



# Waimea Country School

***Curriculum Guide  
2016/2017***

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

***Krista Daugherty***

*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 2<sup>nd</sup> and 3<sup>rd</sup> grades.*

## **Overview**

## **WCS Koai'a 2<sup>nd</sup>/3<sup>rd</sup> Multiage 2016/2017**

Our second and third grade multiage classroom is named Koai'a, after the rare, endemic Koai'a tree. Similar to the mighty Koa tree, but smaller, this tree has hard dense wood that was cherished by the early Hawaiians. It was used to make spears, fish hooks, lures, kapa beaters, and exquisite canoe paddles. This special, endangered tree captures the developmental characteristics of students in second and third grade. Smaller in stature than their fourth and fifth grade peers in the Koa class, Koai'a students are strong, ready for challenge and resilient.

Koai'a combines second and third graders in a dynamic, engaging, centers-based education program that differentiates to meet the needs of each student. Although there are two grade levels in one classroom, students are not divided into groups of second-graders and third-graders for instruction. Rather, the teacher meets each student where he or she is, assessing skills and setting expectations and work for each student based on individual capabilities as well as where they are in the continuum of their education—that is, if they are returning to Koai'a for another year or continuing up to Koa.

A centers approach to instruction makes it easy to differentiate for each child's needs. It also makes lessons dynamic. Students move around the room and use their hands to engage their minds. What's more, centers-based instruction allows the teacher to meet with individuals or small groups for more effective instruction. The following guide catalogs the specific topics of study in each academic discipline and gives more detailed examples of how the centers-based teaching approach plays out in our multiage classroom.

### **Literacy Centers**

We use literacy centers during the Language Arts block each day. Students practice making choices and working independently at centers that involve reading, writing, word building, and grammar exercises. Students complete some activities independently, while at other times they work with a partner or play literacy games. For example, students may be writing a first draft of a poem or reading aloud a reader's theater with a small group. Meanwhile, as students are working independently at these centers, the teacher meets with small groups for Book Club, described in detail below.

### **Book Clubs**

Students read chapter books, picture books and other readers in small groups. As they read, they engage in activities to improve their reading skills. Some groups may work on fluency, decoding and phonics, while other groups practice identifying literary themes and using inference. All of these skills help students reach meta-cognition, or a high level of critical thinking about what they have read and how they understood it. What's more, by reading novels in small groups, students gain conversation skills and confidence in reading and responding aloud.

Additionally, a wide range of fiction and non-fiction literature is read aloud and discussed with the entire class. These novels expose students to higher level vocabulary, model practices for reading and understanding novels, and relate to our values education program.

### **Home Reading**

Home reading encourages children to make reading a part of their everyday lives. Sometimes, students are encouraged to choose their own reading materials. Other times, students are assigned a book or passage. ***Children need to read daily to maintain and build fluency.*** We encourage families to read together and build a love of literacy at home that shows reading is valued rather than a chore.

In addition to home reading, all students in the school have daily Drop Everything And Read (D.E.A.R.) time, providing silent reading practice.

### **Greek & Latin, Spelling and Word Study**

Koai'a students are introduced to roots, prefixes, and suffixes that are the "puzzle pieces" of our language. With a focus on one or two affixes in a week, students analyze words and begin the process of dissecting words to discover meaning. This work directly leads to the Koa class, where the depth of study is greater and the expectations are higher.

Spelling instruction is designed to meet the needs of a wide range of ability levels in a multiage classroom. Students are assessed using a spelling inventory at the beginning of the year. This information informs targeted instruction for each child. There are no Friday spelling tests based on memorization of a word list – this is NOT an effective instructional technique. Students are assessed periodically with the spelling inventory to document growth and development.

Students keep a Greek & Latin and a spelling notebook. They engage in word work such as alphabetical order, composing original sentences, brainstorming synonyms and antonyms for words, or illustration. In addition, each student has an Author's Resource Folder (ARF) that they build over the course of year as a resource (see writing, below).

