



SUSQUEHANNA
WALDORF
SCHOOL

SUSQUEHANNA WALDORF SCHOOL
CURRICULUM GUIDE

for Early Childhood, First to Eighth Grades, and Special Subjects



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Mission, Vision, and Philosophy Statements

Mission:

The Susquehanna Waldorf School inspires resilience and compassion in our students, awakens their capacities for innovative learning, and prepares them to engage with purpose in the world.

Vision:

The Susquehanna Waldorf School educates children out of a strong anthroposophical understanding of the developing child, so that they may go forth with resilience, compassion, purpose and capacities for innovative thinking.

Philosophy:

The Susquehanna Waldorf School works out of the insights of Rudolf Steiner, who was instrumental in founding the first Waldorf school more than a century ago. The faculty of the school continually renews its understanding and commitment to Steiner's indications for education and the anthroposophical wellspring which nourishes those indications. We also benefit from the experience and inspiration of others who have worked in the Waldorf movement since that time and gratefully acknowledge the contributions of others as we seek to find our own way.

Our school exists to serve others, primarily the children entrusted to us for their educational experience from infancy (parent/child) to eighth grade. We seek to develop the unique innate capacities of each child, giving the children what they need at various stages in their young lives in order to prepare them for the experiences beyond the classroom, which will take them further in their growth as human beings.

Our school is a community whose existence depends upon many adults working together for the common purpose of educating our children and the greater community. As such we are all called upon to continue our own development as adults. We appreciate the opportunities for growth brought to us individually as we work together as parents, teachers, and friends to sustain our lovely, lively school.

Early Childhood Curriculum

The Early Childhood Curriculum Guide provides an overview of the different early childhood programs. Each year the Early Childhood teachers will review the curriculum guide. The teachers will ensure that lesson planning for the upcoming year will align with the curriculum and the student learning expectations. If a teacher needs to make a change to the curriculum a request must be submitted to a Pedagogical Chair before the start of the school year. The Pedagogical Chair, with input from appropriate departments and the Leadership Council, will oversee all teacher requests related to curriculum changes.

The aim of Susquehanna Waldorf School's Early Childhood education programming is to provide opportunities for children to grow up in a natural and creative environment to become strong human beings in body, soul and spirit. We follow the indications of Austrian educator and philosopher Rudolf Steiner, who described child development in three major phases:

- 0 – 7 - development of the will (doing)
- 7 -14 - development of the feeling
- 14-21 - development of the thinking

In our Early Childhood program we work with children in the first phase of human development, which is primarily focused on building the physical body and strong healthy senses as a foundation for future learning. It is a time when the child learns best through imitation and play rather than instruction. In the first seven years of life, children are one with their surroundings. An open-ended play environment is provided so that the child's own inner capacity for transformation can take hold of the natural materials to create and play. Children are interested and feel a part of the natural world. This interest is supported through a large and healthy amount of work and play outdoors in all seasons. The children's own powers of observation and experience of the natural world are nurtured by the use of rich language during circle and story times. The children in the Early Childhood classroom experience the rhythm of the day, month and year through meaningful work, imaginative play, and their own experience of the natural world without the educator offering the burden of abstract conceptual explanation, which is indigestible to the young child. Our environment is warm and nurturing and we endeavor to give children the opportunities to develop their own capacities and faculties which will give them a good base for more academic work when they are older.

Parent and Child Program Overview

We offer Parent-Child Classes for children from birth to three years old. For each session parent(s) and child attend together two mornings per week from 9 to 11:30 am. The class is open to as many as eight families.

The Parent & Child Family

Our parent-child program serves parents who have an interest in Waldorf Education and the Susquehanna Waldorf School and parents who are looking for an opportunity to build community by meeting other parents whose children are the same age. A parent-child family desires support in their parenting and seeks understanding of their child's developmental stage with a window into their child's future developmental stages.

The first three years of a child's life unfold step by step. Through movement, touch and balance the stages progress from being held, lying and watching the world, and finding hands and feet for the first time. Crawling, toddling and then walking bring the child upright. Through each phase the parent finds support through community and nourishing creative experiences throughout the seasons of the year.

Parent & Child Class (birth to three year olds):

Parents are warmly welcomed and offered a cup of tea as they enter and settle with their children. Parents engage in conversation and time is allowed to observe their children's play, movements, and interactions while the teacher might set up a ford, house or obstacle course with the children's help. The morning is approached by the teacher and parents with appreciation and care for all that we do with and around the children.

During continued free play the teacher offers a baking activity for children and parents such as pretzels/millet rolls/treasure pockets/oatmeal. The children learn how to knead and roll the dough and shape it into rolls or pretzels. After the baked goods go into the oven, the teacher and children scrub and clean the table. Each child gets the chance to wash and dry an apple and turn it on the apple peeler.

Some days the teacher is offering a simple seasonal craft for the adults during free play time. Sometimes parents choose to wax wooden toys and bowls and engage in other purposeful work such as fixing a broken toy or taking care of the class bunny. These meaningful caretaking, baking and artistic opportunities nourish the parent and enrich the family's home life.

When the baked goods are out of the oven and the water cups are filled it is time to tidy up the classroom and gather around the snack table. There is a pause of reverence; a candle is lit, a blessing is spoken and a nourishing snack is enjoyed by all. The children remain at the table until the teacher snuffs out the candle and asks the children to put away their dishes and napkins.

The teacher gathers everyone for a morning circle. We begin with a movement circle, then the children sit down in their parents' laps. Parents learn seasonal songs, nursery rhymes, finger plays and lap games that they can take home. The teacher concludes the circle with a short story.

The last half hour is spent outside on the nursery playground where we explore the seasonal changes and slow our pace so the children can take their time outside before we depart at 11:30 am. The teacher is available to answer any questions that may have come up during the class. We end our morning with a goodbye song.

A sense of community is built in the few hours that we meet each week over the school year. Many of the families from the parent-child programs exchange information and come together outside class to continue this connection. It is a natural transition from Parent & Child to our Nursery Program where children who are ready to separate from their parents can continue their social development. Parents too can continue to be supported in their parenting as their understanding of Waldorf Education grows.

Nursery Program Overview

We offer a 3 full day, 2 half-day program for two and three year olds from 8:15-2:45 pm. Up to 10 children can attend the program, led by one lead teacher and an assistant, with an additional assistant just for the first six weeks of adjustment.

The Nursery Child

The Nursery Program at the Susquehanna Waldorf School serves children who are two and three years old. The nursery child may already be familiar with the environment, having been previously enrolled with their parent in the Parent & Child class. It is also possible that this will be the nursery child's first experience in the classroom. In most cases the nursery experience will be the first time they will be in a social environment away from their parents. The program serves as a gentle transition into a classroom that is warm and homelike where the children can learn to be completely independent in their self-care. It supports their beginning interest in other children and the social experience as they transition from parallel play into beginning social play.

Meeting the Nursery Child

Each morning the children and parents are warmly greeted by the lead teacher and assistant on the nursery playground. After saying goodbye to their parents, the children get to experience the change of the seasons outside every day, rain or shine. The children explore the sand, dirt, mud and our stump climbing structure. We take care of our garden beds throughout the season, planting, harvesting and putting to rest. There is always work to be done: sweeping the back portico near the playground, raking the leaves, watering plants, moving garden bed rocks... We delight in the train passing by, the many birds singing their songs, neighbors walking their dogs, the discovery of insects and bugs under bark and rocks, watching the older children on the playground, trucks and cars, and most of all, our friends from the trash truck who empty a big dumpster opposite the playground weekly and receive homemade pretzels from us. The fostering of wonder in and care for the natural world, and the interest in our neighbors and their activities builds a sense of community and belonging, sharing and receiving, joy and purpose in the young child. The playground offers opportunities in an outside environment to exercise both gross and fine motor skills for healthy development.

We transition inside where the children practice undressing themselves, putting their clothing away in their cubbies and putting on slippers. This requires patience and engagement which is a necessary step in their ability for self care and independence. Each child is offered a warm cloth to wash their hands and face. We then one by one enter the classroom and sit around the table. We pause to light a candle, say a blessing and enjoy a hardy nourishing warm meal. Each day of class is marked by a certain meal and food preparation for the next day's meal. As the morning unfolds, the teacher and assistant continue with the domestic tasks needed to smoothly run the classroom, such as doing laundry and dishes, preparing our meals, cleaning the bunny hutch and taking care of our bunny. The meaningful adult activity serves as a model for the children. The morning work follows a weekly rhythm that the children can always count on. Having a weekly rhythm protects the children's bodily forces by reducing anxiety and giving the children an experience they know they can count on week after week.

Mealtime is followed by a time of play in a free and imaginative way. The teacher is there to guide the children in their play and to support healthy social interactions. The toys offered to the children are natural: wooden blocks, silks, sheepskins, handmade dolls, nuts, stones, shells, pine cones, felted balls, wooden cars, wooden boards and crawl boxes. All of the toys allow the children to create anything from their imagination during play. During this time the children have another planned opportunity for self-care with a trip to the bathroom. The children learn to care for their own bodies, the other children and their environment. Kitchen work is offered during

play time as well: preparing the meal for the following day. The children enjoy being part of this activity; they live both in the moment of delight in making the meal as well as in anticipation of what food is coming the next day.

The children further experience growing care for the classroom as each toy is carefully put back into its proper place as free play comes to a close. After the room is tidy we gather for rest and circle. We lie down on the carpet and rest quietly for a few minutes. The circles have seasonal themes and change throughout the year; they include songs, finger games and nursery rhymes, and conclude with a seasonal story. All of this is done through imitation. We play a game in order to gather on the entrance carpet for our goodbye song and dismissal.

It is of the utmost importance that the teacher is able to hold a mood of joy and appreciation for her work in the classroom with the children. When any strife arises the teacher must maintain objectivity and humor in all her exchanges with the children and co-workers. Happiness, wonder, and gratitude for the nursery morning are present in every gesture.

Indications the Nursery Child is ready for Kindergarten:

- Ability for self-care in the form of bathroom independence and dressing/undressing
- Interest and growing ability to imitate teachers' gestures
- Growing ability to participate in purposeful work while accompanied by an adult
- Interest and growing ability to follow along orally in song and verse
- Growing ability to move body in space with increasing control and confidence
- Ability to play independently and a growing ability to play socially

Parent Work for Nursery and Kindergarten

In both the nursery and kindergarten we offer parent evenings to share the experiences of the classroom and discuss child development. These meetings build a community of support and understanding for the developing needs of the young child.

We offer parent/teacher conferences twice a year. We are in communication with parents either with daily check-in at pickup or phone calls and emails in the evening.

Mixed-Aged Kindergarten Program Overview

We offer three classes for up to 15 children, each held by one lead teacher and an assistant for children ages three to six years of age. Currently we have three full day classes.

The Kindergarten Child

- Learns through imitation, repetition and rhythm
- Learns through integrating experiences in play
- Experiences the environment as an open sensory being
- Develops the foundation of the physical body and organs through healthy movement
- Experiences wonder and reverence through devotion to the natural world

Meeting the Kindergarten Child

Our warm and welcoming environment focuses on play. The activities we provide are designed to encourage the development of the sense of life and well-being. Our aim is to help the children develop healthy bodies and learn to direct themselves socially, emotionally and in their thinking. Play is the central activity of our Early Childhood education. Through play children learn to grow in their imagination. Children develop tolerance and social skills, fine and large motor skills and the use of language. We consider imagination to be one of the essential foundations of creative thinking in later life. Our toys are simple and allow open-ended use that encourages children to use their imagination in many ways. This helps develop divergent thinking, the basis for problem solving.

Our toys are made out of natural materials – wool, silk, wood, cotton and other things found in nature. Children are free to create their own world imitating life. The children digest the experience of the world, recapture it in play and in later years transform it into focused creative and academic work. Play is the work of the young child.

All classes offer free play, circle time, outside play, weekly artistic and domestic activities and storytelling. Circle time is seasonally based. The gestures are directed by the teacher and include song, verse, games, poems, gross and fine motor skills and the experience of expansive and contractive movement. The teacher strives to bring archetypal movements worthy of imitation

that encourage healthy growth and development. It is a joyful time for the children to engage in teacher-led movement together as a group.

Children are told stories daily in the classroom. Repeated storytelling builds up memory forces, pictorial thinking, language development and vocabulary. Repetitive storytelling helps myelination of the neural pathways, fostering good memory. In this period of early childhood development, a rich living language is the best preparation for learning to read and write in grade school. We also act out our stories in puppet shows and small plays to help creative play and memory. Stories include fairy tales from around the world, nature tales and repetitive stories.

In the kindergarten we celebrate many festivals of the year, including both the naturally occurring changes in nature and the cultural backgrounds of the families involved in the classes. Preparation for festivals usually includes a craft, special food, songs and poems and a story or puppet show. Certain festivals and each child's birthday include the parents in the celebration. A rhythmical environment gives a sense of security and well-being to the child. The children feel safe and held when they know what to expect.

Kindergarten Weekly Activities Include the Following:

- Artistic –painting, drawing, beeswax modeling and seasonal crafts
- Practical – sewing, handwork, gardening and woodwork
- Domestic –food preparation (chopping, cutting, mixing, pouring, stirring, measuring, grating), baking, grinding flour, making butter
- Outside play - a time for the children to experience the elements – sun, rain, dirt, warmth, cold etc. The children are allowed to run, jump, skip, climb and swing. Children also go on walks and help to build and garden. Formed games occur and imaginative play is active.
- Eurythmy - A movement circle taught by a Eurythmy Teacher

We work in a mixed age group letting the first-year children observe and experience various festivals and projects. The older children are given extra developmentally-based artistic and practical projects and responsibilities.

Kindergarten Student Learning Expectations

- Show engagement and ability to imitate teacher's gestures
- Show ability to participate in purposeful work while accompanied by an adult

- Show ability to participate in group activities such as circle and story

Kindergarten Curriculum

- Show Interest and ability to follow along orally in song and verse
- Gaining ability to move their body in space with increasing control and social awareness
- Follow verbal sequential directions
- Show ability to play both independently and socially
- Show cognitive sequencing by an understanding of time
- Show impulse control and the ability to wait
- Show an increasing attention span needed for grade school academics
- Show the developed core strength of the torso to be able to sit and focus
- Show mastery with six year curriculum projects as an indication towards independent work
- Show an ability for self-care – for example - bathroom independence and dressing for outside play
- Show an ability to care for their physical environment – example – clearing their place from the table and putting away toys after playtime

Kindergarten Assessment

- Teacher observation and documentation
- Formal first grade observation that incorporates both the teacher and the Educational Support teacher (a copy of this observation can be provided upon request)

Early Childhood Subject Links

- [Eurythmy](#)
- [Educational Support Program](#)

First Grade Readiness

Kindergarten students may move on to grades if they are six years old by July 1 preceding the September enrollment. We also strongly recommend a child to be enrolled in the five-day, half-day kindergarten program (at the latest by January of the preceding September first grade

enrollment) to ensure stamina strength and social maturity. The Care Group along with the Early Childhood teachers will assess all children who are potential first graders.

The steps the team takes are as follows:

1. The Care Group observes potential first grade ready children in kindergarten.
2. The Care Group will assess any potential first grader experiencing difficulties in the kindergarten or whose birthday is out of the window for first grade acceptance. The Educational Support person will notify parents, request permission and secure assessment dates. Parents are invited to observe the assessment. There is no cost involved for this assessment.
3. After the assessment, the observations are taken back to the teachers to help create a support plan for the child or to accept a child into first grade despite the birth date falling outside the July 1 window. All plans and results will be brought back to the parents in written form and are open for discussion between the teacher and the parent.

A class study (of the potential rising first graders) is presented to the Faculty by the kindergarten teachers in the spring to help paint a picture of who this class may be as a whole. Several opportunities will be scheduled for the rising first grade families to meet their new teacher and to get to know each other as a class. In addition, the first grade teacher will schedule individual home visits during the summer months.

On the first day of school, the Rose Ceremony takes place welcoming the rising first grade children to their teacher, to the grades and to each other. Parents, particularly of the first grade students, are encouraged to attend this ceremony, as it is a very special day for the entire school.

Afternoon Program Overview

This program, also called Afternoon Garden, is available for kindergarten children. The program is held by the lead teachers and classroom assistants for the kindergarten-aged children. The program is offered five days a week from 12:00 to 3:00. After students have eaten lunch with their classes they go to the bathroom and then join together in one classroom. They occasionally look at books, have a story read to them and hear lyre music. Then they are tucked in for rest. After resting they pack up their nap things, have a snack, then go outside for play.

Forest Friday Program

Forest Fridays is a new Early Childhood program. In the Fall and in the Spring, the mixed age kindergartens hold their Friday classes at a nearby park. The daily kindergarten rhythm remains

the same, but the entire day is held outside in the park's fields, nearby woods and shallow creek. Outreach has also been incorporated in this outdoor program by inviting local kindergarten age homeschoolers to participate.

Grades Curriculum

The Grades Curriculum Guide provides an overview and a list of student learning expectations for each grade. Each year the class teacher will review the guide for the grade level they are approaching. The teacher will ensure that all topics and skills are worked into their yearly block schedule and lesson planning. If a teacher needs to make a change in the curriculum, a request must be submitted to the Pedagogical Chair before the start of the school year. The Pedagogical Chair, with input from appropriate departments and the Leadership Council, will oversee all teacher requests related to curriculum changes.

First Grade Curriculum Overview

In the first three grades education is regarded as a formative activity. What the child consciously retains as educational content is therefore less important than what is produced in the child through the content and the form of presentation. We believe that early education lays the foundation, not only for the children's future schoolwork, but for their bodily growth, physical health, and moral maturity as well. Thus, a concern for the future of every child, in the fullest sense, lies at the basis of our work in first grade.

The entire first grade curriculum is elaborated through the use of story and art, imagination and beauty. Oral language skills are emphasized, as the children learn to listen, memorize, and recite poems, verses, and stories. The retelling of stories is also practiced regularly. In their speech work, primarily a group activity, the children learn to enunciate clearly and express their ideas. Written work starts with learning the alphabet. Letters have their own story with an illustration that is gradually transformed to the shape of the letter. The children initially draw the letters in a large and colorful format with a block crayon. Both the uppercase letters and lowercase letters are learned in first grade. The transition from drawing to writing is gradual. The first real writing can consist of copying poetry that the children already know by heart, so that what they write represents sound and meaning familiar to them. These same texts become the children's first

reading material as well. This approach of moving from heart to head and from inner to outer is repeated in many contexts in grade one.

In the area of mathematics, the first grade children learn the quality of numbers, counting to 100, and the four mathematical processes through stories, rhythmic games, and hands-on activities.

The artistic work in first grade consists of form drawing, crayon drawing, painting, and beeswax modeling. Geometry is introduced in the first grade as part of the form drawing lesson so that, in an unconscious way, the children are introduced to symmetry, balance, isomorphisms, and the like. The experience of the straight and curved line forms the foundation for these lessons. The lines are first formed by taking different bodily postures and by walking the shapes of the lines, before seeing them drawn on the blackboard and writing them on paper. The forms may be painted and modeled in beeswax as well.

Singing and playing the interval flute in Music class are on-going activities in first-grade Morning Lessons. The pentatonic scale has the same mood as that of fairy tales and is appropriate for the first graders' developing ear. Songs change with the seasons and often involve games and accompanying movements.

On nature walks, the children learn to observe carefully in silence, but the teacher does not discourage the children from asking questions. While respecting the sense of wonder, the teacher is helping to form the basis for scientific inquiry.

The teacher puts much attention and energy on the nurturing of healthy social relationships and social skills in the group's first year together. We often refer to this as "forming the class."

