



# Waimea Country School

***Curriculum Guide  
2016/2017***

***Koa  
4<sup>th</sup>/5<sup>th</sup> Multiage***

***Mrs. Laurel Matsuda***

*The multiage philosophy, a hallmark of our school, means students are working and learning together, with the focus on teaching the individual child—and meeting his or her developmental needs, regardless of age or grade level—rather than teaching a grade level curriculum.*

*This Curriculum Guide provides information about the learning program content areas as well as the skills and concepts covered in the span of 4<sup>th</sup> and 5<sup>th</sup> grades.*

## **Overview**

**WCS Koa  
2016/2017**

Our fourth and fifth grade multiage class is named Koa, after the mighty Koa tree, which was prized by early Hawaiians and is still admired today. It was traditionally used to make double-hulled canoes for long ocean voyages; today, it is used to make fine furniture and woodcrafts.

The Koa class combines fourth and fifth graders in a dynamic, flexible, and challenging education program that differentiates to meet the needs of each student. The name Koa means bold, brave, fearless, ready to take on challenge. Just as the Koa tree is the tallest in the forest, Koa students are the oldest (and often the tallest) in the school. In this classroom, students are encouraged to be bold about their education and to fearlessly take on the challenges of learning and preparing themselves for success once they graduate. Like the tall “king of trees,” they are given opportunities to serve as leaders within the school community and are expected to rise to this challenge.

Students who complete the Koa program of study will be well-prepared for the transition to middle school. The following guide catalogs the specific topics of study in each academic discipline and gives more detailed examples of what and how students learn in our multiage classroom.

The Koa Language Arts program covers the four main areas of language development: reading, writing, listening and speaking. All four areas are taught directly within the Language Arts curriculum and are also practiced across the curriculum.

Students at this level are moving beyond decoding towards independent reading; the emphasis shifts from *learning to read* to *reading to learn*. Students read a variety of fiction and nonfiction materials throughout the year, including novels, short stories, informational articles, and poetry. Specific reading strategies and skills are taught on an ongoing basis. Reading material for Language Arts is often chosen to complement areas of study in other subjects. Students read daily across the curriculum and are required to read independently every day to practice and strengthen independent reading skills.

Writing is taught using the *Step Up To Writing* program and other resources. This program emphasizes development of writing skills within the context of the other three language areas and guides students to make connections between reading, writing, listening and speaking. Students work on specific writing skills; a major focus is ensuring that students can plan and write effective paragraphs. Journaling, creative writing, and poetry are also regular parts of the writing program.

Correct spelling and the ability to understand a wide variety of words and use them well are essential skills. Students learn spelling rules and patterns in class; emphasis is placed on using resources such as a personal spelling dictionary and environmental print to spell words correctly while writing. Instruction in Greek and Latin word roots helps students to develop their vocabulary as they learn these “puzzle pieces” that make up many words in the English language.

Listening for a variety of purposes is taught across the curriculum. Students practice listening on a daily basis for information and for interest. Students listen to reading aloud by the teacher and other students. Students also practice being active and respectful listeners.

Students have many opportunities to develop and practice public speaking skills. Oral reports and presentations are used regularly across the curriculum as a means for students to demonstrate learning and practice speaking skills.

There are several daily and ongoing activities in language arts:

- *Daily Language Instruction (DLI)* is a daily exercise that teaches and reinforces writing conventions, capitalization, punctuation, and grammar rules.
- Drop Everything And Read (D.E.A.R.) provides silent reading practice.
- Penmanship: neat, legible writing is emphasized throughout the curriculum. Print and cursive writing are both practiced regularly.
- Keyboarding instruction and practice are conducted throughout the year.
- Technology integration: students use Google Documents to publish final versions of their writing and write regularly online using our Class Wiki and other tools. This allows them to share work with a wider audience and to interact beyond the classroom walls. Examples of online writing are weekly report paragraphs, reading responses, and creative writing. Tools such as online flash cards help to develop study skills.

Mathematics is taught both through direct instruction of specific computational skills and through the application of those skills in problem solving exercises. Students learn and practice computational skills and problem solving strategies and then apply those concepts to solve problems. Small class size allows students to work closely with teachers and peers and allows the teacher to address the specific needs of each individual student and challenge each appropriately.

By the end of their 5<sup>th</sup> grade year, students are expected to have fully mastered the multiplication and division facts through 12 x 12. Research shows that fluency in basic facts frees up mental space to learn more complex mathematical concepts. We work on fact fluency extensively in class and students do regular drills. However, students must also practice the basic facts at home throughout the year to ensure mastery.

Mental math techniques and problem solving strategies are emphasized throughout the curriculum. Students are encouraged to learn and practice multiple ways to approach a problem, and they are taught to explain their thinking when solving a problem.

