

Below is a complete, customizable one-day homeschool schedule and a suggested 3-week unit plan for a 16-year-old studying Rachel Carson's *Silent Spring* alongside MCT Level 4 Literature components: Grammar of Literature, Poetry of Literature, and Writing of Literature. The schedule is built for a roughly 7-hour school day (including breaks) and is age-appropriate for high school — with options to shorten, lengthen, or rearrange blocks.

Daily schedule (example)

- 8:30 AM – 9:00 AM: Morning routine & breakfast (calm start; quick news/headlines or environmental podcasts optional)
- 9:00 AM – 9:45 AM: Mathematics (Core)
 - Focus: algebra/precalculus practice or assigned online lessons (45 min)
- 9:45 AM – 10:00 AM: Short break (snack, stretch)
- 10:00 AM – 11:15 AM: Language Arts — *Silent Spring* close reading & MCT Grammar of Literature (Core)
 - 10–20 pages of *Silent Spring* (or assigned chapter segment)
 - Grammar of Literature mini-lesson (syntax, sentence diagramming, Carson's sentence structures)
 - Active annotation (vocabulary, rhetorical devices)
 - Suggested time split: 30 min reading/annotating, 30–45 min grammar/analysis
- 11:15 AM – 11:30 AM: Short break (movement, breathe, 5–10 min free time)
- 11:30 AM – 12:15 PM: Science — Ecology connection (Core)
 - Topic: pesticides, ecosystems, food webs
 - Activity: short experiment demo / data analysis or virtual lab; or watch a 10–15 min documentary clip and discuss
- 12:15 PM – 1:00 PM: Lunch & unstructured outdoor time (long break)
- 1:00 PM – 1:45 PM: Writing of Literature (Core / Writing)
 - Writing exercise tied to *Silent Spring* (see daily options below)
 - Examples: short rhetorical analysis paragraph, claim-evidence-reasoning (CER) micro-essay, or research note taking
- 1:45 PM – 2:00 PM: Afternoon break (snack, quick walk)
- 2:00 PM – 2:45 PM: Poetry of Literature / Close stylistic reading (Core/Elective)
 - Analyze Carson's poetic prose: imagery, metaphor, rhythm, sound
 - Creative choice: write a short ecopoem inspired by the chapter (10–15 min) + share
- 2:45 PM – 3:15 PM: Elective or Project Time
 - Options: Art (nature journaling/sketch), Foreign Language, Technology (create a slide about pesticide impact), or PE
- 3:15 PM – 3:30 PM: Flexible Independent Study / Enrichment
 - Homework, extended reading, science project work, or prep for next day
- 3:30 PM: End of formal school day — reflection & planner check (5–10 min: note what went well, questions for tomorrow)

Suggested time allocations and flexibility notes

- Total core academics: ~4 hours (Math, Language Arts, Science, Writing)
- Electives + enrichment: ~1 hour
- Breaks & lunch: ~1.25 hours
- Independent/flex: ~30 minutes
- Adjustments:
 - Shorter day: reduce math to 30 min and combine Poetry + Elective.
 - Longer day: expand Science to a full lab or field trip block; add Socratic seminar.

Weekly & 3-Week unit plan for Silent Spring + MCT Level 4

- Goal: Complete close reading of Silent Spring with integrated grammar, poetry, and writing skills; culminates in a researched argumentative essay and a creative/ecology project.
- Pacing: ~3 weeks (adjust to 4-6 weeks if preferred). Silent Spring has ~300 pages — plan 10-15 pages/day or 2-3 chapters/week depending on edition and focus depth.

Week 1 — Foundations & close reading

- Days 1-3:
 - Read introductory chapters (10-15 pages/day).
 - Grammar of Literature: sentence structure & cohesion — diagram complex sentences from the text.
 - Poetry of Literature: identify imagery, personification, sentence rhythm.
 - Writing: 1-2 paragraph rhetorical précis of assigned reading.
- Days 4-5:
 - Science: mini-lab on local pesticide info; identify local species at risk.
 - Enrichment: start vocabulary list (scientific & rhetorical terms).
 - Assessment: short quiz/vocab check; formative writing feedback.