First Grade Language Arts

Initially, the language arts lessons involve the introduction of the letters. The letters are brought in a way that is characteristic of their evolution through the ages – from the oral, to the pictorial, to written/symbolic expression. As a teacher shares a fairy tale or nature story, a picture or image emerges. From this picture, which is drawn on the blackboard, a letter is revealed. Through alliterative verses, the children experience the character of each letter. After a dozen or so consonants and all of the vowels have been shared, the children begin to write teacher-directed phrases or sentences from the story presented. The writing thus becomes the first reading assignment for the group. The excitement the children experience upon discovering a letter contained within a drawing is met once again when reading the letter combinations that appear on the board and then inside the pages of their Morning Lesson books. All the while, emphasis

continues to be placed on the correct formation of the letters along with maintaining a proper pencil grip for handwriting. By Spring, more formal understanding of language arts is brought with a gentle introduction to digraphs, blends and simple rules of linguistic phonology and morphology.

First Grade Mathematics

The quality of numbers, 1 to 12, is first introduced to the children. Examples, such as the number two represented as the sun and moon or day and night and the number three found in the shape of a triangle, are drawn by the children. During this introduction children work with both Roman and Arabic numerals.

In the additional blocks of mathematics, the four operations are introduced. Addition, subtraction, multiplication, and division are presented via a story in which characters embody the quality of the particular operation. The numbers are worked in a variety of ways: rhythmically through stepping, clapping, and counting forwards and backwards; listening to the number of claps or steps made or tones on a flute played; using manipulatives such as counting jewels; visually identifying the number represented through a pattern. The multiples of 1 through 12 are practiced most thoroughly at this age by way of the number rows and skip counting (e.g. 0, 2, 4, 6 through to 24), providing a foundation for further arithmetic work such as the times tables in second grade. Mental math exercises are performed daily to help the children maintain a facility with numbers.

First Grade Visual Arts

Painting - The children paint with watercolor on wet paper; the fluidity of the paint and painting surface mirrors the children's flowing imaginations at this developmental stage. The teacher begins with a demonstration of the painting, which is unveiled by way of a simple color or nature story or a reference to a passage in a fairy tale shared during the Morning Lesson. The children then paint what was demonstrated. The children experience the quality of each of the primary colors: yellow, red, and blue. A single color is explored, then the children progress to two colors, then three colors, which when mixed together begin to reveal the secondary colors.

Form Drawing - Form drawing serves to strengthen and support much of the children's other work. The first lesson, which is common to all first grade students on the first day of school, is the introduction of the straight and curved lines. Pedagogically, these lines begin our lessons, for indeed they can be found everywhere. From there more forms from the world around us are

introduced. After a form is demonstrated, the children practice the form using a variety of tactile experiences, such as moving the forms on the floor, drawing them on the blackboard, a neighbor's back, or simply drawing in the air. The final step is drawing the form on paper. Since it builds spatial awareness and eye-hand coordination, form drawing helps to enhance fine motor skills, paving the way for more beautiful writing. The dynamic nature of these forms educates the children to follow a complicated thought pattern. In addition, the geometric quality inherent in form drawing supports future mathematics lessons in later grades. Since the children work with the proportion and feeling of a form, it also helps to instill within the child a sense of beauty and aesthetic awareness.

Beeswax and Clay Modeling - The children, led by the teacher's example, create simple figures using beeswax or other modeling material. The figures chosen are related to the Morning Lesson or to the natural world. The children shape a form out of one piece of material rather than adding pieces together. The development of the human hand parallels that of the human brain; the flexibility of the hand is connected to the flexibility of thinking. Modeling small forms develops fine motor coordination and establishes a foundation for the child's ability to "model" when thinking.

First Grade Movement & Games

In First Grade, the class teacher introduces non-competitive games during Morning Lesson or in afternoon play periods. Clapping games, stomping and rhythmic counting games, chasing games, beanbag games, and string games all help the children with their coordination and prepare for the academic portion of the school day. Skipping games and rope jumping are also fundamental activities at this time, with more and more difficult variations pursued as the children progress throughout the grades. A further benefit of movement and games instruction is to provide the children with opportunities within the structure of the game to gradually improve their social skills.

First Grade Subjects Links

- [Music](#)
- [Mandarin](#)
- [Spanish](#)
- [Handwork](#)
- [Eurythmy](#)
- [Educational Support Program](#)

First Grade Student Learning Expectations

First Grade Language Arts

- Write and identify the uppercase and lowercase letters
- Identify consonant and vowel sounds
- Recite verses and poems in groups and individually
- Associate sounds with letter names
- Copy letters, words and simple sentences from the chalkboard
- Recognize some blends, digraphs, and diphthongs, and develop phonemic awareness.
- Begin simple sentence composition using invented spelling and develop capacity.
- Analyze basic sentences to discover individual words, sounds, blends
- Recognize basic sight-word vocabulary
- Recall fairy tales and folktales from a diverse range of cultures
- Develop visual/pictorial memory
- Identify characters, setting, and plot informally
- Determine meaning/main idea of story or poem
- Sequence events with accuracy
- Develop appreciation for the qualities of each character
- Dramatize the story
- Develop reading from familiar written text
- Develop good work habits – good posture and correct pencil or crayon grip
- Follow instructions
- Develop good speech patterns in manner and articulation
- Perform a Class Play or Presentation

First Grade Mathematics

- Develop a sense for the quality of numbers
- Count forwards and backwards from 1 -100
- Identify and write Arabic numerals from 1 –100
- Identify and write Roman numerals from I – XII (and beyond, when appropriate)
- Compare numbers (smaller than, less than, equal to)
- Develop understanding of cardinal and ordinal numbers
- Identify odd and even numbers

- Recognize simple number patterns
- Develop skip counting by 2, 3, 4, 5 and 10
- Identify the appropriate use of arithmetic symbols
- Solve exercises using the four arithmetic processes
- Solve mental and written math exercises
- Freehand draw and identify basic geometric shapes

First Grade Form Drawing

- Develop fine and gross motor skills
- Develop spatial orientation and directionality
- Develop skills necessary to transpose form from a gross motor gesture to a fine motor gesture
- Develop sense for beauty and completeness
- Develop hand-eye coordination
- Develop understanding of symmetry
- Develop skills of observation
- Develop the ability to follow instructions
- Draw straight and curved lines and continuous forms
- Identify and draw geometric shapes

First Grade Games & Movement

- Practice fine and gross motor skills
- Imitate teacher's movements
- Develop spatial awareness and sense of one's own space
- Identify the right and left side
- Come together as a group and be able to follow directions
- Participate in simple, non-competitive games

First Grade Assessment Strategies

- Choral speech work
- Story recall from memory
- Writing samples
- Morning Lesson bookwork
- Group reading
- Mental arithmetic problems
- Math work with manipulative objects
- Group and individual counting

- Fine and gross motor skills
 - Performance in dramatic presentation
-

Second Grade Curriculum Overview

The first-grade curriculum focuses on form. The rhythm and repetition of the curriculum model how children should act. In each moment, a first grader is held and supported by this form as it guides their education. However, the goal of the Waldorf curriculum is not to create individuals who imitate modeled behavior. This form must transition into a foundation of critical thinking, creativity, compassion, and social awareness. The second-grade curriculum marks the first step in the transition from an external form to an internal foundation; further developing the social, emotional, and academic skills that are necessary to engage responsibly in the world.

Between the ages of seven and eight, children begin to leave the dreamy, fairy tale consciousness of early childhood behind. The second grader gains a greater understanding of their own challenges and how they choose to meet them. As they become increasingly self-aware, they begin to uncover the complexities of the physical and social world around them. The second grade curriculum gives children the tools they need to engage in the world with their newfound independence, and helps them navigate through conflict and solve problems. Through telling stories that explore themes such as patience vs. impulsiveness, kindness vs. selfishness, and humility vs. arrogance, children begin to approach the delicate understanding of how their own personal choices define their character. These stories develop the will to grow towards goodness, beauty, and truth. At the same time, the curriculum also helps children gain a deeper understanding of the academic concepts taught in first grade. A greater focus on skills practice and application guides the second grader towards integrating academic skills into their habit life.

Second Grade Social and Emotional Development

Children in second grade are awakening to the fact that not all is good in the world. While they still strive to be good and do well, they are increasingly tempted to push boundaries as they seek to orient themselves in their social environment. The rich and varied stories of fables and great people help the second grader navigate this social awakening. At a time when students are learning about the impact of their actions and experimenting with cause and effect, fables personify human characteristics. They invite children to learn lessons through the interactions of others as they reflect upon the behavior, feelings, and desires of human beings. The stories of great people embody the lessons learned through the fables by representing universal virtues. These stories tell the tales of individuals who were thoughtful about what was right and persisted in the face of difficulty. The good deeds of these people transcend cultures and represent virtues that are universally human. Through the stories of saints and heroes, second graders not only gain an understanding of what is right and good, but they also develop the will forces to strive to act virtuously in their own lives.

Second Grade Language Arts

Teaching students to read is like slowly giving them the pieces of a puzzle. Students need to have proficient symbol and sound recognition as well as an understanding of English language rules before they are able to decode independently. In second grade, students learn to put the pieces of the reading puzzle together through stories, rhymes, and rules. Eventually, through creative and engaging skills practice activities, second graders transition from letter recognition to word recognition as they embrace the language-rich environment around them.

Additionally, students learn to spell through careful listening and observation. Second grade spelling emphasizes those words that can be spelled through listening skills alone. Therefore, spelling lessons primarily focus on finger spelling, which segments the individual sounds in a word. Towards the end of the year, students are encouraged to remember the “dictionary spellings” of irregular sight words, which centered around taking mental pictures of words. Arm spelling (asking students to recite and tap the letters of irregular words on their arms) is another important strategy for second grade. Students are given the opportunity to demonstrate their spelling abilities through dictation exercises.

Second Grade Mathematics

Through active and artistic exercises, second graders practice and expand upon the arithmetic skills that were learned in first grade. Rhythmical exercise helps students make math facts part of

their habit lives. Artistic exercises awaken the student's intellect, illustrating the patterns and relationships that exist within the world of numbers. Students practice horizontal math problems each day, which encourages mental calculations and strategies. Through manipulatives and circle exercises, the children maintained a hands-on and active relationship with arithmetic, keeping problem solving in a practical and personal realm.

In second grade, students are asked to count objects and find ways to organize and group them efficiently. This leads to a hands-on understanding of place value through the thousands. As students gain a deeper understanding of place value, vertical addition and subtraction are introduced and practiced through story problems.

Second Grade Science and Nature Study

The second-grade science curriculum is experience-based and encourages children to observe and enjoy nature through nature walks, seasonal stories, crafts, and songs. Nature studies and stories nourish a child's sense of wonder and spark an interest in their surrounding environment. By personifying nature, Native American stories help students to develop a deep connection with the natural world. Through describing individuals who maintained strong connections to the earth and the animals that inhabit it, these tales fit perfectly with the second-grade science curriculum.

Second Grade Visual Arts

Bookwork - Second-grade Morning Lesson book illustrations continue to focus on balance, proportion, use of color, and a study of the archetypal shapes that create everything in our environment. This year, students were gradually given the opportunity to personalize their drawings. The children learned how to blend crayon colors together on the page, and they were eventually encouraged to blend the colors that they believed would make their drawings more beautiful. By the spring, they were personalizing their drawings with small, stick crayon details and designing their own backgrounds.

Form Drawing - Form Drawing in second grade continues to help children orient themselves in space. Children benefit as they practice finding their own center, as well as the center and periphery of a page. Second-grade forms focus on mirroring lines and shapes along vertical and

then horizontal axes. These forms challenge students to become flexible in their thinking, as they mentally flip forms in multiple directions. Running forms that weave together help second graders appreciate harmony and social balance. Stories and imagery support students as they embrace the movement of a form in an imaginative way.

Painting - Watercolor painting develops fluidity in movement and awakens a child's imagination. Artistically, the process of painting is emotionally connected as a child lives into the colors they use. Each color represents a feeling or a temperament as narratives develop through colors playing on a page. Painting provides a wide variety of color exercises, such as exploring complementary color pairs and practicing variances of tone. Simple images may be painted, however, students are encouraged to appreciate the painting experience more than the accuracy of the images they create. Colors are introduced into the painting in a sequence which slowly adds depth and details to the shapes on the page, in both a practical and imaginative manner.

Modeling - Using beeswax, the children model the archetypal shapes of people, plants, animals, etc. Morning Lesson stories and nature experiences are frequently the source of inspiration for these creations. Modeling promotes dexterity, and awakens and fosters a child's ability to picture things as their sense of touch is nourished. Through beginning with a sphere of warmed wax, children develop the creativity to find and form several shapes. They also develop the will to follow through with their vision.

Second Grade Movement and Games

Starting in second grade, the games teacher takes the children from the classroom to the gymnasium or outdoors, where the children become familiar with being a coherent group in a larger space. The progressive separation of the individual from the group and the cultivation of the ability to act alone or with others is a primary aim of the games curriculum in Grades 2 and 3. At this age, tag games are appropriate and very popular. Games that include climbing, jumping, leaping, rolling, crawling through confined spaces, and balancing are also beneficial and much appreciated by the children. At this stage of development, playing by the rules of the game takes on moral dimensions. Proper game playing requires the use of many social and moral skills such as honesty, commitment, tact, recognition of appropriate authority, fairness, and cooperation.

Second Grade Subjects Links

- [Music](#)
- [Mandarin](#)
- [Spanish](#)
- [Handwork](#)
- [Eurythmy](#)
- [Educational Support Program](#)

Second Grade Student Learning Expectations

Second Grade Social Development

- Continue to develop the social skills initiated in First Grade: respect for teachers and classmates, ability to adapt the needs of the self to the needs of the class
- Contribute to the community of the class through helping others, doing classroom chores, and being willing to do what is asked
- Begin to work individually and cooperatively
- Work within the large group in timely fashion
- Reinforce and encourage good manners
- Begin to work with process to resolve conflicts
- Develop listening skills and empathy

Second Grade Language Arts

Listening and Recall

- Demonstrate listening, memory, and comprehension through story recall
- Participate in story discussions, referencing characters, sequence of plot, and details, using clear expression and proper speech
- Use and expand vocabulary from stories
- Effectively dramatize parts of stories

Reading & Spelling

- Read and write simple spelling words and word families; change letters to discover new words, and demonstrate phonemic awareness

- Investigate basic spelling rules
- Develop working knowledge of phonics: long and short vowel sounds, diphthongs (aw, ow, ew, oy, etc.), vowel and consonant blends
- Read and spell commonly used irregular sight words, e.g., ‘was’, ‘are’, ‘said’, ‘have’
- Read aloud what they have written in their Morning Lesson books
- Begin reading books at a level appropriate for the student (a wide variety of ability is expected)

Writing

- Gain skill in writing printed letters (upper and lower case); write with decreasing size and increasing accuracy and neatness
- Demonstrate ability to accurately copy a text from the blackboard, with attention to spacing between words, sequencing, paragraphs, and borders
- Begin to write simple sentences for Morning Lesson books as a class and individually
- Demonstrate beginning rewriting skills using teacher corrections
- Identify basic punctuation (period, comma, question mark, exclamation point and capitalization)
- Begin to take simple dictation
- Demonstrate beginning proofreading skills

Speech

- Memorize poems, songs, rhymes, and verses learned by imitation and group recitations
- Participate in class plays
- Speak with clear articulation and connected gesture

Other

- Begin understanding of action words (verbs), naming words (nouns) and describing words (adjectives)
- Begin alphabetizing

Second Grade Mathematics

The Four “Processes” or “Operations”

- Comprehend the four operations and the use of their symbols (including “equals”)
- Practice addition and subtraction facts in the regions of 20 (number bonds)
- Understand the relationship between addition and subtraction
- Write, read, move, clap to various number patterns in order to recognize, remember, and comprehend patterns of numbers
- Begin practicing multiplication facts from whole to parts (12 is 3 times 4), and then from parts to whole (3 times 4 is 12)
- Begin to understand the relationship between multiplication and division
- Solve written and oral problems using math processes
- Practice story problems presented orally
- Demonstrate ability to solve arithmetic problems mentally
- Distinguish between even and odd numbers

Place Value

- Understand and know place value up to 1,000
- Read and write numbers up to 1,000,000
- Write numbers in distinct columns
- Introduce and practice regrouping in vertical addition and subtraction (borrowing and carrying)

Other

- Recognize and name basic geometric shapes
- Recite math poems

Second Grade Science

- Practice using the senses to observe the natural world
- Sharpen capacities of observation
- Describe animals (characters) and environments (settings)
- Discuss the characteristics of animals through stories

Second Grade Visual Arts

Bookwork

- Accurately follow sequential instructions
- Demonstrate a deeper understanding of balance and proportion
- Be able to name and identify the archetypal shapes found in humans, animals, plants, etc.
- Draw common geometric forms freehand

- Develop surer and freer use of drawing materials while maintaining proper pencil/utensil grip

Form Drawing

- Draw running forms (individually or two together)
- Draw increasingly complex forms, including forms that weave and cross along midlines
- Demonstrate an ability to complete symmetries (left/right, above/below)

Painting

- Identify the primary colors of red, yellow, and blue
Identify the secondary colors of green, orange and purple; know how these colors are made

- Investigate how shades and the intensities of colors can be changed

Modeling

- Demonstrate an ability to model a variety of forms as assigned
- Transform a ball of wax into a figure through pressing, pinching and pulling

Second Grade Games & Movement

- Know body geography (right, left, front, back, above, below)
- Play games that involve coordination and taking aim
- Do basic acrobatics like somersaulting, tumbling, and rolling
- Jump rope: forwards, backwards, with crossovers, individually and partner
- Show good sportsmanship

Second Grade Assessment Strategies

- Class or group observation
- Group and individual reading
- Story recall from memory
- Singing and reciting in group or individually
- Performance in drama (quality of expressions, speech and gestures)
- Teacher observation of discussion in class
- Quality of drawings
- Completion and accuracy of writing
- Independent writing
- Care and neatness of book work
- Observation of rhythmic movement participation in class and playground
- Mental and written arithmetic problems

- Quizzes
 - Artwork in portfolio
 - Morning Lesson books
-

Third Grade Curriculum Overview

The third-grade student has many questions as they move away from the dreaminess of early childhood and into the time of realizing they are a separate part of the world in which they live. Questions emerge about life and death; “Who am I?” and “Who are you?” and “Why are seeds hard?” or “How is fabric made?” and “When will my bread be done?” or “Where did my food come from?” Curriculum subjects such as measurement, shelters, home arts, and farming and food production support these developing interests. Continued exposure to language arts, mathematics, foreign languages, and visual and musical arts is deepened. It is truly an “all I need to know” year of doing! The joy of becoming proficient in the practicalities of life is characteristic of the third-grade student, driven by their questions and fed by the Waldorf Third-Grade Curriculum.

The students enjoy learning new musical skills this year with the introduction of a C-flute and a stringed instrument. Individual practice and proficiency show a direct correlation to the needs of the whole. Social responsibility through this artform illustrates its importance in a gentle but impressionable way. Additional social development is supported by story content and includes Hebrew stories, which relate how the Hebrew people left home and journeyed to a new land while learning to come to terms with difficult challenges and authority. This material mirrors the internal changes experienced by children of this age. Additional stories include seasonal tales and indigenous people of various regions to illustrate the importance of surroundings and how they relate to one's survival in the world. There is a quality of eternity in these stories and they offer a sense of comfort to the many questions suddenly rushing through the awareness of the 9-year-old child.

Academically, the third grade student is still working with concrete information (as opposed to abstract), however, they can work on more complex problems, with greater focus and stamina.

Skills work in arithmetic, spelling, writing, and reading are practiced daily while focused blocks allow for deeper learning of new skills such as vertical mathematical operations, parts of speech, basic sentence structure, verbal and written spelling, and short story writing. Project based learning offers a differentiated experience for each student, such as their shelter projects.