## **Writing**

Koai'a students write every day. Specific writing skills, including the writing process, are taught utilizing the *Step Up To Writing* program and other resources. When writing for a specific purpose, such as doing a research report, students come to understand writing as a fluid, cyclic process that moves back and forth through the stages of pre-writing, drafting, revising, peer editing, conferencing, final drafting and publishing.

The Author Resource Folder is a valuable tool in teaching student independence with writing and spelling. It includes a writing dictionary (just words, no definitions) that students add to throughout the year.

Students are encouraged to use illustrations and invented spelling in the pre-writing and drafting stages to help them express their ideas and expand their stories. To give students an intrinsic sense of motivation in the final writing stages, we often publish works for audiences outside the classroom.

Some of the genres covered:

- Poetry
- Narrative
- Persuasive
- Expository
- Short plays
- Myths and Legends
- Comics and illustrated fiction
- Research Reports

Our language instruction is embedded in our writing curriculum. *Daily Language Instruction (DLI)* is a daily exercise that teaches and reinforces writing conventions, capitalization, punctuation, and grammar rules. Mechanics and grammar topics are also taught in the context of the students' writing. Mini-Lessons on skills related to punctuation, parts of speech, sentence structure, paragraphs, dialogue, figurative language and more are presented, practiced and reviewed during writing class.

## **Handwriting**

In the first year of Koai'a, students focus on developing and standardizing print. Then, students learn to slant and hook their printed letters. By the second year in Koai'a, students are introduced to cursive writing. Handwriting is practiced throughout the week, utilizing the *Handwriting Without Tears* curriculum.

The expectation for all students is that they communicate effectively in writing – that is, using neat, legible handwriting.

**Overview**

Koai'a Mathematics is taught with a centers approach. Students work through a series of math centers, targeting skills specific to the current unit of study, such as measurement, place value or graphing, as well as addressing ongoing skills, such as:

- Problem-solving strategies
- Mental Math
- Basic Facts Practice
- Use of charts and graphs
- Estimation

Memorization of basic math facts is our goal, but memorization that comes from ongoing practice and engagement with math facts tasks, not memorization that comes from traditional drill and practice. Students benefit from varied opportunities to explore basic math facts designed to promote automatic recall. Through hands-on activities, direct teaching of strategies, and thoughtful discussions, students develop deeper understandings about math facts. They then build on strategies related to these basic facts to work increasingly challenging problems.

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

**Place Value**

- Understand ones, tens, hundreds, thousands
- Read and write numbers to 10,000
- Understand and use expanded form
- Mentally add and subtract 10 or 100 from any given number

**Computation**

- Solve addition and subtraction problems within 1,000
- Use strategies: decompose numbers, make “friendly” numbers, and so on
- Solidify addition and subtraction; begin to develop multiplication and division

**Measurement & Data**

- Measure, estimate and compare lengths, volume & weight in standard units
- Collect data, build a graph, and answer questions about it

**Time and Money**

- Tell time on analog & digital clocks
- Know relationships of time (minutes per hour, and so on)
- Identify the value of coins and bills
- Add and subtract with money

**Fractions**

- Understand fractions as numbers
- Know parts of a fraction – numerator and denominator
- Recognize and make simple equivalent fractions
- Compare simple fractions

**Geometry**

- Recognize triangles, quadrilaterals, pentagons, hexagons, and cubes
- Know attributes of shapes
- Beginning concepts of area, using rectangles
- Understand perimeter of basic polygons

The needs of the individual student drives the curriculum he or she is working through – that is, consideration is given to where a student is currently in her learning as well as where she will be heading next year. Math skills are built in layers and developed through daily practice. Emphasis is on understanding process and developing flexible thinking.

**Overarching goals of the Science Program:**

- Foster a sense of wonderment and curiosity for the world around us.
- Develop scientific observation skills.
- Express observations and conclusions clearly in illustrated, written and oral formats.
- Ask questions that inspire experiments.
- Learn to design experiments to test a hypothesis.
- Have familiarity and basic understanding of scientific vocabulary such as control, variable, hypothesis, experiment and conclusion.