The problem solving and application portion of the math curriculum parallels the computational program. Students are introduced to a variety of problem solving strategies that are used throughout the year. These activities are designed to complement the current computational topic of study so students practice applying skills within the context of realistic situations. Students have the opportunity to solve problems and complete activities both as a group and individually.

The school year is divided into units aligned with the Common Core State Standards and covering the following computational topics:

- Place Value and Calculation
- Multiplication
- Division
- Factors, Multiples, and Patterns
- Fractions and Decimals
- Geometry and Measurement

Integrated Mathematics Skills include:

- problem solving strategies
- mental math
- estimation
- logic

Technology is integrated on an ongoing basis. Students practice math facts and skills through online games and quizzes. They also use Khan Academy and other online tools for individualized practice and reinforcement of skills learned in class.

## Science

**WCS Koa 4<sup>th</sup>/5<sup>th</sup> Multiage  
2016/2017**

Science is taught using a variety of instructional methods, including inquiry and hands-on experimentation. Students work individually, with partners, or as a group on a variety of experiments and projects.

The annual school-wide Science Fair is the focus of the science curriculum in the fall. The Science Fair gives each student the opportunity to choose a scientific question that is personally interesting to him or her, and then to research, investigate, perform experiments, draw conclusions, and report on his or her findings. Through this project, students learn scientific skills, including how to use the scientific method to solve problems and answer questions.

The remainder of the year is devoted to practicing these skills through projects, activities, and experiments covering the range of topics listed in the chart below.

### Science Skills:

- Choice and use of correct tools for various tasks
- Safety while experimenting
- Measurement
- Scientific method: question, hypothesis, experimentation, data collection, conclusion
- Communication/presentation of scientific research
- Use of correct scientific terminology
- Thinking/acting like a scientist

### Science Topics (taught as a 2-year curriculum rotation):

<b>Year One</b>	<b>Year Two</b>
<ul style="list-style-type: none"><li>• Geology: Internal Earth Structure</li><li>• Geology: Earthquakes &amp; Volcanoes</li><li>• Cells as the Building Blocks of Life</li><li>• Heredity and Genetics</li></ul>	<ul style="list-style-type: none"><li>• Astronomy<ul style="list-style-type: none"><li>○ Focus on relative sizes, distances, and movement within the Solar System</li></ul></li><li>• Energy Transfer through Food Chains and Webs</li><li>• Photosynthesis</li><li>• Human Body Systems</li></ul>

*Note: not all topics will be covered every year as this list covers a 2-year curriculum rotation. We are currently in Year Two.*

## Social Studies

**WCS Koa 4<sup>th</sup>/5<sup>th</sup> Multiage  
2016/2017**

The topics listed below are taught through a variety of methods, including project-based learning. Students work individually, with partners, and as a group on Social Studies projects.

Through this approach, students develop and strengthen key skills:

- finding and using appropriate resources
- reading for information
- note-taking
- documenting sources
- planning and executing projects
- creating a variety of reports and presentations to showcase what they have learned

Map skills are taught directly and integrated with other topics of study. Students read, create, and use a variety of types of maps.

Geography is taught on a two-year rotation—for example, one year emphasizes our country while the next focuses on the world. Hawaiian and U. S. History content areas are also covered in this way (see chart below). While the content areas change, the development of the basic skills outlined above remain constant. This rotation ensures that students are exposed to the content areas appropriate for their grade level over the duration of the program.

Social Studies Topics (taught as a 2-year curriculum rotation):

<b>Year One</b>	<b>Year Two</b>
<ul style="list-style-type: none"><li>• Pacific Geography</li><li>• Early Hawaii History and Migration (Polynesian Migration to Hawaii)</li><li>• U.S. States &amp; Capitals</li><li>• European Exploration of the Americas</li><li>• Early American History: Colonial America</li><li>• Early American History: Revolutionary War</li></ul>	<ul style="list-style-type: none"><li>• Citizenship, Democracy &amp; Government</li><li>• Elections (covered in Presidential election years)</li><li>• Modern Hawaii History<ul style="list-style-type: none"><li>○ Focus on Hawaiian Monarchy period</li></ul></li><li>• World Geography and Cultures<ul style="list-style-type: none"><li>○ Includes Maps &amp; Projections</li><li>○ Five Themes of Geography</li></ul></li></ul>

*Note: not all topics will be covered every year as this list covers a 2-year curriculum rotation. We are currently in Year Two.*

Hawaiian Studies at Waimea Country School is integrated into many areas of the curriculum rather than taught as a separate class. Our main goal with Hawaiian Studies is to expose our children to aspects of the culture—from learning songs and chants to studying cultural beliefs and practices to understanding the importance and history of the Hawaiian peoples—as well as the significance of place.