Third grade is often referred to as a “doing” year. All of this “doing” happens in the classroom, on nature walks, with guest speakers, and certainly on field trips. Several types of farms provide an overview of how food is processed in our area; a construction site offers an inside look at the safety, structure, and modern conveniences of today's buildings; the Watch and Clock Museum provides a fascinating journey through the history of keeping time; the story of money from barter to banknotes is brought to life by a local collector; and of course, a culminating, multi-day stay on a working farm brings our “doing” full circle. This trip usually ends this busy year for the eager, third grade learner and sets them firmly and confidently on a path to continue their transition from a young child to an older, more self-sufficient being. All we need to know for survival can truly be learned in the third grade. By its completion we can grow our own food, weave our own cloth, construct our own shelters, and measure time and distance by several means. We can read with increasing proficiency and understanding of the many rules--and exceptions!--for the English language, write a letter to friends, calculate lists of numbers and work with money. Socially, we learn to communicate our needs more clearly, even when times are challenging. Ultimately, we are becoming!

Third Grade Language Arts

Reading and writing begin to take more form as they increase in length and duration for the third grader. Spelling is more formally and directly related to the subjects of which we are learning and content of which we are reading together and on our own. Phonetic spelling was a jumping off point for us in second grade and now, we begin to layer and add helpful rules to aid our spelling efforts when listening and hearing letter sounds is not enough. For example: “silent e” often makes the vowel speak its name or result in a “long vowel” sound; when “two friends go walking” the first vowel in the spelling often gets to speak its sound first; adding “-ing” to the ends of words follows a pattern based on the sound of the vowel - a long vowel often means a single consonant stands between the original ending and added -ing whereas a short vowel may require the last consonant to be doubled: e.g. Hoping or hopping? Pining or pinning? Students participate in developing their own stories as part of a collaborative effort or on individual projects such as Morning Lesson book writings, journal entries, creative writing, and traditionally, a human shelter project. Parts of speech continue with more precision and what were “doing words” are now called verbs; “naming words” become nouns, and so on. The

dreaminess and pictorial quality of our work remains, however, as more formal nomenclature is introduced and referenced. Writing itself is part of the students' will-work and can be engaged and encouraged as each child develops and delights in taking more ownership of their ability to express themselves in writing! It's a new doorway and beginning into becoming authors - every one of the third graders has that capacity and it is part of our task, in the third grade language arts effort, to nourish this growth.

Third Grade Mathematics

Multiplication and division tables, math facts within 100 (or further considered as parts of 1000 and higher) continue to be practiced and further challenged by answering more randomly ordered questions. The goal is to gain proficiency and fluidity in working with these skills and facts as a quick, well-known recall after years of living with the quality of and relationship between these numbers. Establishing this solid foundation will allow for greater understanding of higher math processes and concepts such as long division and multiplication, fractions, decimals, and beyond. Place value continues and should be understood to the millions (or billions!) place and is practiced on paper, with movement, in our mind's eye, and with word problems. Measurements such as time, distance, volume, and money all use the many skills we have practiced and learned. Applying them in these new ways continues to highlight the usefulness of numbers--they are within us and all around us and we use them daily! Single math blocks are dedicated to this work, however, skills classes help to keep math facts and newly acquired information alive within the third graders as they continue to find more applications for math in their daily lives.

Third Grade Farming and Shelters

We are fortunate to partner and participate in farming skills with many local farms. The ability to get our hands, feet, faces, and whole bodies actively working with the earth beneath our feet, as a means of sustaining ourselves by cultivating our own food, is perhaps some of the most grounding work we can do as human beings. This is especially true for a third grader who is ready to firmly plant their feet on the ground! Planting, harvesting, studying the seasons and their associated crops as they pertain to soil health and quality are part of the active farming we have done. Animal care and their relationship to the farming process is considered and offers another example of symbiotic relationships that make up the best parts of the human experience. The seed cycle is studied through drawing, observation, song, and of course, the act of farming

and composting. Worms are our friends and allies when it comes to compost and soil quality, and so they are invited into the classroom for vermiculture activities. What a joy to grow things with our own hands!

Third Grade Form Drawing

More complex looping, repeating, and mirrored running forms help support the third grader's cursive writing skills. They are also representative of the inner work of the 9 year old child: the mind ever looking and thinking ahead of what's on the horizon. How long and how far shall I go? What will the path look like? Can I find a steady route or will I need to change paths along the way? Mirrored forms continue and include four quadrants and some further considerations on the part of the third grader; for example, if one quadrant is drawn, can he or she find the mirrored equivalent that belongs in the remaining three quadrants? The students are also asked to metamorphosize forms, observing a curved example and then translating it to an angular version of the same form or vice versa. Flexibility in form helps to support flexibility in thinking.

Third Grade Visual Arts

Watercolor painting, drawing, modeling with beeswax and clay, and seasonal crafts accompany the lesson content throughout the school week. Whereas once the teacher held the design and demonstrated each step of the process, the students are now encouraged to begin adding their own details and finding their own way to final outcomes in their artistic work. How would you draw a plow? How can I form the hollow shape from a lump of clay so it looks like an Ark? A culminating project includes a model of a human shelter which the student must design and construct from natural materials based on what they have learned about the available resources and climate surrounding their chosen structure.

Third Grade Games & Movement

Co-operative games in third grade begin to involve group movement that encourage some planning and strategizing! Before any of this can successfully occur, rules must be established, understood, and agreed upon by all participants. Movement and joyful participation are still the overarching tone while working with teammates to accomplish the goal of the game. Based on the daily needs of the class, movement might be soft, quiet, and purposeful or more boisterous,

vigorous, and free. Examples include games like: SPUD, Alligator, Blind Goat, Four Corners, Steal the Bacon, etc.

Third Grade Subjects Links

- [Music](#)
- [Mandarin](#)
- [Spanish](#)
- [Handwork](#)
- [Eurythmy](#)
- [Educational Support Program](#)

Third Grade Student Learning Expectations

Third Grade Language Arts

- Demonstrate listening, memory, and comprehension through story recall
- Follow a set of written and/or oral directions
- Use basic punctuation, capitalization, basic rules of grammar consistently and effectively
- Begin to recognize and use basic spelling rules
- Use the writing proficiency steps: idea generation, gathering information, developing a rough draft, self and/or teacher correction, and producing a final copy
- Take longer and more complex dictation
- Act out and narrate a play from Morning Lesson work with more individual roles
- Identify the following parts of speech: nouns, pronouns, verbs, adjectives and adverbs
- Participate in the class play
- Read a variety of grade level narrative and expository texts with fluency and comprehension
- Demonstrate grade-level comprehension and learning-strategy skills

Third Grade Mathematics

- Demonstrate facility with all second grade level work – review
- Solve addition and subtraction in vertical form
- Identify numbers into the billions – understand regrouping
- Understand math terminology for the basic processes
- Do times tables recitation with more challenging movement
- Experience linear measurement

- Experience weight
- Experience volume and liquid measure
- Learn various units of measurement in an imaginative and practical way
- Learn to use estimation and then take a measurement
- Convert between different units of measurement – one-step conversions only - feet to inches, not inches to yards
- Practice adding/subtracting dollar amounts/cents amounts
- Practice computing elapsed time—elapsed hours/elapsed minutes in 5 10, 15, or 30-minute increments
- Divide with remainders
- Multiply numbers in vertical form

Third Grade Form Drawing

- Find fluidity with running forms and relate them to cursive writing
- Demonstrate reasonable ability to mirror a form on one's own, both vertical and horizontal
- Show ability to transform an angular form into a rounded version or vice versa
- Keep balance within forms in symmetry, distance, size, and page space for any given form

Third Grade Farming and Shelters

- Planting following seasonal and seed cycles
- Understand the impact of seasonal and regional qualities on crops
- Identify original and modern types of farming tools and machinery and have a basic understanding for how/why they are used
- Recognize the seven grains, where they come from, and how they are grown and eaten
- Participate in field trips related to block (farm, museum, bakery)
- Recite poetry and sing songs related to farming and foods (seasons, planting)
- Draw (grains, farms, both copied and original) and prepare grains
- Writing in Morning Lesson Book
- Understand the general properties of soil
- Consider how farmers take advantage of different soils
- Show that the sun is the center of the solar system
- Composting, recycling, seed harvesting, and conservation in farming or at home
- Consider natural resources in relation to regional weather and climate
- Explore the impact of erosion on soil and plant growth

- Meet and observe farm animals as part of the cycle of life on a farm
- Wonder and imagine how climate and resources defines housing and shelters for humans of the earth over time and still today through imaginative storytelling
- Choose and recreate a shelter of choice while being provided written and verbal information about the shelter including the typical life of a family who may have inhabited the structure.

Third Grade Games and Movement

- Running, skipping, hopping, jumping in freedom, within a group/in unison, or to a specific beat and pattern
- Understand and follow rules of cooperative games as part of a group
- Demonstrate understanding of and displaying of good sportsmanship
- Begin to develop strategies for accomplishing goals of the game with others or individually
- Consistent body geography awareness, spatial awareness, and simultaneous movements that incorporate left and right, top and bottom midline crossing of the body practiced daily

Third Grade Assessment Strategies

- Dictations for spelling and sentence writing
- Spelling quizzes
- Writing, drawing and painting in Morning Lesson Books
- Class participation
- Social dynamics observed during cooperative games, class projects, peer interactions and conflict resolution
- Play performance
- Class review each block
- Class reading lessons: Oral with group and individually with the teacher, silent reading with proof of comprehension (teacher questions or student review in the form of journal writing and drawing samples)
- Mental arithmetic
- Word problems
- Worksheets
- Dictations for math numbers, sentences, and problems
- Morning Lesson book examples of math lessons and skills
- Observation of artistic work for beauty, balance, execution of technique, individual expression and relationship to the work itself

Fourth Grade Curriculum Overview

Between ages nine and ten the child crosses a threshold, leaving early childhood behind and looking at the world in an increasingly awakened state. In that first experience of their separateness as manifested by critical questioning, and an often challenging voice, children can experience uncertainty and fear. An underlying theme in Grade 4 lessons is that of grounding the children, making them feel at home in time and space. The study of local geography and of the human being in relation to the animal kingdom and the natural world addresses the child's newly arising inner questions: Who am I? Where am I?

Fourth Grade Language Arts

Children in Grade 4 are learning to feel at home in space and time. They move out into the environment with growing confidence. A study of early world literature (e.g. the Norse Myths) imparts a rich understanding of the cultures from which the child's present world springs. With their powerful will, their contentious nature and their love of adventure, the Norse gods serve as a remarkably accurate reflection of the fourth graders who study them. Underlying these extroverted and often comic tales, however, is a hint of pathos and tragedy. The curriculum broadens to strengthen the child's understanding of grammar and the writing of original, coherent compositions. Grammar studies help to demonstrate the concepts of past, present, future (verb tense), and space (prepositions), helping to orient fourth graders in time and place. The children learn to recognize different parts of speech and understand the quality that each part brings to form the whole. In writing, students are often expected to draft their own Morning Lesson texts. Morning Lesson writings are supplemented by creative stories, journal entries, observation pieces, and letter writing. Attention is drawn to adding background and descriptive detail. Grouping ideas into paragraphs is emphasized for the first time. Drafts are edited for correct punctuation, grammar, capitalization, and spelling. Final drafts are expected to be in cursive and beautifully presented. In reading, the advent of proficiency leads students to read for fun, for information, and for understanding. Students move from learning to read to reading to learn. They refer to encyclopedias and other sources to gather information for their first research reports, usually on an animal in conjunction with the Human and Animal Block. Building vocabulary grows out of the Morning Lesson books and the new vocabulary associated with each new study. Weekly spelling lists are developed from students' own writings, the Morning Lesson

block studies, and from lists that reinforce learning basic spelling rules and grade-level words. In speech work, the focus is on the verses and poems with strong alliteration.

Fourth Grade Mathematics

Fractions represent the threshold that divides “arithmetic” from “mathematics”; for the first time, the class will be working with numbers in a form that is conceptual as well as experiential. Factors are the numerical equivalent of the newly-developing inner life of the fourth grader. When a child grasps the fact that the greater the denominator, the smaller the fraction, we are witnessing an important step in the development of the child's consciousness.

Fourth Grade Local Geography and Local History

Fourth graders, who have a newly awakened relationship to time and space, learn about geography by first making maps of their immediate surroundings (their own bedroom, house, classroom, school grounds) from a bird's eye view. They learn to see themselves in relationship to each particular place from a different and new perspective, and find that they are part of a bigger whole in both space and time. As the children study the geography and history of Pennsylvania and the Susquehanna River Valley, they begin to see that geography is a study of the dialogue between people and land. The land provides resources for Native Americans. These resources also attracted settlers, who changed the land as they lived on it. Each place has an individual character, yet is part of something larger.

Fourth Grade Human and Animal Science

Through their study of the Human and Animal, fourth graders are introduced to the kingdom of nature closest to mankind and to the formal study of science. They begin by looking at the form of the human being, particularly the head, torso and limbs. Then they look at other animals and see the intimate connection of each to the environment where it is found and how it survives. Possibilities for study include cephalopods, rodents, carnivores, the avian kingdom, ungulates. The children write essays and poems and create and present individual projects about an animal of their choice.

Fourth Grade Visual Arts

Form Drawing - In the fourth grade the focus is on braided forms, knots and simple geometric forms. These forms challenge students to use greater willpower in their thinking, as well as skill in their drawings, since they need to understand the flow of the lines behind other lines. In painting, all the previous work practiced with regard to soul mood now undergoes a

metamorphosis: a change to a nature mood. Not only the primary and secondary colors but also darker earthly colors are needed to express the children's newly awakened sensibilities. Motifs are taken from Norse myths, animal studies, and landscapes.

Fourth Grade Games & Movement

In fourth grade, movement education is taught through various games to help develop an enhanced awareness of personal space, with clearly defined boundaries. Physical activity is emphasized through games using imagery, story, rhythm and imitation.

Fourth Grade Subject Links

- [Music](#)
- [Mandarin](#)
- [Spanish](#)
- [Handwork](#)
- [Eurythmy](#)
- [Orchestra](#)
- [Educational Support Program](#)

Fourth Grade Student Learning Expectations

Fourth Grade Language Arts

- Identifies nine parts of speech – verbs, prepositions, nouns, pronouns, adjectives, adverbs, articles, interjections, and conjunctions
- Knows the meaning of synonyms, antonyms and homophones
- Correctly identifies and uses three verb tenses - past, present, future
- Writes Morning Lesson story summaries for Morning Lesson Book
- Writes complete paragraphs
- Self-edits own writing
- Communicates clearly in different forms of writing (thank you notes, letters, journals, posters and poetry)
- Correctly spells majority of words from grade-level spelling list
- Reads variety of grade-level text with fluency and comprehension
- Uses basic research skills
- Uses report writing skills

Fourth Grade Mathematics

- Master the times-tables (out-of-sequence, mixed tables)
- Solves multi-digit addition and subtraction problems with regrouping
- Solves long multiplication and division problems
- Understand and distinguish prime numbers from composite numbers
- Understand the concepts of fractions (denominator, numerator, proper, and improper fractions, mixed numbers)
- Compare fractions (lowest/least common denominator, greatest common factor, equivalent)
- Understand and distinguish prime numbers from composite numbers
- Apply the four operations with fractions
- Apply various measurement skills
- Solve math word problems

Fourth Grade Local Geography and History

- Able to make simple maps
- Accurately read local and state maps
- Understand the relationship between the land and human lives
- Understand the characteristics and the history of the local area
- Understand the nature of the local area and the various peoples who live there

Fourth Grade Human and Animal Science

- Understand and recognize different types of animals
- Identify the trait that specially developed in each animal
- Understand the relationship between the animals and their habitats
- Individually research an animal through books, discussions, and observations
- Create and present an artistic report
- Create a diorama of the animal and its habitat

Fourth Grade Visual Arts

Form Drawing

- Develop a sense of balance and spatial awareness
- Develop hand-eye coordination
- Visualize a form and draw it onto the paper

Painting

- Understand and create the various moods created by certain combinations of colors
- Understand color perspective
- Demonstrate proper handling of brushes, paints, and water

Fourth Grade Games & Movement

- Engage in games with strategy
- Participate on a team
- Demonstrate spatial awareness through rhythmical work and movement
- Warm-up exercises with emphasis on rhythm and balance
- Various running games that emphasize awareness of front and back space
- Throwing and catching using basketballs and other soft balls.

Fourth Grade Assessment Strategies

- Observation by teacher during the lesson and class discussion
- Writing assignments
- Tests and quizzes
- Worksheets
- Oral assessments
- Presentations in class
- Drama performance
- Group and individual reading
- Individual research project
- Art works in portfolio and Morning Lesson book

** For 2022-23 the fifth and sixth grades are combined into one class. The curriculum will be altered to accommodate the combining.*

Fifth Grade Curriculum Overview

Fifth grade is a year of balance, flexibility and harmony. It is often called the "Golden Age of Childhood" for it is a time when the children experience a special balance with their dawning inner life and a sense of lightness with their outward movement.

One might say that the mood of the fifth graders is one of finding order and grace by actively seeking new ways to improve their habits, their work, and themselves. Fifth graders have a dynamic interest in the world and they need to be inspired in an ennobled way; they thrive on goodness and beauty, seeking truth and striving to imbue their entire world with these virtues.

As a picture, the fifth grader is like a fine musical instrument that is beginning the process of being tuned. This is a slow and deliberate process, requiring rhythmic evaluations and direction, for the children easily stray onto divergent paths. As one string is being tuned, it is necessary to step back, recheck and see if the others are still in tune. Each individual finding balance results in a harmonious whole.

The fifth grade curriculum traces the evolution of human consciousness through the millennia and across the globe, especially with respect to views of life, death and the afterlife. This helps the children to understand progress and change through time and helps them begin to take responsibility for their own learning and development. The common threads of the creation stories and hero tales of the different civilizations, from floods and rainbows, to initiations and quests, to the intervention of the gods in human affairs, become evident. These threads nurture the children's sense of viewing themselves as individuals, yet still as part of the big world.

A crowning moment of fifth grade is participating in the Pentathlon where the children demonstrate their flow of movement in five athletic events of the original Olympic Games. The goal is not only to become athletically able but to demonstrate grace and beauty in all the events as well. The study of Greece follows the children from the world of mythology to history, a transition that reflects a growing interest and awareness of the world around them.

Fifth Grade Language Arts

Writing is the foundation of virtually every subject that the students learn and the stories of the Morning Lesson are used for composition writing. Much of our work is narrative or descriptive,

thus emphasis is given to outlining basic compositional and poetical forms. This year the students review previous grammar work on synonyms, antonyms, homonyms, parts of speech, punctuation and phrases. They are introduced to subject, predicate, syntax, and to active and passive voice. The students practice writing using elements of a good composition such as unified paragraphs, subject-predicate agreement, verb tense agreement, the use of pronouns and identifying run-on sentences. They are encouraged to use the four types of sentences -- statements, questions, exclamations and commands -- in all their compositions. Many of their compositions are copied into their Morning Lesson books. Some compositions include descriptive writing, persuasive, or narrative writing. Some of them are written from the point of view of the main character; others from the students' own point of view. The students are asked to create artistic projects or write book reports on books they choose to read independently from the reading list.

Spelling rules continue to be explored as well as formal work on vocabulary including root words, prefixes and suffixes. Daily recitation of poetry and tongue twisters continue to be important facets of language arts.

The Morning Lesson subjects continue to serve as a springboard for daily exercises in writing and reading and speaking. As students compose their own Morning Lesson texts and write other types of work, attention is focused on introducing variety in sentence structure, moving from simple sentences to compound and complex sentences and using the appropriate punctuation for these sentence forms as well as for the integration of dialogue. The difference between using the active and the passive voice, direct and indirect speech, is highlighted. Dictations serve to reinforce self editing skills; illustrative texts serve to raise awareness around the variety of ways thoughts can be expressed.

Grammar lessons provide students with the background to enhance their own writing through a formal study of sentence forms, expanded work on paragraphing (expository, narrative, descriptive), and identification and review of common problem areas in writing such as homonyms, synonyms, and antonyms.