Units of Study include:

| <b>Year One</b>   | <b>Year Two</b>   |
|---|---|
| <ul style="list-style-type: none"><li>• States of Matter</li><li>• Electricity</li><li>• Magnetism</li><li>• Simple Machines</li><li>• Force &amp; Motion</li></ul> | <ul style="list-style-type: none"><li>• Insects</li><li>• Constellations</li><li>• Cycles: Sun, Earth, Moon, Water, Life</li><li>• Sound &amp; Light</li><li>• Nutrition/Food Science</li></ul> |

*\*Note: this list covers a 2-year curriculum rotation. We are currently in Year Two.*

**Science Fair:**

A highlight of our science program is our annual, school-wide Science Fair in November. Koai'a students work with a partner or in small groups to share knowledge about a unit of study they have been working on. Emphasis is on understanding the process of science rather than having a beautiful display.

Students engage in all parts of the scientific method and prepare a presentation for visiting scientists from the local community. This event serves as an introduction to the scientific method that we practice throughout the remainder of the school year. The skills students practice when engaged in the scientific method are listed below.

- Finding a problem to solve or a question to answer and clearly stating the objective.
- Designing experiments & projects.
- Writing and following the plan or procedures needed to carry out the project.
- Recording data, using a table to record results.
- Graphing data—determining which type of graph would best display results.
- Understanding and interpreting data; drawing conclusions from the data.
- Articulating and writing a relevant conclusion.

## Social Studies

**WCS Koai'a 2<sup>nd</sup>/3<sup>rd</sup> Multiage  
2016/2017**

The Koai'a Social Studies program is often integrated into our daily studies in math, language arts, garden and science. Students at this level are beginning to wonder about other parts of the world and are just beginning to understand their relationship to their community at large. The program is designed to give students a strong understanding of the local community around the school, to respect diversity, to recognize the rich cultural history of their island home, and to become engaged citizens. Specific learning objectives of this program are listed below.

### Learning Objectives

- Understand the difference between town, state, country, and continent.
- Have knowledge of the local history of the area around the school.
- Have knowledge of the important natural and social resources in the local community.
- Recognize history as an important part of understanding Current Events.
- Recognize elders as essential sources of historical information.
- Use, make and understand maps.
- Recognize prominent landforms in our state and country.
- Become engaged citizens in the local communities.
- Read dates and timelines.

To reach these learning objectives, we have guest speakers in our classroom, go on various field trips and complete projects.

Units of Study include:

| <b>Year One</b>  | <b>Year Two</b>  |
|--|--|
| <ul style="list-style-type: none"><li>• Local Community: structure and leaders</li><li>• Early Hawaiian life<ul style="list-style-type: none"><li>◦ King Kamehameha I</li><li>◦ Ahupua'a</li></ul></li><li>• Migration and transportation</li><li>• US Geography: Regions</li><li>• US History</li></ul> | <ul style="list-style-type: none"><li>• Community History/Waimea Place Study</li><li>• Family history</li><li>• Physical Geography of USA<ul style="list-style-type: none"><li>◦ Landforms</li><li>◦ Landmarks</li></ul></li><li>• Natural resources</li><li>• Important people in U.S. past &amp; present</li></ul> |

*Note: Map skills and timeline skills are studied throughout the year. 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            | <i>Year One</i>             |                            | <i>Year Two</i>    |                |
|------------------|-----------------------------|----------------------------|--------------------|----------------|
|                  | <b>Value</b>                | <b>Meaning</b>             | <b>Value</b>       | <b>Meaning</b> |
| <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<br>Aloha 'Āina | Environmental<br>Awareness | Olakino<br>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   | ✓ use pencils only, especially in math, unless an assignment specifically states otherwise |
| ✓ when using notebook paper, the holes go on the left   | ✓ when solving math problems, always include units with the answer                         |
| ✓ when lines are provided (notebook paper, journal paper, composition notebook), write on them (no floaties or flat out ignoring lines) | ✓ when answering a question, answer in a complete sentence                                 |
| ✓ use the margins (left and right)  | ✓ no scribble scrabble   |