Week 2 — Deeper analysis & cross-disciplinary work

- Days 6-8:
 - Read middle chapters; focus on evidence and argument structure.
 - Grammar: clause functions, transitions; revise student's précis applying grammatical corrections.
 - Poetry: close analysis of one extended passage (how prose achieves poetic effect).
- Days 9-10:
 - Writing of Literature: plan an argumentative essay — thesis, counterclaims, evidence from the text and secondary sources.
 - Science/Social Studies: research historical policy impacts — DDT timeline; prepare citations.
 - Enrichment: field walk/data collection or virtual citizen science platform (e.g., iNaturalist).

Week 3 — Synthesis & assessment

- Days 11-12:
 - Finish remaining chapters/readings.
 - Writing draft: full argumentative essay (1500-2000 words) with MLA citations; peer review or parent feedback.
- Days 13-14:
 - Finalize essay; create a presentation (slides, video, poster) linking literary analysis to scientific/ethical implications.
 - Poetry project: compose an ecopoem; optional performance.
- Day 15:
 - Culminating day: oral presentation + rubric-based assessment + reflection portfolio (annotated chapters, grammar exercises, final essay, creative piece).

Daily lesson ideas tied to the MCT components

- Grammar of Literature:
 - Mini-lesson: complex sentence analysis — how Carson juxtaposes long descriptive sentences with short warnings for rhetorical effect.

- Practice: transform passive constructions to active voice and discuss rhetorical impact.
- Poetry of Literature:
 - Exercise: mark all instances of metaphor, simile, repetition, and cadence in a passage; discuss how these devices shape tone.
 - Creative: write 8–12 line free verse inspired by an ecosystem Carson describes.
- Writing of Literature:
 - Assignments vary by day: précis (short), analytical paragraph, CER lab write-up, full argumentative essay.
 - Emphasize structure: claim, evidence from text + scientific sources, reasoning, counterargument, conclusion, MLA citations.

Assessments & rubrics (brief)

- Weekly formative checks: reading logs, short quizzes, vocabulary checks (10–15 min)
- Writing rubric criteria: thesis clarity, textual evidence, analysis quality, organization, grammar/sentence variety (use MCT rubrics if available). Suggest: 40% analysis, 30% evidence/sources, 15% style/grammar, 15% conventions/citations.
- Final project rubric: content accuracy (science + literature), synthesis quality, presentation skill, creativity.

Enrichment & project ideas

- Nature journaling + scientific observation (compare Carson's descriptions to local observations)
- Community action project: research local pesticide use and write a letter to a local official (service learning)
- Debate or Socratic seminar: pros/cons of chemical pest control, modern alternatives
- Lab: grow two sets of plants with different treatments (non-toxic alternatives only) — observe and document (safety first)
- Technology elective: create an educational infographic/video on Rachel Carson's impact

Resources & materials

- Primary text: Rachel Carson, *Silent Spring* (any complete edition)
- MCT Level 4 materials: Grammar of Literature, Poetry of Literature, Writing of Literature (use lesson guides, worksheets)
- Research sources: scientific journals, EPA historical materials, reputable environmental sites
- Tools: notebook for annotations, highlighters, citation manager (Zotero/Mendeley optional), slide software or video app for presentations

Customization suggestions

- Time swap: If mornings are more productive for writing, swap Language Arts and Math blocks.
- Block days: Use 2–3 longer days per week for labs/field trips and shorter independent study days with more reading/homework.
- Pace adjustment: Stretch unit to 6 weeks if student needs more time for technical science background or deeper writing revision.
- Alternate assessments: replace the essay with a multi-media documentary or a community project if student is more project-oriented.

Short sample day focused on a chapter (practical mini-lesson)

- 10–10:30 AM: Read Chapter X (10–12 pages), annotate for tone and rhetorical appeals.

- 10:30–11:00 AM: Grammar mini-lesson — examine two long sentences; diagram and discuss how punctuation and clause order create tension.
- 11:00–11:15 AM: Quick-writing: 3-paragraph response — identify Carson’s main claim and two pieces of evidence, then one rhetorical device and its effect.
- 1:00–1:45 PM: Write a polished paragraph for the book essay; include one quoted passage with MLA in-text citation.

Encouragement This plan balances disciplinary rigor with creativity and real-world application. You can scale it easily — shorten math, lengthen science labs, or use a semester-long timeline for deeper research. If you want, I can:

- Convert this to a printable weekly timetable,
- Create a daily checklist/worksheet template,
- Draft specific chapter-by-chapter questions for Silent Spring,
- Or make a rubric for the argumentative essay and presentation.

Which of those would help you most next?