Reading continues to hold a central place in the Grade 5 language arts curriculum. Fifth graders read for a variety of purposes: to seek information (biographies and nonfiction); to explore a particular author (author studies); to experience a variety of genres (mystery, historical fiction, humor, etc.), and for pleasure. Skills that are highlighted include: making book choices, reading

aloud and silently, responding to literature orally and in writing, and figuring out the meaning of unfamiliar words through context clues or decoding.

In addition to reading books assigned in school, students will be expected to continue reading independently at home throughout the school year. Students may continue to enjoy reading aloud with parents and friends, and simple non-fiction reading may be encouraged. When students read books on their own, they meet with the teacher individually to retell the story, relate personal experiences to the story and discuss characters. Independent book report(s) will be assigned.

Daily singing and recitations are linked to each block study, and include songs and poems from each studied civilization, or subject.

Fifth Grade Mathematics

The fifth-grade curriculum moves from a review of fractions and mixed numbers to the world of decimals. The new material focuses on factoring, decimals, reading and writing decimal numbers, operations with decimal numbers, rounding decimal numbers, converting decimals to fractions and vice versa, further measurement of time, weight, linear measures, converting within the English system of measurement (example: yards to feet) and converting within the metric system (example: kilograms to grams). A variety of word problems using whole numbers, fractions and decimals accompany the math practice lessons. To further strengthen their grasp of the basic arithmetic facts, students work daily with speed drills and mental math.

The students also continue to learn about basic geometrical figures. Considerable work is done with freehand geometry, working with the principles of division, area, and the relationships between number and form. Drawing of varying geometric shapes and divisions helps refine hand eye coordination and spatial awareness. These exercises are a natural extension of our previous work with form drawing that eventually lead to the use of instruments and basic constructions which are fully explored in Grade 6.

Fifth Grade History

History as the telling of humankind's deeds and strivings is also an education of the children's feelings. By learning about the mythologies and cultures of ancient peoples, students begin to understand the foundations of their own culture and way of life. In their study of ancient civilizations in a time-linear manner, the children are able to gain a sense of perspective. By

immersing the children deeply in a feeling way in each civilization, the class teacher is able to lead the children to an intense experience of their own humanness.

Instead of focusing on facts and figures, the study of history requires inner mobility to enter sympathetically into these ancient states of being which are so different from our own. Through learning history the children expand their worldview and gain a wider understanding of themselves and others. History is brought before the children through stories in which intense pictures reveal not only the practical, but also the spiritual and emotional evolution of the world, thus speaking to the children's questions, emotions and perceptions of life.

The study of ancient history encompasses the cultures of ancient India, Persia, Mesopotamia, Egypt and Greece and spans a time period stretching from about 3000 BC to 300 BC. The children encounter this vast subject primarily through the mythologies of the great peoples that they study; as they enter more documented times, they learn more of the architecture, sculptural and poetic achievements of ancient peoples.

Fifth Grade Science: Botany

Botany, the study of plant life and its connection to the living earth, is introduced in its variety, beauty and wonder. The purity of the plant world strengthens the sense of wisdom, beauty and goodness within the children. The students learn about the relationship of the plants to the earth and sun, how they change during the course of the year and how they differ around the world. They also learn that there is wisdom, order and structure in all that surrounds them in the natural world. They study the lower plants such as mosses, lichens, ferns and mushrooms, flowering plants such as the rose and the lily, pollination, metamorphosis, trees, bees and butterflies. Through looking at the plant world the children discover the vast variety of plant life, the conditions needed for growth and how the plants support the world of animals and humans in a variety of ecosystems.

Fifth Grade Geography

This year the children study North American geography with its varied representations of the earth's physical features. They observe the great contrasts between different geographical regions and learn about the human use of resources across the United States, Canada and Mexico. The

children experience the two great ranges of mountains on the continent - the Rockies and the Appalachians; the huge "breadbasket" of the Great Plains; and the flowing direction of the river systems. Because geography is inseparable from history, students also learn about the native peoples, the pilgrims, explorers and pioneers. Students are challenged to learn the names of the 50 states and their capitals and to locate most states on a blank map along with geographical regions and important rivers. Each fifth grader writes a state or regional report independently and presents it orally to their classmates.

Fifth Grade Visual Arts

Woven throughout the year are artistic activities of various sorts: form drawing, painting, drawing, singing, speech and drama. The focus in form drawing this year is primarily freehand geometry, working with the principles of division, and the relationships between number and form. Continued attention is paid to the organization of the form on the page and harmony of the finished drawing. Painting is done once a week and the class as a whole works to develop certain techniques such as color blending, taking away color and layering through veil painting.

Fifth Grade Games and Movement

In Grade 5, there is a focus on the nobility of sport, on the beauty and form of physical movement. This distinctly mirrors the academic curricular emphasis upon ancient Greece, and, in the spring, the fifth graders participate in our pentathlon of Greek Games (javelin, discus, long-jump, wrestling and running), meeting with other Waldorf schools from the Northeast.

Circus Arts provides the fifth grader with the opportunity to practice tumbling skills, juggling and various other balancing activities.

Fifth Grade Student Learning Expectations

Fifth Grade Language Arts

- Write complete thoughts
- Express main themes of a story
- Complete and organize a state report
- Completes a book report

- Retell stories in a Morning Lesson Book
- Write responses to readings
- Write poetry
- Retain spelling words and use them correctly in compositions
- Spell assigned words correctly
- Find a word in a dictionary
- Spell words correctly based on hearing the word sounds or observing the letter sequence and noting its proper placement
- Alphabetize words by second and third letters
- Read silently
- Read aloud fluently and expressively
- Read for research purposes (state report)
- Read a variety of genres (mystery, humor, biography, fiction, non-fiction)
- Use correct punctuation and capitalization
- Edit simple mistakes
- Identify the eight parts of speech
- Correctly use active and passive voice
- Correctly use direct and indirect speech
- Identify prepositional phrases
- Write paragraphs
- Identify subject and predicate; synonyms, antonyms and homonyms; and prepositional phrases
- Identify and complete sentences in various forms - interrogative, declarative, expressive, and narrative
- Memorize verses and songs
- Articulate well with improved expression
- Participate in classroom conversations
- Strengthen the memory of lesson and/or story content
- Develop an understanding of genre such by working in different styles such as narrative, drama and reports supported by evidence
- Read, understand and follow directions
- Develop a variety of higher order reading skills such as understanding metaphor, determining a sequence of events and extracting the main ideas from reading

Fifth Grade Mathematics

- Solve word problems
- Comprehend place value through hundred millions
- Memorize the addition and subtraction facts
- Memorize the multiplication and division tables

- Add and subtract with carrying and borrowing
- Solve long multiplication and division problems
- Improve overall speed and accuracy with math problems
- Read fractions
- Compare fractions
- Know the equivalencies of a simple fraction
- Reduce and expand fractions
- Add and subtract fractions with like and unlike denominators
- Multiplication and division of fractions
- Convert improper fractions to mixed numbers
- Add and subtract mixed numbers
- Multiply and divide mixed numbers
- Understand the concept of decimals
- Add and subtract decimals
- Multiply and divide decimals
- Compare decimal numbers
- Round decimal numbers
- Identify and apply the appropriate measurement units
- Introduce the metric system
- Identify quadrilaterals and draw them freehand
- Identify three-dimensional shapes and draw them freehand
- Identify parts of a circle, angles, etc.
- Draw freehand increasingly complex forms
- Balance the form and space in drawings

Fifth Grade History

- Listen to and demonstrate comprehension of stories that embody aspects of life in the Ancient World
- Enter discussion in order to listen, to express ideas, opinions, and conclusions
- Learn new vocabulary
- Demonstrate comprehension of a variety of concepts such as cause and effect, comparing and contrasting
- Present information in different formats such as written form, graph, diagram, speech and map

- Engage in assigned activities such as craftwork and drama to extend understanding of a civilization
- Demonstrate an appreciation for cultural differences and similarities

Fifth Grade Science - Botany

- Know and recognize the parts of the flowering plant
- Understand the processes of contraction and expansion; the growth of the plant from old seed to new seed; metamorphosis
- Understand the connections between plants, geography and climate
- Recognize plant growth from the equatorial tropics to the Arctic - from a tropical beach at sea level to the top of the mountains
- Know and recognize the plants in the local environment
- Be able to differentiate - Monocotyledons (grasses, grains) and the Dicotyledons (woody stemmed, fruits) as a fundamental polarity in the plant world
- Be familiar with the lore of the flowers, grains and fruits in history
- Comprehend the differences among the lower and higher orders of plants: fungi, algae, ferns, seaweed, and their relationship to the flowering plants
- Recognize coniferous and deciduous trees, both in forests and in settled areas
- Know the types of wood and the uses made of trees
- Understand the issue of the disappearing forests
- Understand the relationship of insects to the plant kingdom, particularly ants, bees and butterflies

Fifth Grade Geography

- Know the geographical features of the North American continent
- Understand how climate, altitude, soil and vegetation influence exploration and settlement
- Recognize polarities in geography: comparison of the Northeast and the Southwest; the Southeast and the Northwest
- Work effectively with maps, both reading and drawing
- Know the names and spellings of all states, provinces and capitals of North America
- Sing songs and recite poems connected to different cultural and economic regions of the United States
- Demonstrate understanding of the diversity of the social and economic life in North America

Fifth Grade Games and Movement

- Demonstrate Greek ideals – beauty and grace, form and function
- Participate in running games, both individual and in teams
- Demonstrate spatial awareness as it relates to use of equipment
- Events of the Greek Pentathlon: javelin, discus, wrestling, long jump, running
- Team games with more complexity, strategy, offense and defense
- Begin or continue Circus Arts: tumbling, juggling, balancing

Fifth Grade Subject Links

- [Music & Chorus](#)
- [Mandarin](#)
- [Latin](#)
- [Handwork](#)
- [Practical Arts](#)
- [Eurythmy](#)
- [Orchestra](#)
- [Educational Support Program](#)

Fifth Grade Assessment Strategies

- Spelling tests and the occasional spelling bee
- Morning Lesson Book
- Dictations
- Quizzes
- Independent writing on the presented material – weekly
- Independent research and projects
- Reading assessments
- Oral presentations
- Freehand map drawing
- Craft projects
- Bookwork
- Free rendering
- Creative writing related to subject
- Retelling a myth, legend or historic event
- Class Participation
- Math Worksheet

- Mental arithmetic
 - Oral math drills
 - Independent bookwork
 - Artwork in portfolio and Morning Lesson books
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Middle School Curriculum

Middle School Changes in Methodology

Upon reaching the 12th year, the child's changing consciousness is met with an increased degree of rigor and an introduction to subjects and concepts that will slowly awaken their thinking. The task of the class teacher is to transition students from a dependence on the class teacher as a guide to an active interest in the subject itself. To support this change student work often includes a higher degree of project-based learning and independent research leading towards the Eighth-Grade Projects or something similar such as copying and an oil painting of a great master. To better meet these needs of the middle schooler a Middle School Model has been implemented at SWS. This model provides for a wider array of social mixing among the students, tracked academic classes, and course work that prepares students for the transition to high school.

Sixth Grade Curriculum Overview

In sixth grade students are on the threshold of a new developmental phase. The children say goodbye to a younger stage of childhood and greet a new paradigm, a decisive moment in their development. They now take initial steps toward regulating the swings of emotion that accompany the approach of adolescence. Structure and form in the sixth-grade curriculum

provide much-needed balance for the students' polarities of feeling, e.g. joy and sorrow, calm and frustration, etc. The order provided in sixth grade addresses the students' newly emerging sense of self as they turn from looking outward into the world to looking inward and becoming more conscious of the two. Students begin the journey of forging their own path in life. This requires a sophisticated discerning capacity which will eventually, from the age of about 14 onwards, yield a strengthened capacity for thinking. At this time, however, the students' evolving capacity for critical thinking is in the initial stages—the dawning intellect can be noted in their insightful answers and ability to truly understand cause and effect.

A sense of lawfulness permeates the sixth-grade curriculum. It is observed in such geometric constructions as the division of a circle. It is also recognized in the patterns of the night sky in astronomy. It is present when studying sound, light, warmth and cold, and magnetism and electricity as conclusions are drawn from observable phenomena in the study of physics. It is observed in the Twelve Tables or laws of the ancient Roman civilization. In addition, it is seen in the upholding of the chivalrous code by the knights of the Medieval Ages.

Sixth Grade History: Ancient Rome and the Medieval Ages

With blocks such as ancient Rome, the lawfulness so necessary at this developmental phase can be readily observed. In this ancient culture, law and order were essential, allowing the Romans to amass land that resulted in a mighty empire. The “letter of the law” was fervently upheld in an effort to maintain order and civility. Picking up from the decline of Rome, a block of study carries on with the evolving feudal system and the knight's code of honor as the students learn about the Middle Ages in Europe. The life of Mohammed and the cultural history of Islam are also explored along with the Crusades. During this period, the saints and monks were the keepers of the “light” as their understanding of a spiritual world shone a way for others to contemplate such a reality. Those images translate to the mental capacities of a sixth grade student: a connection to a previous experience of a spiritual world that has now, apparently shifted to being grounded in their growing connection with an earthly realm. As their world shifts from what was without to what is within, from a concrete operational to a formal operational stage (according to Piaget), they require the adult's awake and perceptive presence, to illuminate a way forward. Parents and teachers help to shine the light on their inner confusion, the chaos of the changes in themselves and their relationship to the world around them.

Sixth Grade Geography

With the backdrop of ancient Rome and the Middle Ages, the children further penetrate the continent of Europe. Major rivers and mountain chains along with other dominant geographical

features of the continent are explored with map drawing as an additional focus of the block. The study of geography or the "earth's writing" is significant as the students incarnate both as physical bodies and as citizens of the world. The solidity of the mountains and the low-lying plains along with the still lakes and flowing rivers are polarities that speak to the sixth graders as their emotional lives include the highs and lows of feelings that continuously ebb and flow.

As a continuation of the continent of North America from fifth grade, an exploration of the areas of Canada, Mexico and Central America may also be covered. If these were already covered in fifth grade, South America may be brought through stories, maps and illustrations.

Sixth Grade Mathematics

Relating to mathematics, the form drawing and freehand geometric drawings done in the earlier grades are the predecessors to a geometry block in Grade 6. During this time, the focus is on the precise construction of geometric forms with the aid of a straightedge, ruler, and compass. This harkens back to the time when this was the exact historical method used by great mathematicians such as Archimedes.

The circle is the basis for many geometric forms. To freely engage in the form creation, the students initially learn the laws of geometric construction, including such fundamental constructions as copying a line segment, bisecting a line segment, and transferring an angle. With that foundation, the students segue to the six, 12, and 24 divisions of a circle, along with other constructions such as nesting hexagons and stellar formations. These constructions truly meet the sixth graders' need for form, rules, and order as well as the necessity for expressing their individuality as noted in the color combinations chosen for each.

From barter to commerce, the value of money and the basic economics of buying and selling are explored during the study of business mathematics. Percentages are introduced. From that foundation, discount prices are calculated along with the commission earned from selling an item, the sales tax charged for a good, and the interest rate assessed on a loan granted for a car or home. In learning how money came into existence, the students explore how the value and worth of an item or service translates to the value of a person as well as a community. These value/worth/compensation points are important connections for the students to make during this time of transition to the threshold of adolescence and the shifting of attention to peer approval and the impact that can have on self-acceptance, etc.

Sixth Grade Science: Astronomy, Physics, Mineralogy

Now the students, who as twelve-year olds are standing firmly on the earth, are ready to begin a study of the heavens. The sixth graders become aware of the rhythmic movements of the sun, moon, and stars. As each student becomes more conscious of both the time and the place of their surroundings and era, attention is drawn to the heavens to track patterns and movement that echo both time and space on such broad scales. Such patterns are reassuring to the students during this time of physical and emotional growth and change. The relationship between the realm of the skies and the season of the year is also noted by the sixth graders in seasonal festivals. Sixth graders are now learning to observe and translate their observations. To enhance their study of celestial geography, the students track the night sky for a period of weeks. This homework assignment can be a pivotal one as the observations feed discussion of the students' conclusions about the movement of the stars at the equator and the Poles. It is so important for sixth graders to observe and, out of their own experience and discernment of the phenomena, note what is actually happening from a particular latitude and longitude. The gift of observing, thinking through those observations, and arriving at particular truths based on accurately reflecting upon the phenomena serve the student on his or her life's journey.

Physics studies begin in Grade 6 and continue through High School. The students observe physical phenomena relating to acoustics, light, warmth and cold, magnetism and electricity, and are asked to draw conclusions. Studying physics in this way helps the students to deepen their interest in the world around them and come to better understand the phenomena that exist in our world. Observing and then drawing conclusions based on those observations are important steps in developing the intellect. This growing objectivity is also an important skill in the social realm. With the study of astronomy and mineralogy or geology, the resulting polarities reflect the developing sixth grader. The mineralogy block can commence with a study of the various kinds of rocks and formative forces. The students can then segue to an introduction of mountains (fault, fold, and volcanic).

Sixth Grade Visual Arts

The use of color extends beyond Morning Lesson book drawings. Details are emphasized and proportions are cultivated to enhance the form and color blending done using an assortment of colored pencils. Color and its blending is emphasized in weekly painting lessons. Students find the form in the blending of colors and pull out essential details using techniques cultivated in Grades 1- 5. The curriculum provides many landscapes and character scenes as subjects.

Students continue with wet-on-wet watercolor paintings and extend to a new technique of wet on dry. Working with further intensity of color using gouache watercolors enhance the students feeling of being further removed from an ethereal realm of light, and more present to the direct expression of color and form. Black and white shaded pencil drawings and working with charcoal also give the student an experience of the dualities of light and darkness but also subtle shadings between what is and what is not.

Sixth Grade Games & Movement

The sixth grade students have taken command of their physical bodies and can move in a harmonious and integrated way. There is an emphasis on the skill, precision, strength, endurance, speed, style, perception and grace with which games and activities are performed. In comparison to previous years, more advanced strategizing, team work, critical thinking including the practice of making equal teams based on individual abilities. Whether part of a team or as an individual, competition and winning now play a bigger role and this allows the will of the individuals to emerge in an effort to claim a victory; the students are developing a strong sense of justice and fairness and expect the rules of the game to be followed. The introduction of medieval games and archery can be included if the physical space allows for these to be performed safely. Sixth grade circus skills become more cooperative, with students beginning to work together on equipment and using their skills collaboratively. Use of taller stilts and unicycles can begin at this age for some.

Sixth Grade Computer Skills

The sixth grade students will be introduced to basic keyboarding skills. The students will also begin the Cyber Civics program.

