mabie)
Lang, Andrew	Arabian Nights	Year 3.5	Literature	Option (Jacobs)

Salten, Felix	Bambi	Year 3.5	Literature, Free Reading	
Buckley, A.	By Pond and River	Year 3.5	Natural History	
Long, William J.	Ways of Wood Folk	Year 3.5	Natural History	
Buckley, A.	Wild Life in Woods and Fields	Year 3.5	Natural History	
Long, William J.	A Little Brother to the Bear	Year 3.5	Natural History (Y3.5), Free Reading (Y6)	
Fabre, Jean Henri	Secret of Everyday Things, The	Year 3.5	Science	
MacDonald, George	<i>At the Back of the North Wind</i>	Year 3.5	Free Reading, Literature	
Jacobs, Joseph	<i>English Fairy Tales</i>	Year 3.5	Free Reading, Literature	and other books by author
Pyle, Howard	<i>Men of Iron</i>	Year 3.5	Free Reading, Literature	
Hillyer, Virgil	A Child's History of the World	Year 3.5	History	Option (Synge)
Sidney, Margaret	<i>Five Little Peppers and How They Grew</i>	Year 3.5	Literature	
Opie, Iona and Peter	Oxford Book of Children's Verse, The	Year 3.5	Poetry	
Long, C. C.	<i>Home Geography for Primary Grades</i>	Year 3.5	Geography	Mother's Resource for Y1-6

[1] *Italicized titles* are available for free online. See the AO booklist for the individual year to find a link to the text.

Formatted by Amber Jaeger.

Contains copyrighted material from AmblesideOnline.org.

Posted with permission, for personal use only. This should not be seen as official approval or endorsement. AO's booklists and curriculum are revised from time to time. Please be sure to check the AO site for the most up-to-date versions of our curriculum, booklists, and schedules.

Not for resale or publication in any form, electronic or otherwise, INCLUDING RE-POSTING OR SHARING ON SOCIAL MEDIA OUTSIDE OF AO'S FACEBOOK GROUP OR FORUM (restrictions include but are not limited to instagram, Snapchat, Tumblr, Twitter, and other online sites), except for printed copies for your own personal use.