Students learn basic Hawaiian words and phrases primarily through songs and chants. In addition, the Koai’a and Koa students learn about state history and geography and cover early Hawaiian life, voyaging and exploration, and cultural influences.

Waimea Country School embraces a school-wide character education program that focuses on a different value each month. Through daily implementation of this character education study, students learn the value of community and ‘ohana.

Month	Year One		Year Two	
	Value	Meaning	Value	Meaning
<b>August</b>	Pono	Respect	Pono	Respect
<b>September</b>	Kūpono	Honesty	Mālama	Respect
<b>October</b>	Laulima	Cooperation	Kuleana	Responsibility
<b>November</b>	Ha’aha’a	Humility	Lokomaika’i	Compassion
<b>December</b>	Maluhia	Peace	Mana’o’i’o	Faith
<b>January</b>	Ahonui	Patience	Kūpa’a	Commitment
<b>February</b>	Wiwo’ole	Courage	Aloha	Love
<b>March</b>	Makakū	Creativity	Na’auao	Wisdom
<b>April</b>	Mālama ‘Āina Aloha ‘Āina	Environmental Awareness	Olakino Maika’i	Health
<b>May</b>	Ku’oko’a	Freedom	Ho’omāke’aka	Humor

*\*We are in Year Two.*

The overarching theme for the school is Pono—the Hawaiian cultural ideal of balance and rightness.

**Pono**

- 1) I control myself.
- 2) I respect myself and others.
- 3) I am safe and responsible.

## **Garden~ Nā Keiki Aloha ‘Aina**

**2016/2017**

**Jennifer Haywood-Farmer, School Garden Coordinator**

Nā Keiki Aloha ‘Aina (by/for the children who love the land) is the thriving garden program at Waimea Country School. The mission of our program is to cultivate a creative, safe, and welcoming learning garden that will foster students’ connections to the natural world, raise awareness about food and nutrition, and create a bridge between outdoor and indoor classrooms.

All students spend regular time in the garden. Students engage in all aspects of the gardening program:

- amending soil
- transplanting
- weeding
- tasting/eating
- composting
- mulching
- harvesting
- recipe planning
- planting
- watering
- seed saving
- using tools

Our time in the garden often ties directly to our units of study in science, art, mathematics, language, and social studies. At the same time, it gives students valuable knowledge of how to live a sustainable lifestyle and how to care for the land around them. Students find great satisfaction in being outside and harvesting the food they have planted. Students learn how to prepare and utilize the plants we harvest. This process promotes healthy eating habits and knowledge of how to eat local, slow, nutritious food. What’s more, all students participate in a plant sale in the spring to show off their work in the garden and earn funds for our school.

Students visit the garden weekly to observe, harvest, weed, and otherwise tend their class beds. After instruction on the proper use and care of garden tools, including, but not limited to, shovels, rakes, clippers, and loppers, students, under adult supervision, regularly use these tools as they perform manual tasks in the school garden, yard, and neighboring Nature Park. Students are required to wear closed-toed shoes or garden boots when working in the garden. In addition, students harvest and consume edibles from the garden after learning proper procedures for washing and preparing fresh produce.

In the Koa and Koai’a classes, students participate in a program called Gart (a Gardening/Art hybrid). This program combines these students into two multiage, multiclass groups on Friday afternoons. Each group has a block of art instruction with our classroom teachers as well as a block of garden instruction with our School Garden Coordinator. When appropriate, we invite in guest artists and/or gardeners from our community.

In the ‘Ohi’a class, students work in small groups on Wednesday afternoons, with one group in the garden while the other does arts and crafts. Then the groups switch.

## **Art**

**2016/2017**

Art is integrated throughout the curriculum in all classes and largely taught by individual classroom teachers. Students draw, paint, collage, chalk, stamp, make dioramas, mold sculptures and create many other crafts as way to respond to reading, express understanding of scientific/mathematical concepts, or culminate a unit of study. There is also direct instruction in art techniques.

Art is taught opposite gardening in the Koai'a/Koa Gart Fridays, as well as in the 'Ohi'a Wednesday afternoon block. When appropriate and available, guest artists are brought in to work on a variety of techniques and special projects.

Students in all classes participate in art contests throughout the year, such as the Hawai'i State Library System Book Poster Contest.

## **Music**

**Joanie Collins, Music Teacher**

*“Enthusiasm is excitement with inspiration, motivation, and a pinch of creativity... Music is what these feelings sound like.”*

*~ Bo Bennett*

Students in all classes have music instruction twice each week:

- 'Ohi'a K/1<sup>st</sup> Multiage = 30 min/class
- Koai'a 2<sup>nd</sup>/3<sup>rd</sup> Multiage = 35 min/class
- Koa 4<sup>th</sup>/5<sup>th</sup> Multiage = 40 min/class

Our **'Ohi'a** students begin with the musical expression of singing and chanting to develop an awareness of tone, pitch, and rhythm. The focus is on movement and percussion.