Sixth Grade Subject Links

- [Music & Chorus](#)
- [Mandarin](#)
- [Latin](#)
- [Handwork](#)
- [Practical Arts](#)
- [Eurythmy](#)
- [Orchestra](#)
- [Educational Support Program](#)

Sixth Grade Student Learning Expectations

Sixth Grade Language Arts

- Create a story by expressing main themes and sequencing the story ideas with the appropriate transitions
- Enhance the details of the story while maintaining the essence
- Vary the sentence structure (declarative, interrogative, exclamatory, and imperative)
- Understand punctuation and capitalization
- Edit work independently
- Continue to work with the narrative style of writing and receive an introduction to the expository style
- Self-generate written work
- Enhance auditory skills through writing dictations
- Read aloud fluently and with expression
- Comprehend what is read
- Spell words correctly based on hearing the word sounds or observing the letter sequence and noting its proper placement
- Retain word meaning and spelling in subsequent compositions
- Use a dictionary to aid in the spelling process
- Understand the nine parts of speech along with the review of various grammar concepts such as active and passive voice, indirect and direct object, and direct and indirect speech (Other concepts introduced include perfect tenses and the subjunctive mood.)
- Speak and recite with proper articulation and expressiveness
- Root words, prefixes, suffixes and word origins (especially Latin roots)

Sixth Grade Mathematics

- Learn, retain and utilize math facts in mental or written math
- Correctly use fundamental math operations of addition, subtraction, multiplication, and addition
- Understand and apply the order of operations
- Work with and solve word problems
- Understand whole numbers and decimal conversions

- Apply the four operations with fractions and decimals
- Apply percentages and conversion to fractions or decimals
- Understand and apply factors and factorization
- Understand and apply geometrical instruments, basic geometric constructions and geometrical terms
- Construct various geometrical forms
- Understand graphs (bar, line, and pie)
- Ratio
- Proportion
- Find the interest, principal and rate (the use of formulas)
- Solve problems involving discount, simple interest, commission
- Perimeter and area of two dimensional regular shapes (the use of formulas)
- Missing numbers in simple operations

Sixth Grade History

- Understand chronological sequence of events and how one event impacts a subsequent one
- Recognize the gifts each civilization has to offer the next and what can be learned in terms of what can be preserved and what can be transformed
- Continue to work with map making, utilizing accurate spatial organization and orientation
- Correctly read maps

Sixth Grade Geography

- Understand the relationship of the land to resulting human activity
- Master map making, utilizing accurate spatial organization and orientation
- Correctly read maps
- Demonstrate understanding of the relationships among geographical areas, the people who live there and the culture that has evolved

Sixth Grade Science: Astronomy, Physics, Mineralogy

- Accurately observe phenomena and discern what is revealed, drawing plausible conclusions. Particular phenomena involve acoustics, light, temperature, magnetism and electricity

- Effectively use expository writing to accurately record experiments, noting materials used, procedure followed, observations made, and conclusions drawn
- Accurately track patterns and movements in the night sky and apply facts and one's own observations to understand the patterns and movement of the stars at the equator or the Poles
- Understand of the solidity of the earth and the various kinds of rocks and the formative forces acting on each

Sixth Grade Visual Arts: Drawing and Painting

- Accurately draw forms and maintain proportion on the page and with other elements on the page
- Blend color; utilize bold and light to enhance the forms; maintain forms that result
- Paint using a wet-on-wet or wet on dry method of painting
- Recognize the gesture of each color and the interplay of form, mood, etc. that results
- Demonstrate proper care of all materials

Sixth Grade Games and Movement

- Dynamic movement that requires vigor, stamina and endurance
- Strong group or team dynamics involving working together toward a goal
- Development of individual skills needed to support one's part on a team or group
- Focus on positions and roles within a game
- Field and team games – capture the flag, sardines, Frisbee, etc
- Team sports such as basketball, floor hockey, ultimate Frisbee, etc
- Observation of work in social and team dynamics

Sixth Grade Assessment Strategies

- Observation by teacher during the Morning Lesson, class discussion, and language arts and math
- practice classes
- Writing assignments
- Tests and quizzes
- Drama performance
- Class speech work
- Dictations
- Research project and presentation

- Independent reading
 - Written math assignments and practice work
 - Formation of a business: practical application of economics and business math themes
 - Written and artistic expression in Morning Lesson pages
 - Map work
 - Art works in portfolio, projects, and Morning Lesson
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Seventh Grade Curriculum Overview

Seventh grade is a year of exploration, awakening and discovery. The students of this age are experiencing a profound developmental stage that finds them stepping on the bridge from late childhood to young adulthood. They are rising into their self-hood finding a new relationship to their world and themselves. The student is maturing, yet not fully engaged with that maturity. Seventh graders often feel strongly that they are no longer children, but neither are they fully capable of holding onto their new elusive maturity. Seventh graders can feel emotionally adrift at times, and usually turn to each other for guidance and support, while the teacher can become somewhat of an afterthought, but it is the curriculum that will meet them best.

In Grade 7 the student's vibrant feeling life is deeply met with a rich panoramic curriculum that feeds that desire to learn. The student's doubt and resistance towards authority is reflected in the history/language arts lessons that encompass the Renaissance to the Reformation. In the Perspective Drawing block the students discover a way to bring math and art together in a beautiful way. The joy of discovery is linked to history with the study of inspiring biographies such as those of Joan of Arc, Eleanor of Aquitaine and Renaissance artists and scientists. Students are inspired to improve, gain confidence, and reach into the unknown like the people from the Exploration and Conquest Age whose drive and determination can seem familiar to a seventh grader. Such vivid history grabs their attention and facilitates their study of geography. It also addresses the consequences of when cultures clash. The seventh grader often studies European, South American and African geography through the adventurous Exploration and Conquest Age.

While their feeling-life is met through history and biographies, the physical-nature is met working in the sciences. The introduction of chemistry and lessons on understanding fire and cycles of chemistry helps the students understand their own inner fire and changing selves. The science curriculum of physics is also expanded from the previous year. With hands-on study of levers and simple machines the student is connected to the physical world and anchors the concepts of observation, cause and effect. The exploration aspect also turns inward as the students learn about their own physical nature through the study of human physiology, specifically the systems and cycles of the body.

As math skills are further developed, the students' confidence and attitude towards learning are strengthened. This is also the case for language arts, where the students strengthen language skills in the creative writing block while still keeping that feeling- life involved. The pedagogical aspects of the "Wish, Wonder, and Surprise" creative writing block bring consciousness to complex concepts like materialism, continuity of thinking, and can include aspects of social challenges. Throughout this journey of discovery there is an attempt to raise the drive and thinking of the students to reach further in all aspects of what they do and how they act.

Seventh Grade Language Arts

Writing is the foundation of virtually every subject that the students study. Work with language arts is woven into all aspects of the Morning Lesson content and bookwork. In Grade 7 the students take their writing skill to the next logical level expanding on past years' lessons. Advanced focus on proofreading and simple editing are manifested through their work on drafts. Further advancement is made through their writing using elements of idea, style, structure and clarity. Students develop a new appreciation for "good writing" and an interest in the editing process as their capacity to discern stylistic features and mechanical errors grows and as they learn to make corrections and adjustments. Seventh grade lessons in language arts include analyzing compositions. At the teacher's direction dictation and workbook exercises might be utilized along with spelling lists. Grade 7 literature studies include books assigned by the teacher. During class discussion time on literature, students are often asked to reflect on what has been discovered and learned. The focus of these studies is to help the student learn to summarize important sections, explain relevance of certain passages, identify specific literary devices an author uses to involve readers, identify author's purpose and point of view, formulate and defend opinions about what they have read, as well as to make connections between their own lives and the characters, events, and circumstances represented in various works. The continuation of these conversations also enhances their speech work.

Seventh Grade Mathematics

The Grade 7 curriculum moves from the final review of all math concepts introduced so far to having students explore geometry more deeply. Mathematical drawing continues and proofs for geometric forms are taught. As the students have entered a more abstract way of thinking and looking at the world they are also introduced to pre-algebra. New concepts include: expanded work with percents; perimeter and area; introduction to powers and roots; bases; signed numbers; basic algebra concepts; and the introduction of probability and statistics.

Seventh Grade History

In Grade 7 the students experience the lessons that continue the timeline from the Late European Middle Ages and into the Renaissance. The students learn about the culture, living conditions, the political class systems of those times, and consider the events of that era that took place in the light of civilization as we know it today. The Exploration and Conquest Age is the core of the history lessons and various explorers and expeditions are chosen by the teacher. The Renaissance is covered in these lessons, which is explored through art, people, science and historic events that lead up to and possibly include the Reformation.

Seventh Grade Science: Physics, Physiology, Chemistry

Physics: In Grade 7 the comparative observation based approach takes on a new direction, towards the technical applications in life through the study of mechanics. Students work with simple mechanical theories involving the use of levers, pulleys, inclined planes, the wheel and axle, wedges, and screws.

Physiology: The Physiology block allows students to see how the human body works through lessons on the systems of the body. Reproductive, respiratory, circulatory, nerve/sense, digestive and metabolic systems are the focus.

Chemistry: In Grade 7 we begin the rudimentary study of chemistry, based on experiments and observations of life and matter. Students are introduced to the four elements (water, fire, air and earth) as related to the early exploration of these subjects in history; combustion and its properties; phosphorus, sulfur and carbon; acids and bases, salts and finally limestone and the lime cycle. Water is looked at in more depth, which includes the processes of evaporation condensation, expansion/contraction, and circulation.

Seventh Grade Geography

Seventh graders study the two hemispheres, latitudes, longitudes, biomes and physical geography of each region. Studies focus in depth on the continents of South America and Africa, exploring physical and cultural geography, native civilizations, and the impact of European exploration and conquest on each continent.

Seventh Grade Visual Arts

Woven throughout the year are artistic activities of various sorts: painting, drawing, singing, speech and drama. Continued attention is paid to the organization of art along with studies of style and form from the Renaissance artists. Art lessons are part of the Morning Lesson, but can also be included as an independent lesson. The class as a whole works to develop certain techniques that often include charcoal drawing, sketching, use of color blending, taking away color and layering through veil painting. The students continue to illustrate their Morning Lesson pages with less copying and more original work or, for some, looking at books for ideas of what to draw. The children continue to learn techniques of working with pencils and chalk pastels. Accurate expression of exact observation rather than dissection is the goal of our activities in all disciplines from drawing and painting to descriptive writing and diagramming

Seventh Grade Games and Movement

In Grades 7 and 8 more conventional sports are introduced into games and movement curriculum. Now the children have a real respect for rules and understand how a team works together. At the same time, they are developing their own self-discipline and competitive nature. In these years, students also begin to consciously work toward developing a balance in their lives by incorporating a healthy level of fitness. Development of skill in the Circus block expands to performance.

Seventh Grade Computer Skills

In seventh grade students continue the Cyber Civics program. Introductions to word processing and slide show projects are integrated into the block lessons. Basic keyboarding skills are continued.

Seventh Grade Subject Links

- [Music & Chorus](#)
- [Mandarin](#)
- [Latin](#)
- [Handwork](#)
- [Practical Arts](#)
- [Eurythmy](#)
- [Orchestra](#)
- [Educational Support Program](#)

Seventh Grade Student Learning Expectations

Seventh Grade Language Arts

- Know all rules related to capitalization and punctuation
- Learn to identify common structural errors in sentence writing
- Be able to differentiate mood (indicative, imperative, subjunctive) voice passive, active
- Identify figures of speech
- Routinely take effective notes in class
- Be able to write different styles in short stories, three-paragraph essays, journals, etc.
- Identify all major verb tenses: Present, Present Continuous, Simple Past, Present Perfect, Past Perfect, Past Continuous, Future
- Differentiate Mood (indicative, imperative, subjunctive); Voice (Active, Passive)
- Become familiar with various forms of writing, continued practice with Morning Lesson retellings; descriptive pieces; reading responses; journaling; poetry; short stories; autobiographical narratives; persuasive arguments; editorials
- Learn to study poetry: analysis of poetic forms, devices, meaning
- Identify figures of speech (metaphors, similes, hyperbole, personification)
- Identify literary themes
- Be able to discuss character and plot development, author's style and purpose, literary techniques; Be able to read for detail
- Carefully maintain homework notebook based on individual student's need
- Submit assignments in the form requested
- Able to pace and plan steps for long-term assignments

- Be accountable with regard to assignment deadlines
- Perform basic word processing

Seventh Grade Mathematics

- Use percentage to name values
- Use ratio to compare quantities
- Use prime factorization to find GCD and LCD
- Identify patterns and relationships using graphs and tables
- Expand use of graphs to describe statistics
- Multiply, add, subtract and divide negative numbers
- Express numbers using negative component
- Estimate sums and products involving percent
- Evaluate algebraic expression
- Solve simple algebraic equations
- Find perimeter and area of polygons, rectangles, squares and triangles
- Find area of circles
- Apply Pythagorean Theorem
- Use radical form to express square roots of whole numbers
- Evaluate probabilities of events and find all combinations of arrangements involving certain number of variables
- Express numbers using negative exponents
- Find what percent one number is of another
- Find a number when just a percent is given
- Write numbers in standard form and scientific notation
- Compute large numbers using scientific notation
- Use proportion to describe relationships and solve equations
- Estimate sums and products involving percents
- Multiply and divide using exponents
- Use both English Standard and Metric System
- Use formula to convert between English and metric measures
- Recognize and apply properties of symmetry; similar and congruent figures

Seventh Grade Science

- Understand mechanics/simple machines introduced and how to apply them in life

- Demonstrate ability to construct a mechanical device based on the knowledge acquired from Morning Lesson
- Master the characteristics and functions of the reproductive, digestive, respiratory, circulatory, nervous and metabolic system and be able to identify them in the human body
- Know the function of the major organs
- Know the importance of what it means to be human
- Know the lime cycle and all its components
- Recognize the components involved in and the products of combustion
- Know the scientific language of chemistry
- Know the rules of the experiments, what to never do, how to prevent a dangerous situation

Seventh Grade History

- Understand the following periods of history: the Exploration and Conquest Age; the Renaissance and its art

Seventh Grade World Geography: South America and/or Africa

- Demonstrate ability to draw and interpret maps
- Correctly identify topographical features
- Correctly identify capitals, countries, rivers, mountains, lakes, cultures, languages as assigned
- Know the natural resources of the countries studied and understand their importance
- Understand the economics and politics of countries studied

Seventh Grade Assessment

- Morning Lesson books
- Papers
- Tests, quizzes, pop quizzes
- Worksheets
- Independent projects
- Research presentations
- Student demonstrations
- Illustrations

- Book work
 - Individual work with student
 - Class group activities related to the lesson
 - Observation by teacher during the lesson, class discussion and hands-on activities
-

Eighth Grade Curriculum Overview

Grade 8 may be summed up as a year of polarities. Virtually everything studied is approached from at least two perspectives, which leads the students to see for themselves that there may be two answers for any one problem, two sides to any one issue and that shades of gray exist throughout history. In algebra, students learn that even a math problem may have two completely different and perfectly correct answers. This emphasis on duality arises as the curriculum tries to meet, nourish, and balance the powerful polarizing forces in the 8th grader, such as sympathy and antipathy, joy and sorrow, love and hate, good and evil, contraction and relaxation, etc. Whether lessons are exploring the complexities of history from Reformation to Revolution, or spiraling in from infinite to the tiniest point in Geometry, plumbing the mysteries of how opposites attract in magnetism, or what positive and negative means in electricity, the theme of polarities and balance will be of central importance.

As a picture, the eighth grader is at the precipice of the unknown. The future is hurtling towards them and they are grasping with being ready to meet it and find their own path ahead. As such, students of this age are often drawn together with the strength similar to powerful magnets and yet are also trying hard to be recognized as individuals, which include specific talent and challenges. This is often the year of reckoning as skills and understanding of all elementary concepts are solidified through the extensive curriculum and lessons of the eighth grade.

Eighth Grade Language Arts

Working with vocabulary, speech, and literature continues as in Grade 7. In literature, the students read Shakespeare and often perform a Shakespeare play. Focus is placed on deepening of reading comprehension; increasing vocabulary through reading; extensive work with a thesaurus and dictionary. Poetry and literature that are language and history-rich are read. Teachers can utilize a wide variety of poetry, reading assignments and writing lessons, to assist in their lessons. Students usually study the historical documents that changed the course of

humankind. These might include the Rights of Man or the Declaration of Independence. In writing, the focus is towards the composition of a five-paragraph expository essay, which develops a thesis statement clearly formulated in the introductory paragraph. Students learn to choose a focus, write a thesis statement, transition into succeeding paragraphs, and formulate a strong conclusion. Different types of essay forms are also explored. Also addressed are increased polishing of narrative writing; writing with detail and precision; control and grace of expression; summarizing; persuasive writing; figures of speech, and introduction to basic poetic forms and style. Students this year have their first experience with more in-depth research work and report writing with “personal entries” or “independent studies” within each Morning Lesson block. How this is done is left to the discretion of the teacher. It is often a subject of personal interest to the student, but which has not been covered in a presentation by the teacher, which helps them relate to the block lesson. During the block on meteorology, for example, students may choose to research and compose a personal entry on El Nino, hurricanes, or the ozone layer. While these independent entries are not usually long, the student uses two or more reference sources and provides a bibliography. In grammar, students undergo a general and continuous review of all previous work, including parts of speech; elements of punctuation; phrases and clauses, verb and pronoun agreement; passive and active voice; and figures of speech (metaphor, simile, image, symbol, personification.)

Eighth Grade Mathematics

At this age, powers of judgment are awakened and the focus is on Algebra. Lessons are taught in a dedicated class and focus on all algebraic calculations. With extensive practice as part of the program, students gain experience in formulating mathematical expressions and a feel for correct procedure. The teacher leads them little by little to more difficult problems in which they learn to deal with powers, roots, brackets and fractions in connection with negative numbers. Depending on the skill level, students are also introduced to working with polynomials, graphing, and challenging logic and word problems.

Eighth Grade American History: 1700 to Present

Grade 8 delves into the perception that all humans should be equal under the law and in their culture. Lessons are given following the parallel historic streams found in North America, which focus on the ideas of universal human rights, the struggles for independence and the formation of the United States of America. The students are introduced to the Industrial Revolution, the complete change of living conditions in the industrialized countries, and the resulting social questions which have not been solved to the present day. Historic themes and polarities are often

covered through the study of each age. Everything from the American Civil War, development of modern America, and the subsequent world wars, and modern day conflicts are studied this year.

Eighth Grade Science: Physics, Organic Chemistry, Physiology

Physics: In Grade 8 the physics lessons expand upon all previous physics work with the addition of lessons on fluid mechanics, hydraulics, vacuums, pressure, meteorology, electromagnetism, the internal combustion engine, and the electric motor.

Organic Chemistry: The simple concepts of chemistry that were introduced in Grade 7 are developed further and the students learn about the foundations of nutrition through the lessons on carbohydrates, starches, sugars, and fats. Industrial processes are also connected with chemistry. The students conduct as many experiments as possible focusing on laboratory skills, safety, and quantitative observations.

Physiology: In Grade 8 the mechanics and remaining dynamics of the human body are studied, along with consideration of how the laws of physics affect the human being. Students learn about the mechanics of bones and muscles; the Golden Mean as a ratio in the human body; the inner construction and mechanism of the eye (if not done in seventh); the inner construction of the ear and larynx; and the fundamentals of procreation (if not done in seventh).

Eighth Grade World Geography: Asia, Australia, Oceania, and Antarctica

Geography can serve to bring unity into the other lessons, especially history. Special attention is given to all remaining geographical content not covered so far. Special cultural achievements of individual nations are studied. Geography also includes the study of the oceans, weather and the globally connecting study of climatology and how it currently is affecting each continent.

Eighth Grade Visual Arts: Drawing, Watercolor Painting

Students draw objects that are spatially graphic, and use contour, perspective and shadows. They copy a complete drawing of a master. Students expand their techniques in watercolor painting and all other areas of visual arts.

Eighth Grade Games & Movement

In eighth grade the emphasis in group games and sports is on the development of self-discipline and competition in a healthy way. In this age students are encouraged to develop a balanced

approach to movement and participation which will support a healthy level of fitness through their lives.

Eighth Grade Computer Skills

By eighth grade students are submitting projects online, completing written assignments using word processing, and creating slide presentations for block research projects. The students are also wrapping up the final lessons from the Cyber Civics program.

Eighth Grade Project

The eighth-grade projects are a long time Susquehanna Waldorf School tradition. Although there is a lot of interest and enthusiasm in the eighth grade topics, there is also a lot of work that goes into choosing a topic and completing this project. Each eighth grader chooses a topic of special interest and upon approval by their class teacher, they pursue an in depth study of this topic. The following are some of the components of the eighth-grade projects.

