

CYOC –General Outline Plan

	Student's Name	Year	Group
1			
2			
3			
4			
5			

Note: If you have more than five students, then feel free to print additional pages of charts, as needed.

1. Do I want my students to be arranged in groups? If so, use the acronyms below to fill in the chart above.

Groups are divided into these categories:

[ES] Early School –Years Pre-Prep. Prep. and 1

[LSB] Lower School B –Years 2-4

[LSA] Lower School A –Years 5-6

[USB] Upper School B –Years 7-9

[USA] Upper School A –Years 10-12

Certainly, adjust as needed. Also, while students in one group might not join students in another group for everything, there are some books and lessons which can be shared. For example, students in Lower School A definitely could share songs, picture study, music appreciation and some aspects of nature experiences, but they also can share some books read aloud during the Children's Hour as well as share some books in history, geography and natural history. The Program guides are designed to best arrange this, so consider these, if needed.

2. Do I want all of my students to study the same National/World/British historical time period?

[Remember, Ancient History begins in Year Five. This sequence will have an arrangement of its own.]

If yes, then what time period:

Will there be any students adding Ancient History? If yes, then who?

If no, then continue on with this outline.

In this chart, list the guides for topics of which you'd like to study for each subject category:

	Term One	Term Two	Term Three
Natural History			
Geography			
National History			
British History			
World History			

Note: Complete only the subjects you intend to study.

In this chart, list the books you wish to read together during the Children's Hour:

Group(s):	Term One	Term Two	Term Three
Tales/Myths/Legends			
Tales/Myths/Legends			
Tales/Myths/Legends			
Poetry			
Ballad, Historical & Narrative Poems			
Literature 1			
Literature 2			
Literature 3			
Literature 4			
Literature 5			
Shakespeare			

Note: Add only the number of books which best fits your family.

Poetry can be grouped as well. Smaller children need more child-friendly, lighter, less challenging poems than much older students. Study 2-3 poets each year –so, some terms may overlap.

Alternatively, use an anthology such as *Favorite Poems: Old and New* selected by Helen Ferris and read a few poems each week. By Year Four, students should begin to study ballads, historical and narrative poems. [Choose several for the year.] Longer poems such as “Paul Revere’s Ride” by Henry

Wadsworth Longfellow and “The Pied Piper of Hamelin” by Robert Browning are important to include as well.

Shakespeare: *Tales from Shakespeare* by Lamb is read in Year Six and Shakespeare plays are added [at least 2 per year] in Upper School [Years 7+].

In this additional chart, list the books you wish to read together during the Children’s Hour for another set of groups, if needed:

Group(s):	Term One	Term Two	Term Three
Tales/Myths/Legends			
Tales/Myths/Legends			
Tales/Myths/Legends			
Poetry			
Literature 1			
Literature 2			
Literature 3			
Literature 4			
Literature 5			

Note: Add only the number of books which best fits your family.

In this chart, list artists, composers, songs and handcrafts and any special studies in Natural History you intend to include for the year.

	Term One	Term Two	Term Three
Picture Study			
Music Appreciation			
Songs			
Handcrafts			
Hymns [OPT]			
Natural History "Find & Describe"			
Natural History Special Studies Student:			
Natural History Special Studies Student:			
Natural History Special Studies Student:			
Natural History Special Studies Student:			
Natural History Special Studies Student:			

Note: In Natural History, you may wish to add 1-2 living categories [see below] to each term for which you student will specifically seek out during nature experiences. After "finding" it, they will then come back to you and describe it –as fully as possible. Sometimes, students may wish to add these to their notebooks. Students should also pick 1 plant and 1 animal to study throughout the year. Set aside a couple of days each term to allow students to observe their plant or animal choice, giving short notes and some drawings about it. Be sure to encourage students to select plants and animals for which they can actually observe on a regular basis. [You might make a few exceptions over the years, if there is a particular animal/plant of interest. Have students watch videos and read multiple books to learn as much as possible in these cases.] Real life experiences usually provide better observation.

Find & Describe Suggestions:

- wildflowers
- flowerless plans [moss, lichens, ferns, etc.]

- birds
- mammals
- fish
- reptiles
- amphibians
- cultivated crops
- weather events
- trees
- animal tracks/signs
- insects
- constellations/planets
- fungi [mushrooms, etc.]

In this chart, feel free to add in your selections for math, foreign language, art technique, music technique, PE, religion and grammar.

Student:	Term One	Term Two	Term Three
Math			
Foreign Language			
Grammar			
Art Technique			
Music Technique			
PE			
Religion [OPT]			

Note: Some Foreign Language may be shared across multiple students as well as art and music technique lessons. A few blocks are left open to fill in as needed.

Student:	Term One	Term Two	Term Three
Math			
Foreign Language			
Grammar			
Art Technique			
Music Technique			
PE			
Religion [OPT]			

Student:	Term One	Term Two	Term Three
Math			
Foreign Language			
Grammar			
Art Technique			
Music Technique			
PE			
Religion [OPT]			

Student:	Term One	Term Two	Term Three
Math			
Foreign Language			
Grammar			
Art Technique			
Music Technique			
PE			
Religion [OPT]			

Student:	Term One	Term Two	Term Three
Math			
Foreign Language			
Grammar			
Art Technique			
Music Technique			
PE			
Religion [OPT]			

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