**Koai'a** students are introduced to more complex percussive sequences and instrumental music through recorders.

**Koa** students build on these foundational abilities to read and develop musical notation as they explore the sounds of the 'ukulele and keyboard.

We have two performances per year – a holiday recital at the end of the first semester and our May Day show at the end of the school year. During the second semester, Leia Lawrence, our Hula Kumu, works in collaboration with the music teacher to produce a wholistic show that highlights student performance with songs, chants, hula, and instrumentation.

Our primary goals are to develop a love for, an appreciation of, and a foundation for music in the lives of each of our students! We want our students excited about music!

## **Health and Fitness**

**Tami Painton, Health and Fitness Teacher**

**All Classes  
2016/2017**

Over the course of the school year, students participate in a physical educational program designed to provide the basis for a wide range of learning experiences. With an emphasis on “healthy choices,” units are characterized by locomotor skills, body awareness, endurance, and “Pono”. Every class focuses on stretching routines, practice, skill building, and healthy competition.

Guest teachers, representing our community partners, are asked in to provide exposure for students to a variety of community health and fitness opportunities. Community partner activities may include zumba, yoga, rugby, flag football, or karate. All students participate in our multiage *Makahiki* event in November, with physical education classes leading up to this field day centering on Makahiki game skill development.

Students are expected to come to class prepared with appropriate footwear, clothing, and attitude. Physical Education classes are taught each Tuesday and Thursday.

Health and Fitness skills and activities may include:

- Basic Movement Exploration
- Body Awareness
- Organizational Skills
- Fitness Challenge/Testing
- Developing Simple Cardio Routine
- Goal Setting
- Using Equipment
- Basic Gymnastic Skills
- Using Bean Bags, Balls, Hoops, Ropes, Streamers, Parachute
- Running, Catching, Throwing, Kicking, Targeting, Dodging, etc.
- Fitness Routines
- Rhythmic Activities
- Circuit Training & CrossFit
- Sports Introduction - Rules, Theories, Skills, Practice
- Sports Concentrations - Soccer, Kickball, Rugby, Football
- Sports Concentrations - Volleyball, Basketball, Softball, Track & Field

## **Homework Policy**

**All Classes  
2016/2017**

Our goals are to inspire children, support learning, build skills, and provide opportunity for growth and development – in short, to produce students who know *how* to learn but, more importantly, **love to learn**.

After a full day of hard work in school, children need a break – to play, have time with family, and to participate in extracurricular activities. Homework at WCS is meaningful and age-appropriate; it should NOT be a source of stress or conflict in the family. Daily reading, at all levels, is required.

While children may not have worksheets assigned to complete each night (the traditional “busywork” that drill and kill homework assignments have become), students may choose to take on extra practice work, in a variety of subjects, in addition to what is outlined below. This work will be acknowledged, corrected and returned to students.

### **All School**

- Read every day, seven days each week
  - encourage fun reading; find topics your child is interested in and engage in those topics through books
  - have your child read to you, read together, listen to an audiobook, or read aloud to your child – make it a meaningful, joyful, shared experience, not a chore

### **‘Ohi’a K/1<sup>st</sup> Multiage**

- Read every day – this is a vital piece of building literacy in young children
- Mon-Thurs: choose from a menu of options, no more than 10 minutes

### **Koai’a 2<sup>nd</sup>/3<sup>rd</sup> Multiage**

- Read every day – this is key as children develop literacy skills
- Mon-Thurs:
  - choose from a menu of options, no more than 20 minutes
  - OR, a specific assignment in a given topic, such as Greek & Latin or spelling word work

### **Koa 4<sup>th</sup>/5<sup>th</sup> Multiage**

- Read every day – This is important as children move from learning to read to reading to learn
- Mon-Thurs, no more than 30 minutes, may include:
  - Greek & Latin or spelling word work
  - writing
  - math practice
  - Khan Academy (online math)

### **General expectations for written work:**

- ✓ name and date in top right corner
- ✓ when using notebook paper, the holes go on the left
- ✓ when lines are provided (notebook paper, journal paper, composition notebook), write on them (no floaties or flat out ignoring lines)
- ✓ use the margins (left and right)
- ✓ use pencils only, especially in math, unless an assignment specifically states otherwise
- ✓ when solving math problems, always include units with the answer
- ✓ when answering a question, answer in a complete sentence
- ✓ no scribble scrabble!