- A mentor relationship
- A research paper
- A presentation display
- A physical project
- A speech delivered to their classmates and school community

Eighth Grade Subject Links

- [Music & Chorus](#)
- [Mandarin](#)
- [Latin](#)
- [Handwork](#)
- [Practical Arts](#)
- [Eurythmy](#)
- [Orchestra](#)
- [Educational Support Program](#)

Eighth Grade Student Learning Expectations

Eighth Grade Language Arts

- Learn assigned vocabulary
- Demonstrate reading comprehension at grade level
- Master the use of the thesaurus and dictionary
- Understand roots and prefixes
- Effectively organize sentences and paragraphs
- Demonstrate ability to write with detail and precision
- Demonstrate increasing control and grace of expression in writing
- Demonstrate increased ability to summarize
- Understand basic poetic forms and poetics
- Understand and distinguish among figures of speech: image, simile, metaphor, personification
- Know parts of speech
- Know elements of punctuation
- Recognize and properly utilize phrases and clauses
- Properly express verb and pronoun agreement
- Understand and correctly use the passive and active voices
- Recite poems with accuracy and expression
- Prepare and deliver oral presentations
- Participate in a Class Play according to expectations

Eighth Grade Mathematics

Ratios, Proportion and Percentages

- Demonstrate proficiency in solving a range of percentage problems
- Use proportions to describe relationships and solve equations
- Determine unit rates using ratios
- Use proportions to solve problems involving percents
- Solve problems involving percent of increase or decrease
- Solve problems involving discount, simple and compound interest, commission

Integers

- Demonstrate proficiency in operations with signed numbers
- Differentiate among whole numbers, integers, rational and irrational numbers
- Order and compare integers and rational numbers
- Solve problems with integers and rational numbers using the four operations

Geometry

- Create Platonic Solid models
- Demonstrate proficiency in measurement of area of a variety of shapes
- Demonstrate proficiency in measurement of surface area and volume of a variety of shapes including prisms, cylinders, spheres and pyramids
- Find the missing sides and angles in triangles using sine, cosine and tangent ratios
- Identify the relationship of vertical, adjacent and complementary angles

Number system

- Write numbers in standard form and scientific notation
- Find products and quotients of numbers expressed in scientific notation
- Use order of operations to simplify and evaluate numerical and algebra expressions

Polynomials

- Identify and classify polynomials
- Find the degree of polynomials
- Add and subtract polynomials
- Solve problems involving monomials
- Factor monomials
- Multiply a polynomial by a monomial
- Simplify expressions involving polynomials
- Factor polynomials
- Solve polynomial equations

Functions

- Recognize that functions can be represented in words, ordered pairs, input-output tables, mapping diagrams, equations
- Define and contract relations and functions
- Determine if a relation is a function using the vertical line test
- Write functions using function notation
- Graph functions
- Use functions to solve real-life problems

Expressions and Equations

- Use distributive, commutative and associative properties to simplify expressions
- Use properties of equality and formulas to solve equations
- Translate word phrases into algebraic expressions and word sentences into equations
- Solve open sentences
- Solve equations using inverse operations
- Solve linear equations
- Solve problems that have negative exponents in expressions

- Solve equations that contain more than one operation
- Simplify expressions

Linear Functions

- Graph linear equations in standard form using intercepts
- Determine rate of change and slope
- Use the slope-intercept form of a linear equations
- Transform graphs of linear functions
- Use linear functions to solve real-life problems

Probability and Statistics

- Display and interpret data in stem and leaf plots
- Use measures of variations to compare data
- Use tree diagrams to count outcomes
- Find the odds of a simple event
- Find the probability of independent and dependent events
- Explore and use permutations and combinations
- Use measures of variation to compare data

Inequalities

- Write and graph inequalities in one variable
- Solve inequalities in one variable
- Solve two step and multi-step inequalities
- Graph linear inequalities

Eighth Grade World Geography: Asia or Africa

- Demonstrate ability to draw and interpret maps
- Correctly identify topographical features
- Correctly identify capitals, countries, rivers, mountains, lakes, cultures, languages as assigned
- Know the natural resources of the countries studied and understand their importance
- Understand the economics and politics of countries studied

Eighth Grade Science

- Understand the expansion of different kinds of bodies through warmth
- Understand the workings of hydraulic press and pumps
- Understand high and low in meteorology
- Understand the workings of the electric bell and the telegraph
- Understand the workings of relay switches technology
- Build an electric motor

- Understand the properties and role of starch
- Understand the properties and role of sugar
- Understand the properties and role of fats and oils
- Understand the properties and role of cellulose
- Understand the properties and role of protein
- Demonstrate ability to build an alcohol burner
- Understand the mechanics of bones and muscles
- Understand the Golden Mean as a ratio in the human body
- Understand the inner construction and mechanism of the eye
- Understand the inner construction of the ear and larynx

Eighth Grade History

- Understand the following periods of history:
The French Revolution, the Industrial Revolution, American Revolution, American Civil War and World Wars I and II, Declaration of Human Rights, Civil Rights, Modern Activism
- Demonstrate widening perspective on events through knowledge of history
- Demonstrate understanding of how human consciousness develops through history
- Demonstrate developing social and cultural awareness

Eighth Grade Visual Arts

- Draw objects that are spatially graphic
- Demonstrate techniques of using contour, perspective and shadows
- Successfully copy a complete drawing of a master (if not done in seventh)
- Demonstrate mastery of the basic techniques of veil painting

Eighth Grade Assessment Strategies

- Observation by teacher during the lesson, class discussion and hands-on activities
- Book work
- Editorial and essay writing, journals
- Performance in drama
- Math worksheets
- Class work – math word problems

- Homework
- Morning Lesson books
- Interpretation of maps
- Identification of topographical, etc. particulars
- Tests & quizzes
- Projects
- Oral and written reports on the experiments
- Observation by teacher during experiments
- Observation by teacher of execution of artwork
- Art works in portfolio and Morning Lesson books
- Written narratives on class presentation
- Creative writing based on historical facts
- Timelines with major events
- Researching and writing biographies

Special Subjects Curriculum

The Special Subjects Curriculum Guide provides an overview and a list of student learning expectations for each special subject class. Each year the special subject teacher will review the Special Subject Curriculum Guide for their specific topic/speciality. The teacher will ensure that all topics and skills are worked into their yearly schedule and lesson planning. If a teacher needs to make a change in the curriculum a request must be submitted to a Pedagogical Chair before the start of the school year. The Pedagogical Chair, with input from appropriate departments and the Leadership Council, will oversee all teacher requests related to curriculum changes.

Mandarin

Grades 1-8

The Waldorf education approach to teaching foreign language is based on the idea that the primary purpose of foreign language acquisition is to develop the ability to communicate. Central to the Waldorf foreign language approach is the recognition that in the early grades, the imitative and memory capacities of children are still strong and spontaneous. According to the language expert Benjamin Davies, Mandarin Chinese is the hardest language for English speakers to learn. Interestingly, Mandarin Chinese is also the most widely spoken native language in the world. Here at the Susquehanna Waldorf School, children are blessed to have the opportunity to start learning Mandarin in the first grade. Their Mandarin Chinese journey will continue until they graduate in eighth grade. Students take Mandarin Chinese for two periods per week. Grade 1 may start with only one period per week depending on the main teacher's preference.

Methodology

Grades 1-3

The children are exposed to Mandarin Chinese at this early age mainly to make use of the great imitative forces still working in them, which help them absorb the qualities, values, and accurate pronunciation of the language. An enhanced feeling for language, including their mother tongue, is one result of early exposure to the learning of foreign languages.

From Grades 1 to 3, the experience of the Mandarin Chinese language is completely oral. Mandarin Chinese has four basic tones and one neutral tone. The tonal nature of the language makes speaking it very hard for English speakers. During the first three years of learning the target language, the main focuses are on the auditory inputs. All learning occurs within an oral context through songs, poems, games, activities that involve rhythm, and situational dialogues. Young children possess flexible tongues and strong imitative skills. The children feel, act, and live the language, connecting with every aspect in an unconscious, playful, and lively way. Through these activities, they not only learn vocabulary and language concepts, they also have the opportunity and advantage to lay a strong foundation for the correct tones from the very

beginning. In the Waldorf classroom, repetition is imperative to successful absorption of the language.

Grades 4-5

This is a time of transition towards our Middle School program. Simple writing and reading are now added to the oral learning of the language. Mandarin Chinese is challenging for a number of reasons. Besides the tones, the writing system is also extremely difficult for English speakers (and anyone else) accustomed to the Latin alphabet because the Chinese written language is not phonetic but rather pictographic. In addition to the usual challenges that come with learning any language from scratch, students studying Mandarin must also memorize thousands of characters unlike anything seen in Latin-based languages. For this reason, starting from the fourth year, children at SWS begin to learn to write the basic Chinese characters. Along with writing the characters, children will also learn Pinyin. In the 1950s, Pinyin was developed to help improve literacy rates in the newly founded People's Republic of China. Pinyin is a system for romanizing (writing using the Roman/Latin alphabet) the sounds of the Mandarin Chinese language. Knowing Pinyin well will certainly bridge the sound of the familiar material established in Grades 1 to 3 with the characters that represent the sounds, therefore enhancing the recognition of the characters and the reading comprehension by the end of fifth grade.

Grades 6-8

During the Middle School years, the intellectual capacities are unfolding in the child. Foreign language slowly becomes a skills class that requires consistency, practice, and analytical thinking for success. During these years, besides character writing, the students learn how to consciously apply rules of grammar, syntax, and daily oral expression. Integrated Chinese book level 1, lessons 1-4 will be taught. In their Mandarin book, students will create their own personal lists of vocabulary words and dialogues based on the Integrated Chinese book. In this book, they will also include the cultural material covered in class. The students memorize ballads, hear and read dramatic stories, recite ancient poems, sing songs from specific regions of China, and learn about traditions and customs. These feed the children's active interest in the other cultures.

Student Learning Expectations

Grade 1

- Twenty plus children's songs and a classic ancient Chinese poem
- A few Chinese children's games including the Mandarin version of Rock, Paper (Cloth in Mandarin), Scissors and Bamboo Dragonfly
- Basic conversations including "hello", "thank you", and "goodbye"
- Basic command words such as "line up", "hold hands", "please stand up", "please sit down", "fast", "slow", and many more
- Other words including the numbers 1 to at least 10, basic colors, animals, body parts, action words, and family members
- Celebration of major Chinese holidays including Mid-Autumn (Moon) Festival, and Chinese New Year

Assessment

- Class participation

Grade 2

- More Chinese children's songs and rhymes
- Another classic ancient Chinese poem
- A few more Chinese children's games including "一二三木頭人" (pronounced yi er san mu tou ren and literally translated into English as 123 wooden people) and the Chinese version of Simon Says (Tseng Lao Shi Shuo)
- Basic conversations including asking the questions "May I drink water?" and "May I go to the bathroom?"
- The introduction of the Mandarin Chinese sound system called Zhuyin (also called ㄅ ㄆ ㄇ ㄉ pronounced bo-po-mo-fo) through the ㄅ ㄆ ㄇ ㄉ song and the awareness of the four basic tones and one neutral tone
- Vocabulary including fruits, higher numbers, more colors, more animals, more body parts, more action words, and family members
- Celebration of major Chinese holidays including Mid-Autumn (Moon) Festival and Chinese New Year.

Assessment

- Class participation

Grade 3

- Introduction to basic Chinese characters such as moon 月 (yue), sun 日 (ri), mountain 山 (shan)
- More Chinese children's songs and another classic ancient Chinese poem
- More Chinese children's games including Tuo Luo (Chinese Gyro/Top)
- Discovery of the self, such as age, favorite color, favorite animal, and favorite fruit
- 21 consonants and 16 vowels in Zhuyin (the traditional Mandarin Chinese sound system also known as ㄅ ㄆ ㄇ ㄉ pronounced bo-po-mo-fo)
- Tone Yoga
- Vocabulary including what was taught in Grades 1 and 2, plus vegetables, nature, classroom expressions, and telling time (children will make a chinese clock)
- Celebration of major Chinese holidays including Mid-Autumn (Moon) Festival and Chinese New Year

Assessment

- Class participation

Grade 4

- Basic Chinese character writing such as moon 月 (yue), sun 日 (ri), mountain 山 (shan)
- More Chinese children's songs and another classic ancient Chinese poem
- More Chinese children's games including a Chinese jump rope game Mao Zhuo Laoshu (cat chases mouse)
- Continue working with numbers and introduction of longer numbers
- Introduction to Pinyin, the Chinese Sound System (writing using the Roman/Latin alphabet)
- Tone Yoga
- More vocabulary including country, nationality, sports, and instruments
- Simple reading with familiar vocabulary words (characters with pinyin)
- Chinese arts and crafts
- Celebration of Chinese major holidays including Mid-Autumn (Moon) Festival and Chinese New Year

Assessment

- Class participation

- Character writing in their Mandarin books

Grade 5

- More Chinese character writing
- Chinese folk songs and another classic ancient Chinese poem
- More Chinese children's games including a Bamboo dance, along with a children's song.
- Introduction to Chinese language and dialects
- Review Pinyin, the Chinese Sound System (writing using the Roman/Latin alphabet)
- Tone Yoga
- Review vocabulary learned in Grades 1-4
- New vocabulary including the four seasons, and holiday related vocabulary such as Thanksgiving and Christmas
- Tongue twisters
- Simple reading with familiar vocabulary words (characters with pinyin)
- Chinese arts and crafts
- Celebration of major Chinese holidays including Mid-Autumn (Moon) Festival and Chinese New Year

Assessment

- Class participation
- Character writing in their Mandarin books
- Pronunciation

Middle School

Grade 6

- Integrated Chinese book level 1, introduction.
- Chinese folk songs and another classic ancient Chinese poem
- More Chinese children's games including a rhyme with the Chinese jump rope
- Review Pinyin, the Chinese Sound System (writing using the Roman/Latin alphabet)
- Beginning grammar
- A Chinese play
- Chinese arts and crafts
- Celebration of Chinese major holidays including Mid-Autumn (Moon) Festival and Chinese New Year

- Comparisons of the major holidays in China and the USA
- A 12 day imaginary trip to China visiting big cities like Beijing and Shanghai

Grade 7

- Integrated Chinese book level 1, lessons 1 and 2
- Chinese pop songs
- More Chinese games including Chinese Shuttlecock and Chinese Yo-Yo
- Review Pinyin, the Chinese Sound System (writing using the Roman/Latin alphabet)
- Simple conversations about nationality and family
- Beginning grammar
- A Chinese play
- Chinese arts and crafts
- Celebration of Chinese major holidays including Mid-Autumn (Moon) Festival and Chinese New Year
- Comparisons of the major holidays in China and the USA
- Research projects on Chinese Ancient Inventions

Grade 8

- Integrated Chinese book level 1, lesson 3 and 4
- Chinese pop songs
- All the Chinese games previously learned
- Review Pinyin, the Chinese Sound System (writing using the Roman/Latin alphabet)
- Continue the conversation topics in Grade 7
- Beginning grammar
- A Chinese play
- Chinese arts and crafts
- Chinese Proverbs
- Celebration of Chinese major holidays including Mid-Autumn (Moon) Festival and Chinese New Year
- Comparisons of the major holidays in China and the USA
- Research projects on Chinese Holidays
- A field trip to a local Asian Market or Chinatown

Grades 6-8 Assessment

- Class participation

- Character writing in their Mandarin books
- Pronunciation
- Reading
- Presentation

**For the 2022-23 school year the Spanish program is recovering from a previous two year hiatus. Therefore, the curriculum for grades 3 and 4 will be somewhat altered as these classes are continuing to be reintroduced to Spanish.*

Spanish

Grades 1-4

Methodology

At the Susquehanna Waldorf School, Spanish is taught to Grades 1-4. The Waldorf approach to teaching foreign language is based on the idea that the primary purpose of foreign language acquisition is to develop the ability to communicate. Learning the Spanish language raises one's social conscience and cultivates an interest in and respect for others. The Waldorf School sees foreign language study as a window into the soul of another culture. The manner in which we think is expressed through the language we speak. We nurture a cultural understanding of other people through acquiring their language. In the early grades, the imitative and memory capacities of children are still strong and spontaneous, which is central to our approach of teaching Spanish to Grades 1-4.

Grade 1

In first grade, Spanish is taught through oral context with verse, song and activities that involve rhythm, drama and situational dialogues. Through these activities, students learn vocabulary and language concepts.

Objectives and Skills

1. Develop a basic everyday vocabulary
2. Develop proper intonation and pronunciation
3. Respond appropriately to basic questions
4. Participate in poetry and story recitation and songs

Areas of Assessment

1. Observation of the individual student to determine how much of the material they have memorized and how actively they participate in games and role playing.

Grade 2

In second grade Spanish, children learn extensive poems and verses by heart before they completely understand the content of these poems.

Objectives and Skills

1. Repetition of word groups learned in first grade
2. Articles of clothing
3. Feelings and emotions
4. Animals, both domestic and wild
5. Nature and weather
6. Cardinal numbers up to 100 and ordinal numbers
7. Songs and poems
8. Stories and phrases of personal information
9. Picture dictation
10. Role playing
11. Introduction of prepositions

Areas of Assessment

1. Class participation

Grade 3

Songs, poems, games and drama are central to all lessons in third grade as is the focus on rhythm. Children relate to emotional content long before they relate to intellectual content. Although children may not fully grasp the meaning of a poem, they can become familiar with the language on an emotional level through the sound of the words.

Objectives and Skills

1. Fruits and vegetables
2. Meals and foods
3. Professions
4. House building
5. Furniture
6. Tongue twisters
7. Numbers up to 1000
8. Longer poems and songs
9. Tongue twisters
10. Arithmetic games
11. An introduction to grammar
12. Games with simple dialogs
13. Picture dictation

Areas of Assessment

1. Games and picture dictation show the student's progress
2. Students give answers to questions in the context of word groups
3. Small groups or individuals recite parts of poems
4. Small groups work on a play

Grade 4

As the children grow, they work more consciously on learning a foreign language through reading and writing. Fourth grade marks the beginning of academic work through the writing of known verses. At this age, homework may be the completion of a drawing from class and study of vocabulary not yet mastered. Continued acquisition of vocabulary is emphasized.

Objectives and Skills

1. Tell time
2. Express likes and preferences
3. Learn vocabulary of transportation and sports
4. Practice writing Spanish in Morning Lesson book
5. Practice writing vocabulary
6. Sing seasonal songs and poems
7. Participate in skits
8. Master correct pronunciation and intonation
9. Continue learning grammar

Areas of Assessment

1. Class participation
 2. Recitations
 3. Short conversations
-

Latin

Grades 5-8

At the Susquehanna Waldorf School, classical Latin is studied in Grades 5-8. Latin is the universal language of western civilization. Some of the most sophisticated ideas in the western world were first expressed in Latin. Latin is a highly organized and logical language. The study of Latin sharpens the mind, cultivates mental alertness, creates keener attention to detail, and develops critical thinking. Since nearly two thirds of all English words are derived from Latin, the study of Latin gives invaluable insight into English vocabulary and the structure and meaning of complex words. Latin's organized grammar helps students reflect on the various ways to say the same things. Latin fosters precision in the use of words and helps the student to write and speak better English. Additionally, a knowledge of Latin provides a window into commonly taught Romance languages such as Spanish, French, and Italian. A grounding in Latin

will, in later years, be beneficial to our students when preparing for pre-college testing, graduate testing, and for those who go on to study law, medicine and other sciences.

The intention of our classical Latin program at SWS is to provide a firm foundation in the fifth grade on which we build in each subsequent year. We bring the Latin language to our students with joy, celebrating ancient festivals, reading myths and legends, discussing archaeological finds, and enlivening elements of Roman culture through the performance of short plays, verse and poetry. Facility in translation (Latin/English and English/Latin) becomes increasingly important as students rise through the grades. Latin vocabulary and grammar and classical Latin pronunciation are emphasized in all of the grades. Grades 7 and 8 also are introduced to SAT vocabulary words through a knowledge of their Latin roots.

Methodology

Grade 5

In the 5th Grade we work from the text, *Minimus, Starting out in Latin*, by Barbara Bell, Cambridge University Press, which provides an introduction to the Latin language and the culture of Roman Britain. Associated myths, legends, and archaeological insights are also included in this text. Memorization of Latin verse is an important part of each class as is regular weekly translation and homework. The vocabulary of greetings and social etiquette, family, daily life, animals and the military along with Latin grammar is a focus in the 5th Grade. Cardinal and Ordinal numbers, days of the week and months of the year are also important elements. Festival celebrations include making crafts, learning Latin verse and wearing togas for the seasonal celebrations of Fontanalia, Saturnalia, Anna Perenna and other festivals. A Morning Lesson Book of written work and illustrative drawings is created by the students. Assembly presentations of verse recitation or a short skit often take place.

Grade 6

In the sixth grade, we begin with *Virgil's Aeneid*, understanding its context and memorizing the first several stanzas in both Latin and English. Once memorized, each year the sixth grade students create a unique presentation of the piece for an assembly audience. The other texts used in the sixth grade are *Ecce Romani IA*, Gilbert Lawall (ed.), Longman Publishing Group and the *Oxford Latin Desk Dictionary*, Oxford University Press. Latin/English dictionary skills are practiced as we do regular weekly translations and writing both in class and as homework. The study of grammar includes: nouns: nominative, accusative, and genitive cases and first, second and third declensions; verbs: irregular, infinitive and imperative, and first, second, third and fourth conjugations. Every year, each sixth grade student puts these tools to work by creating an original illustrated story book in both Latin and English which expands both vocabulary and word usage. The Roman festival life continues in 6th grade with celebrations that include making crafts, learning Latin verse and wearing togas for the seasonal celebrations of Fontanalia, Saturnalia and several Spring festivals. A Morning Lesson Book of written work and illustrative drawings is created by the students.

Grade 7

In seventh grade the students begin with the text *Cambridge Latin Course, Unit 1* from the Cambridge University Press and the *Oxford Latin Desk Dictionary*. The weekly Latin translations and homework increase in difficulty with each chapter. Latin mottos are studied and translated. Students create their own Latin mottos for themselves, their families, their organizations and our school. Latin myths and Roman history are translated into English. Knowledge of Latin grammar becomes more intricate. The Roman festival life continues in seventh grade with celebrations that include making crafts, learning Latin verse, and wearing togas for the seasonal celebrations of Fontanalia, Saturnalia, Anna Perenna, other festivals. A Morning Lesson Book is maintained as a workbook. Assembly presentations of verse recitations or short skits are usually performed.

Grade 8

In eighth grade the students continue with the text *Cambridge Latin Course, Unit 1* from the Cambridge University Press and the *Oxford Latin Desk Dictionary*. The weekly Latin translations and homework increase in difficulty with each chapter. Emphasis is placed on

translating English to correct Latin which is a challenging endeavor. More Latin myths and Roman history are translated into English. Knowledge of Latin grammar becomes more intricate. The Latin roots of SAT vocabulary words are studied and word games are employed to increase knowledge of both English and Latin vocabulary. The Roman festival life continues in eighth grade with celebrations that include making crafts, learning Latin verse, and wearing togas for the seasonal celebrations of Fontanalia, Saturnalia, Anna Perenna and other festivals. A Latin notebook is kept. Assembly presentations of verse recitations or short skits are usually performed.

Student Learning Expectations

Grade 5

- Memorize and learn to speak with classical pronunciation Latin verses and their English translations
- Read aloud and translate from the Latin text, *Minimus, Starting out in Latin*
- Speak, write, translate and memorize the vocabulary of daily life and social etiquette, family members, body parts, bathing, animals and the military
- Speak, write, translate days of the week and months of the year
- Speak, write, translate, conjugate and memorize commonly used first, second and third conjugation verbs in the present tense
- Recognize number, gender and case of first and second declension nouns
- Speak, write, translate, and memorize commonly used nouns in the first and second declensions
- Recognize the imperative form of verbs
- Recognize adjectives and adverbs
- Participate in the celebration of Roman festivals
- Keep notes and colorfully illustrate myths, legends, festivals and key vocabulary in the Latin Morning Lesson Book
- Participate in classroom discussions
- Participate in assembly presentations
- Complete homework and return in a timely fashion

Assessment

- Observation of student performance during class
- Assessment and correction of homework

- Assessment and correction of written assignments completed during class time
- Vocabulary quizzes
- General knowledge quizzes

Grade 6

- Memorize and speak with correct classical pronunciation a portion of *Virgil's Aeneid, Book I* in Latin and English
- Develop the ability to use the *Oxford Latin/English dictionary* when translating
- Read and translate Chapters one to six of the text *Ecce Romani I-A* and complete associated exercises both in class and at home
- Broaden understanding of Latin Grammar: parts of speech, declensions and conjugations
- Vocabulary: broaden ability to speak, write, translate, decline, and memorize nouns
- Vocabulary: broaden ability to speak, write, translate and conjugate verbs
- Vocabulary: broaden ability to recognize, speak, write and translate adverbs, adjectives, conjunctions, etc
- Understand declensions and conjugations
- Recognize infinitive verbs
- Recognize nouns in the accusative, genitive and vocative
- Deepen knowledge of the Roman family, Roman dress, Aeneas, the founding of Rome, slavery in the Roman Empire, and the Roman villa and other housing
- Keep notes and create colorful illustrations of Roman life, myths, legends, festivals and key vocabulary in the Latin Morning Lesson Book
- Create an original storybook in Latin and English with colorful illustrations of the text
- Participate in Roman festival celebrations
- Participate in assembly presentations
- Participate in classroom discussions

Assessment

- Observation of student performance during class
- Assessment and correction of homework
- Assessment and correction of written assignments completed during class time
- Vocabulary quizzes
- General knowledge quizzes

Grades 7

- Read and translate in the text *Cambridge Latin Course, Unit 1* and complete associated exercises both in class and at home
- Understand the ablative case and the future and imperfect tenses
- Translate mid-level Latin to English and English to Latin with fluency
- Create Latin mottos
- Recognize Latin roots in English words
- Keep notes and key vocabulary in the Latin Morning Lesson Book
- Participate in Roman festival celebrations
- Participate in assembly presentations
- Participate in classroom discussions

Assessment

- Observation of student performance during class
- Assessment and correction of homework
- Assessment and correction of written assignments completed during class time
- Vocabulary quizzes
- General knowledge quizzes

Grade 8

- Read and translate in the text *Cambridge Latin Course, Unit 1* and complete associated exercises both in class and at home
- Translate mid-level Latin to English and English to Latin with fluency
- Expand Latin and English vocabulary through knowledge of SAT words and Latin roots
- Keep notes in the Latin notebook.
- Participate in Roman festival celebrations
- Participate in assembly presentations
- Participate in classroom discussions

Assessment

- Observation of student performance during class
- Assessment and correction of homework
- Assessment and correction of written assignments completed during class time
- Vocabulary quizzes
- General knowledge quizzes

Handwork

Grades 1-8

The Handwork program at the Susquehanna Waldorf School helps students develop a wide variety of skills while fostering patience, persistence, confidence, and cooperation. It encourages students to become industrious and practical. Through rhythmic activity the students work to transform natural materials in an effort to create an artistic sense for beauty, form, and function. In addition to the artistic benefits, the handwork curriculum helps to strengthen eye- hand coordination, finger dexterity, fine motor skills, and spatial orientation.

This creative use of the hands prepares a solid foundation for the intellect to build upon in the years ahead. A healthy feeling life is supported through working with the imagination and the frequent creative choices linked to the work. An understanding and appreciation of the world is fostered as students take part in these basic crafts.

Student Learning Expectations

Grade 1

- Learn about sheep and wool through wool play
- Finger knit, Finger weave
- Wind a ball of yarn
- Make their own knitting needles by sanding and polishing dowels
- Make a slip knot
- Learn to cast on and knit using the continental style of knitting
- Knit garter stitch
- Increase stitches
- Decrease stitches
- Cast off
- Count stitches
- Identify and count rows and ridges
- Sew the knitted piece together

- Sew in all tails and threads
- Imitate and learn verses and finger games
- Remember instructions and carry them out during a class
- Stay in seat and work with attention during class
- By the end of the year, be able to work more independently

Grade 2

- Build on Grade 1 knitting skills
- Develop a greater understanding of light and dark color use through pattern work
- Know how to hold the yarn and needles
- Be able to pick up their knitting mid-row
- Knit garter stitch, increase stitches, decrease stitches, cast off
- Hold yarn and needles in the Continental style
- Count stitches, identify and count rows and ridges
- Sew the knitted piece together and sew in all tails and threads
- Imitate and learn verses and finger games
- Remember instructions and carry them out during a class
- Stay in seat and work with attention during class
- By the end of the year, be able to work more independently
- Introduction of crochet when adding beard and hair to the gnome and crochet a square
- Learn to crochet
- Crochet flat and three dimensional geometric shapes

Grade 3

- Crochet work with the shape of a sphere
- Shape the crochet work by increasing and decreasing stitches
- Incorporate new stitches to create patterns
- Work with color in a conscious way from dark to light
- Return to more complicated knitting to create farm animals or a doll

Grade 4

- Learn various hand sewing stitches and techniques and work with color families and hues to create harmonious designs
- Learn embroidery stitches and techniques
- Make a tailor's knot
- Fasten threads
- Hide knots
- Learn to create cross stitch designs
- Create a design with color blending and symmetry
- Learn to sew backing and lining fabric
- Be able to take work home for homework and bring it back responsibly, when needed
- Take part in collecting materials and cleaning up the room at the end of class

Grade 5

- Learn advanced knitting techniques
- Knit in the round on double pointed needles to create items of clothing
- Knitting and purling with confidence and even stitches
- Be able to help First Graders learn to knit
- Create a ribbing pattern with knit and purl stitches
- Knit in the round
- Recognize mistakes and be able to fix minor ones
- Read and understand a knitting pattern, then carry out instructions in proper sequence
- Finish knitting properly and weave in all ends securely
- Be able to take work home and back to school responsibly
- Help clean up the room

Grade 6

- Create a soft sculpture hand sewn doll with clothing or an animal
- Learn to move from ideation to application
- Create patterns by using measurements and correct proportions
- Learn basic proportions of the human body and animal for project
- Identify different types of thread
- Use various hand stitches as needed for specific tasks

- Learn how to attach doll hair
- Learn about clothing patterns and hand sew clothing for dolls
- Work with attention and care of their project
- Gradually learn to work independently avoiding mistakes or correcting themselves
- Participate in room clean-up

Grade 7

- Learn traditional and current felt making techniques
- Create hand sewn articles of clothing and or accessories
- Work with attention on their project, noticing the effectiveness of their technique and adjusting when necessary
- Work with color to enhance the use or purpose of their project
- Learn to sew and embroider felted projects. Attach buttons or soles to slippers
- Participate in room clean-up

Grade 8

- Learn to sew clothing and essential items for everyday use
- Become familiar with an electric sewing machine: threading, winding bobbin, reverse and forward, foot pedal, button-hole attachment
- Hand pinning and basting, invisible stitch
- Learn different types of seams and stitches flat felled and French
- Learn to work with commercial sewing patterns and to create patterns based on measurements
- Make buttonholes and sew on buttons
- Ironing
- Become familiar with quilting techniques and tools

Assessments for Grades 1-8

- Assess individual student work by observation, discussion, and review of completed projects

Practical Arts

Grades 5 to 8

The Practical Arts program is taught to grades 5-8. It includes some or all of the following depending on the grade and class. Woodworking, carved block printing, clay sculpture, mosaics, textiles, basketry, bookbinding, and weaving.

Class 5/6 meet twice per week and grades 7,8 meet one time per week for a double period.

Courses are designed to complement the grades curriculum with projects that coincide with Morning Lesson work and themes.

The Practical Arts program activates and strengthens the students abilities to transform natural materials into aesthetically beautiful, functional items that enhance daily life. Ecology and altruism are fostered as students develop respect for materials and tools, and create utilitarian projects for the school community and beyond. The transformative and rhythmic nature of the work helps students gain patience, hand and finger sensitivity, perseverance, and confidence. By awakening the hand, we are developing the awakening intellectual consciousness of the child.

Grade 5

The year begins with an introduction to the woodworking room, safety, tools and the qualities of different wood in its natural state. Woodworking projects this year may include double pointed knitting needles, an egg, spinning top and other grade appropriate projects in wood, clay, paper and printing.

Objective and skills

- Demonstrate physical dexterity and heightened sensitivity to the natural world through physical activity
- Learn to work with concave forms
- Demonstrate sustained will engagement

- Follow safety rules
- Demonstrate respect for tools and materials

Assessment

- Ongoing involvement in the project
- Completion of the projects
- Balance/ artistry in the finished project

Grade 6

Students in the sixth grade practical arts class, during woodworking blocks, will learn the art of spoon carving and other forms that require both concave and convex shaping. Students may also work with clay, textiles, mosaics, and printing.

Objectives and skills

- Learn to work with both concave and convex forms
- Develop wakefulness in observation and thinking
- Develop physical dexterity and sensitivity for forms

Assessment

- Ongoing involvement in the project
- Completion of the projects
- Balance/ artistry in the finished project

Grade 7

Students in the seventh grade practical arts class will continue to develop convex and concave forms with woodworking projects such as bowl carving and other projects that support these skills. Clay sculpture to support these forms will take place at the beginning of the school year.

Other projects may include print carving, textile weaving, and coil basket weaving.

Objectives and skills

- Develop and strengthen technical skills
- Develop physical dexterity and a heightened sensitivity to the physical world
- Create utilitarian projects of beauty within the scope of their technical ability
- Demonstrate ability to maintain focus and engagement in projects

Assessment

- Completion of projects involving the study of acquired experience
- Ability to take up technically challenging projects
- Completion of the projects
- Balance/ artistry in the finished project

Grade 8

Mastery of all hand tools used in the earlier grades is put to use this final year in practical arts classes. Woodworking projects may include a stool or bench or other large community/group woodcarving. If possible, other carving projects such as relief carving, print carving and toy making will be taught in this final year of woodworking projects. In addition to woodworking, students may also learn traditional basket weaving, and more advanced textile and printing techniques.

Objectives and skills

- Strengthen advanced technical skills based on previous experience
- Work on technically advanced projects
- Develop physical dexterity and a heightened sensitivity to the physical world
- Create utilitarian projects of beauty within the scope of their technical ability
- Create individually designed projects

Assessment

- Demonstrate mastery of previously learned skills
 - Engagement in technically challenging projects
 - Completion of the projects
 - Balance/ artistry in the finished project
-

Eurythmy

Kindergarten-Grade 8

Eurythmy is a form of movement that makes language and music visible. The children experience this through expressive gestures and group forms that they move in space. Eurythmy works in the realm of artistic movement so that the children's wills are strengthened and their thought lives are brought fully into their limbs. To this end, a sense for upright human motion, the living realm of sound, the formative powers of gestures and human spatial relationships are brought to the children, both individually and socially through the art of pedagogical speech and tone eurythmy.

The structure of the lesson and the elements brought to the children progresses developmentally through the grades. The eurythmy lesson works in conjunction with the morning lesson curriculum so as to support the developing life of the child and class. Academic skills are supported and strengthened through movement. The children develop spatial perception, both individually and as part of the whole. The students develop social interaction and cooperation through movement as a coordinated group. Concentration, dexterity, coordination and listening skills are developed through rhythmic exercise, poetry and music.

The children progressively develop a sense for the formative and expressive natures of tone, musical intervals, melody and pitch through gesture and movement. The children progressively develop and increase awareness of, and appreciation for, speech, articulation and language through poetry, stories and dramatic moods through gesture and movement.

Throughout the eight years, the children master the vocabulary of eurythmic gestures. They also perform artistic speech and tone eurythmy and develop choreographic skills. These are general objectives of eurythmy overall.

Student Learning Expectations

Kindergarten

- Through imitation, repetition, and rhythmic movement, using verse, poems, songs, and stories mostly based on day to day rhythm students will:
- Experience gestures for the sounds of speech
- Strengthen awareness of their place in the circle as a part of a whole
- Strengthen gross motor skills such as skipping, hopping, galloping, jumping, running
- Experience pitch of melody through movement

Assessment

- Teacher observation of in-class participation

Grade 1

- Through imitation, repetition and rhythmic movement, using verses, poems and fairy tales, the students will:
- Experience eurythmy gestures for the sounds of speech
- Move on straight and curved lines
- Reinforce phonetic and writing (alphabet) skills
- Experience simple geometric forms through movement; e.g. spiral forms, circle, square, triangle.
- Strengthen gross motor skills such as skipping, hopping, side-sliding, jumping, running
- Develop listening and rhythm through stepping exercises in tone and verse
- Experience gestures for pitch and the interval of the fifth in gesture and movement.
- Experience simple coordination exercises such as passing of copper ball and bean bags

Assessment

- Teacher observation of in-class participation and effort

Grade 2

- Students will review and further develop all areas from Grade 1. The following will be added:
- Longer verses and poems
- Use of fables and saints stories
- Simple pentatonic melodies with pitch gestures
- Moving simple mirror image forms in space as a group and in pairs
- Further development of spatial relationships in moving through geometric forms
- Experiencing more complex concentration and dexterity exercises, such as jumping vowels AEIOU
- Begin work with social forms such as “I and You” and the curve of Cassini

Assessment

- Teacher observation of in-class participation and effort

Grade 3

- Review and further develop all previous work with the addition of:
- Conscious learning of the sound gestures
- Use of Hebrew Bible stories, farming and house building stories and verses.
- Conscious group movement with more complex geometric forms such as: variations on triangle, figure eight, spiral (group and individual), and eurythmic forms: curve of Cassini, harmonious eight
- Individual and group contraction and expansion exercises
- Coordination, dexterity and simple clapping exercises
- Rhythmic walking, clapping to music and verses
- Recognition of pitch in a simple melody and identifying musical phrases through movement and/or clapping
- Introduction of gestures for C-major scale
- Introduction to major and minor through listening to melody and through simple gesture
- Concentration exercises with counting
- Use of copper rods in the horizontal through simple dexterity, rhythmic, pitch exercises

Assessment

- Teacher observation of in-class participation and effort

- Teacher observation of performance

Grade 4

- Review and deepening of skills will continue: poetic forms and gestures become more complex, and students will begin to creatively apply their knowledge of gesture and form to poems and verses. The story is no longer the total form as the basis of the lesson. Material continues to be introduced in an imaginative way. In tone eurythmy, there is further work with major and minor.

New work includes:

- Concentration exercises with clapping and stepping, e.g. in four and eight beat patterns
- Continuation of movement and practice in the more complex geometric forms, with the focus on: the square, weaving figure eight, weaving forms, more complex spiral forms
- Introduce social form on the square
- Continued practice of dexterity exercises involving use of copper rods and now working also with the rod in the vertical as well as horizontal
- Work with alliteration, poems and/or stories from Norse mythology, Native American lore and questions and answers in poetry and/or music
- Work with gestures for the C-major scale, identifying and demonstrating tones of a simple melody in C.
- Work with canons in gesture and movement, in two, three, or four parts
- Introduce movement in simple rounds in two parts, with different exercises
- Experience $\frac{3}{4}$ and $\frac{4}{4}$ time through movement
- Bass and treble melodies are introduced through listening, movement and clapping
- Recognizing and moving to regular and changing rhythm, pitch and musical phrase
- Introduce movement in geometric forms with a frontal orientation

Assessment

- Teacher observation of in-class participation and effort
- Teacher observation of performance

Grade 5

- All students will review and deepen skills taught thus far. Poetic gestures and forms become more complex as students continue to creatively apply their knowledge of

gesture and form to poems and verses. Tone work continues with musical phrases, tones, melody and beat

New work includes:

- More complex and complicated concentration, dexterity and copper rod exercises, to be introduced and practiced
- More complex and challenging group movement on geometric forms to be worked with, especially five pointed star
- Poems and verses from India, Persia, Egypt, and Greece, among other ancient cultures, will complement the morning lesson curriculum
- Review of C-major scale and introduction of gestures for other major scales, e.g. F, G, B-flat
- Experience musical phrases and motif, pauses, rhythm, beat, and melody in pieces through movement and gesture
- Introduction to Greek rhythms – iambic, trochaic, dactylic, anapestic, and spondaic
- Exploration of and work with changing rhythms and tempo in music
- Work with copper rod exercises for accuracy in: seven-fold and tossing rod patterns
- Draw geometric forms that have been experienced through movement
- Continued work with movement in a frontal orientation, in varied exercises
- May introduce simple triangle transitions in geometric space

Assessment

- Teacher observation of in-class participation and effort
- Teacher observation of performance
- Drawings of forms moved in class

Grade 6

Complexity and artistry of form and gesture continue to be deepened. All previous speech, tone, dexterity, rod and concentration work grows more challenging. New work includes:

- Teaching the rotation and transformation of geometric forms, which is supportive of the morning lesson geometry curriculum
- Introduce the circle of fifths in music (all sharp and flat scales) through gesture and movement in space
- Introduce the identification of the interval of the octave through listening
- Teach the gesture for the octave interval and use it in musical piece(s)

- Work further with musical motifs
- Work as a group with tone and form in musical pieces
- Develop simple form and gesture choreography in musical and poetic pieces
- Introduce personal pronouns through gesture and movement
- Practice accuracy in concentration and dexterity exercises that increase in tempo
- Further practice of rod throwing and catching to a partner
- Practice for mastery of more complex geometric forms that are moved in space, such as: symmetric forms, metamorphosed figure eight, five and six-pointed stars
- Teach transitions of triangles, diamonds, and hexagons through movement in geometric formation
- Assigned homework may include: drawing geometric forms that have been moved with the group in class; memorizing verses and choosing sounds
- Practicing consciously the evenly balanced three-part walking
- Introduce and experience changing spatial orientation in movement of geometric forms
- Introduce foot positions for yes and no and some dramatic gestures

Assessment

- Teacher observation of in-class participation and effort
- Teacher observation of performance
- Drawings of forms moved in class

Grade 7

- All previous work continues to be reviewed and deepened. The students practice for mastery in concentration, dexterity and rod exercises

New work includes:

- Teaching and practicing intricate and more complex transformations, inversions and rotations of geometric forms
- Experience the intervals of music through listening
- Introduce the gesture for each musical interval (2nd, 3rd, 4th, 5th, etc.)
- Introduce counter rhythms and syncopation in musical and rhythmic exercises
- Deepen work with speech and tone choreography, using humorous as well as serious pieces
- Have students choreograph routines with various copper rod exercises

- Introduce and practice small waterfall copper rod exercise and throwing across a square all together
- May introduce copper rod exercises of : rod swing, fire form, throwing on a pentagram
- Work with some major and relative minor scales
- May introduce and work with four elements in movement, form gesture, poetry, music and color, which complements the physics curriculum
- Homework assignments may include: drawing of geometric forms that have been done in movement; copying forms, learning verses, choosing sounds
- Introduce humorous expression in gesture and movement

Assessment

- Teacher observation of in-class participation and effort
- Teacher observation of performance
- Drawings of forms moved in class

Grade 8

- All previous work continues to be reviewed and deepened. Artistic performance standards can be emphasized.

New work includes:

- Using ballads, dramatic verse, humoresques and short folk or fairy tales for speech work
- Support morning lesson work with lyric, epic and dramatic verse
- Teach more of the dramatic gestures and foot positions
- Work with complex group forms for musical pieces
- Work with the interval and tone gestures in different musical pieces
- May introduce the spatial movements which correspond to musical intervals
- Introduce the gesture and spatial movement for major and minor chords
- Introductory work with musical dissonance through identification and movement in space
- Emphasize mastery of the sound and tone gestures and of group movement
- Introduce new copper rod exercises: rod swing, fire form, throwing on a pentagram, if not already taught
- Teach copper rod exercise of the large waterfall
- May teach throwing and twirling of two copper rods at one time
- Introduce and work with four elements in movement, form, gesture, poetry, music and color, if not already taught

- Homework assignments may include: drawing of geometric forms that have been done in movement; writing out major and/or minor scales

Assessment

- Teacher observation of in-class participation and effort
 - Teacher observation of performance
 - Drawings of forms moved in class
-

Music & Chorus

Grades 1-8

Program Description

Implicit Instruction:

Vocal music is used throughout the Waldorf curriculum. In early childhood and the primary grades, vocal music is used by teachers to help organize the day: songs indicate the beginning and end of the school day, when it is time to transition to specific activities, the beginning of lunch time, shoe changing time, cleanup time, and so on. Throughout the grades, songs also help students learn and retain facts such as multiplication tables, states and capitals, vocabulary in a foreign language, or the anatomy of the skeleton. Teachers use songs to help students experience the turning of the year more profoundly by singing seasonal or festival songs. Songs that serve a purpose in the grades are taught quite simply through repetition. A teacher intentionally sings the same song in the same way over many days and in time the children naturally join in. Overall, it is typical for singing to be ongoing in a Waldorf Grade School classroom throughout the school day.

Explicit Instruction:

Vocal music is also approached as its own subject in the Grades music classes and in chorus classes introduced in the fourth and fifth grades and continued in the Middle School. In these

cases the work is much more direct and conscious than the simple learning through repetition that usually takes place in the classrooms, as ensemble singing is an increasingly important aspect of the curriculum. This instruction emphasizes good, healthy vocal production, careful attention to ensemble and listening, and accurate sight singing. This is built up gradually from Grades 1 to 3, when tone, pitch, and general musicianship are emphasized. During Grades 3 to 5, general ensemble skills are introduced along with part singing and sight reading. In Grades 6 to 8 the emphasis is on three and four-part singing, emphasizing choral tone, blend, and ensemble sensitivity.

Choral music has a central place in our curriculum because it develops social awareness and sensitivity subtly and implicitly. It encourages the students to be cooperative and collaborative toward an aesthetic end, and builds confidence through regular performances. Finally, choral music allows our students to be more culturally literate, as the choral repertoire we study spans masterworks of western music through the ages, as well as traditional vocal music from a broad range of cultural backgrounds.

Areas of Learning, Goals and Expectations by Grade

Grade 1

Musical capacities and appreciation are fostered through careful and attentive listening and imitative gestures in singing, movement, flute and lyre playing, primarily using music in the mood of the fifth and the pentatonic mode. Musical instruments and concepts are introduced through story.

Goals and Expectations

- Vocally match pitch
- Sing in a well-supported head voice and with good vocal production
- Respond to low, medium and high pitches through body geography
- Respond to form in music through movement and dance
- Explore musical tones and tone production through the interval flute
- Begin learning to play the pentatonic lyre
- Develop the ability to perform in a group
- Develop capacities for rhythm and meter through movement and dance

- Perform simple folk dances and dances which illustrate, through movement, the words of a song

Grade 2

Musical capacities and appreciation continue to be fostered through careful and attentive listening and imitative gesture in singing, movement, flute and lyre playing, using music based primarily on the pentatonic scale. Musical concepts and a variety of percussion instruments are presented through story. Students are prepared, through the use of body geography, for music reading. The experiences of light and dark tones and the contrast of heavy-light, fast-slow, long-short are important elements of the music this year.

Goals and Expectations

- Vocally match pitch
- Sing in a well-supported head voice and with good vocal production
- Indicate tonal direction and shape of melodic contours
- Learn to play the pentatonic flute by imitation, call and response, and responding to body geography
- Continue developing lyre playing skills
- Respond to form in music through movement and dance
- Respond to the pitches in the pentatonic scale through body geography
- Use of percussion instruments to enhance rhythm and accompany songs
- Continue developing the ability to perform in a group
- Continue developing capacities for rhythm and meter through movement and dance
- Continue to perform folk and other dances which, through movement, illustrate the words of a song
- Move to simply choreographed dances

Grade 3

In the middle of the year the transition is made from pentatonic to C-diatonic flute. Music notation is introduced through story. The students write each pitch in the C-diatonic Scale in their Music Lesson Book. Part singing is introduced through melodic drones, echo, call and response, and simple rounds. The C-diatonic flute is played regularly. The interval of the third,

both major and minor, becomes central in the music experience. Formal work with rhythm begins.

Goals and Expectations

- Explore tonal music and the major scale
- Sing in tune in a well-produced head voice
- Sing according to the following: in unison, by echo, call and response, with a drone, with an ostinato, in simple rounds.
- Understand the C-major scale in the treble staff, visually, aurally and kinesthetically; through listening, reading, writing and body geography
- Understand basic rhythmic elements: aurally, pictorially, and kinesthetically
- Through practiced listening, identify the difference between the pentatonic and C scale
- Play the C-Flute in the key of C, up to the “e” in the second octave
- Play the Pentatonic and C-Flutes through imitation, call and response melodies, and responding to body geography, and by the end of the year, reading simple notation
- Improvise and compose melodies aurally, using call and response, body geography, numbers, pitch names and pictorial notation
- Move to increasingly more difficult dances and dance steps such as the grapevine and Grand Right and Left
- Perform traditional folk dances which support the third grade curriculum

Grade 4

The child's musical feeling should now be grounded in the sense of the diatonic. The student senses the tonic. In singing, harmony is achieved through two and three-part rounds, part songs learned by ear and through published choral music. The students are introduced to singing in an ensemble setting with fifth grade. The C-flute continues to be played, now from written notation. Rhythm work is combined with the concept of meter. The study of pitch and rhythm are supported through body geography, movement and dance.

Goals and Expectations

- Sing in tune in a well-produced head voice
- Sing basic choral music in two parts
- Sight sing simple melodies from body geography and written notation

- Sing in two and three-part harmony using drones, call and response, ostinatos, partner songs, rounds, published choral repertoire, by ear and from notated melodies
- Sing a variety of traditional, standard carols and folk tunes
- Understand the major scale and its intervallic relationships: by letter names (C, D, E, etc.); by numbers (1, 2, 3, 4), numbered intervals (2nd, 3rd, 5th, octave, etc.); and in Solfege (do, re, mi, etc.)
- Play the C-Flute by ear and from notated melodies
- Play the C-Flute one-and-a-half octaves and know the notes b-flat, f#, c#
- Be able to identify and draw the treble, bass and viola clefs on the staff
- Notate simple melodies in the treble clef by ear
- Play repertoire in the C, F, G and D-Major keys
- Read rhythms in duple and triple meter including whole, half, quarter, eighth, sixteenth notes/rests
- Know basic score mapping (repeats, first and second endings, etc.)
- Know basic expressive terminology (forte, piano, ritardando, etc.)
- Move to dances which require teamwork and interconnectedness

Assessment Grades 1-4

- Class participation, effort, and enjoyment of activities
- Informal performance evaluations
- Informal evaluations of Lesson Book work

Grade 5

Students continue to practice their skills in music literacy, playing and singing in parts, and moving to dances which reflect both the music and Morning Lesson curriculum. Having an established sense of the diatonic, students delve more deeply into the concepts of key and mode. Ideally the alto recorder is introduced at this level, paving the way for soprano recorder in 6th, and recorder ensemble with the Tenor, and then the Bass recorders in 7th and 8th respectively. Rhythm and meter work continue with irregular meter being experienced through Greek dance. Choral singing continues to be a mix of fourth and fifth grades.

Goals and Expectations

- Sing in tune in a well-produced head voice
- Sing rounds and basic choral music in two and three parts

- Use and sing solfege syllables in a song
- Continue to sing a variety of traditional, standard carols and folk tunes, building repertoire
- Be able to identify and produce a major or minor scale, aurally and orally, respectively
- Identify and write the major keys up to 5 sharps and flats
- Play the alto recorder by ear and from written notation
- Play the alto recorder one-and-a-half octaves and be familiar with the notes b-natural, and f-sharp.
- Read and recognize duple, triple and irregular meter in a piece of music
- Be able to dance the Kalamatiano or other dances in irregular meter

Grade 6

The student moves into a more formal study of music and music theory. The student's inner quest for context and meaning is addressed with the introduction of Guido of Arezzo and the history of modern written notation. The C-Diatonic flute is replaced by the soprano recorder. Harmony is experienced through study of the interval. The sixth graders join the seventh and eighth graders in the Middle School Chorus. Movement continues to support the students' learning of music theory and is practiced in its own right as musical expression and dance.

Goals and Expectations

- Sing in tune in a well-produced head voice
- Sing music from, or reflective of the harmonies and practices of, the Middle ages
- Be able to sing independently, and lead the class in a song
- Be able to create a simple harmony using drones or parallel intervals
- Continue improving music reading and sight-singing skills
- Learn the history of modern music notation
- Be familiar with the life and contributions of Guido of Arezzo
- Learn the rudiments of square notation
- Continue to learn about key, and expand to seven sharps and flats (this can also take place in 7th Grade, the "when" dependent upon the class's experience and history)
- Sing choral music and rounds covering a broad spectrum of musical traditions in two, three, and possibly four part harmony
- Sing choral music from published sheet music, or learn layered songs and harmonies by ear

- Play the soprano recorder by ear and from written notation
- Play the soprano recorder in ensemble with the alto and possibly tenor recorders
- Dance with more autonomy and physical awareness of meter, musicality and step

Grade 7

In the seventh grade, as the students are growing into their limbs and voices, team work and class cohesiveness are being encouraged, and the students are drawn together musically through ensemble work and partner dances. Ukulele is introduced as an archetype of the strummed instrument. Recorder ensemble playing continues. Students are asked to draw from their musical knowledge and experience to create music of their own.

Goals and Expectations

- Sing choral music and rounds covering a broad spectrum of musical traditions in two, three, and possibly four part harmony, from printed music or layered harmonies by ear
- Sing songs from other cultures and in other languages
- Sight-sing new music with or without the use of solfege
- Create lyrics for a well-known (to the students) melody
- Compose a song or instrumental piece based on the pentatonic scale
- Pick the C-scale or a simple melody on the ukulele
- Learn to play the C, G, and F chords on the ukulele
- Strum in a basic pattern on the ukulele
- Accompany self on ukulele while singing
- Gain a practical understanding of the triads of the Diatonic scale and in particular, the Tonic, Subdominant and Dominant chords
- Play the Soprano, Alto or Tenor recorder in ensemble
- Learn to recognize and identify the parts of the recorder, inside and out
- Discover, based on individually created tests, how the recorder makes sound and record findings in a lesson book or in a class project
- In conjunction with their Morning Lesson topics, play African drums or other percussion instruments in traditional or improvised rhythm patterns
- As an ensemble, provide musical accompaniment for other classes
- Dance the waltz and other partner dances with the eighth graders
- Dance traditional folk dances which are physically and rhythmically challenging

Grade 8

This is the culminating grade for the SWS student. As the students are preparing to become more self-directed in their future schools of higher learning, in music, students are asked to become musically, more independent. Students will complete a music project, usually a musical composition, a song or instrumental piece, with accompaniment, or a second part. In music theory form is the focus. Reflective of the topics being studied in their Morning Lessons, songs for social change and as social commentary are introduced, discussed, reflected upon, compared. Students continue with movement through partner dancing and traditional folk dances which are both musically interesting and physically demanding.

Goals and Expectations

- Vocally, the same as in seventh grade
- In music theory, explore musical form
- Create a class piece which contains three or more sections
- Harmonize a familiar song or piece, as a class, and individually
- Compose a song or instrumental piece, ideally including an accompaniment, harmony or second part.
- Take their own composition from creation to performance, tapping classmates to provide accompaniment or additional parts
- Play in a recorder ensemble with four or more parts, including: the Bass, Tenor, Alto, and Soprano recorders, and occasionally the Sopranino
- Play the F-Scale on the ukulele and melodies in the Key of “F”
- Pick songs which include the B-flat or F-sharp on the ukulele
- Strum the C, G, F, a-minor, B-flat and d-minor chords using a folk or syncopated strumming pattern
- In movement, perform partner and folk dances with the seventh grade.
- Dance a Morris dance.

Assessment Grades 5-8

- Class participation, effort, and enjoyment of activities
- Informal performance evaluations
- Increasingly more formal evaluations of performance and written work

Orchestra

** In 23-24 we are piloting a new Group Strings program in third and fourth grade. Updates to the Orchestra program description will be made after we review the year.*

Grades 4-8

Grade 4

After a year of private lessons, students are introduced to the orchestra experience. Initial connections are made between playing in an orchestra and singing in a choir. The instrument becomes yet another source of expression for the student.

Grade 5

After meeting the basic demands of playing in an ensemble along with the technical growth that comes with an additional year of consistent practice, the student will be ready to meet new challenges.

Grade 6

At this stage of musical development, the student should possess a high degree of knowledge and experience to draw upon in order to meet the challenges that they will face in an ensemble.

Grade 7

The teenage musician begins to come into their own as not simply a student taking orders but as a young artist. A seemingly mystical relationship between instrumentalist and conductor begins

to blossom. Ideas can be shared without having to talk. Issues that were once problematic seem to disappear. Communication occurs by way of gestures and sound.

Grade 8

It is at this point in the student's musical journey that connections with the wider world are made. Few things are as challenging as having to perform a musical instrument well in public. To do so requires discipline and careful preparation. It is hoped that the student will discover that their performance experience will assist them in many challenges that they will invariably face in their future lives.

Student Learning Expectations

Grade 4

- Learning to listen while playing
- Acquiring the skill of working with a conductor
- Learning to make attractive, coherent sounds as a group
- Understanding the importance of proper preparation for each rehearsal

Grade 5

- Increase the overall level of listening by introducing new musical and compositional techniques (i.e., divisi parts, rapidly switching from pizzicato to arco, rehearsing music with left hand extensions)
- Play music with a wide dynamic range
- Feature music of various tempi

Grade 6

- Perform music of longer duration (to increase listening abilities to a greater degree)
- Perform music containing extended solos (either for one player or one section)
- Allowing first chair players to play a greater role in running rehearsals

Grade 7

- Perform music containing complicated rhythms
- Perform music featuring specific bow patterns
- Perform music featuring specific bow strokes

Grade 8

- Perform music of various musical styles (Baroque, Classical, etc.)
- Perform music featuring complicated key signatures

Assessment Grades 4-8

Grade 4

- Quality of playing in rehearsal
- Level of engagement in rehearsal
- Level of engagement in performance

Grades 5-8

- Quality of playing in rehearsal
- Level of preparation in rehearsal
- Level of engagement in rehearsal
- Level of engagement in performance

Educational Support Program

The Educational Support Program is composed of the school's Care Group (a body of teachers who meet weekly to discuss and support student needs), the Pedagogical Chair and the Educational Support Specialist. The Educational Support Specialist is trained in Extra Lesson, an

approach to supporting children academically and socially based on Rudolf Steiner's indications of the development of the human being.

When Class teachers or parents note any signs that a student or class may need more support to reach their highest learning potential, the members of the Educational Support Program thoughtfully and carefully decide what kind of support is needed. Recommendations may include individual, small group or full class Extra Lesson exercises, academic tutoring, referrals for supportive resources outside of the school and Child Study (a full faculty review and contemplation of an individual student or full class).

Educational Support in the Early Childhood:

The Educational Support Specialist works, as needed, with teachers, parents and the Care Group and also observes students in the classroom. The ES Specialist also observes developmental markers of students who are nearing readiness for the first grade. Individual support lessons are offered to rising first grade students who demonstrate a need for additional support to solidify developmental milestones.

Educational Support in the Grade School:

Developmental milestone markers, which includes dominance, auditory and visual memory, dexterity, motor planning, balance and spatial orientation are assessed for all new Grade students and for each individual student in Class 2. Additional individual and class observations are completed as needed. Based on the indications of these observations, exercises and artistic activities are offered to solidify the underlying early movement patterns foundational to these developmental capacities. A series of Extra Lesson classes typically lasts for six weeks. Students may complete only one session or have years of Extra Lesson work. These lessons include specifically-designed movement, painting and form drawing activities taught by the Educational Support Specialist.