



Waimea Country School

***Curriculum Guide
2016/2017***

‘Ohi’a

Kindergarten/1st Grade Multiage

Ms. Marcie Neubecker

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 Kindergarten and 1st grade.

Overview

WCS ‘Ohi’a K/1st Multiage 2016/2017

Our kindergarten and first grade multiage classroom is named ‘Ohi’a, after the endemic Hawaiian tree. This hardy tree is often referred to as the “pioneer tree” since it is the first to grow on cooled lava flows. ‘Ohi’a produces a hard reddish wood that was used by early Hawaiians for such things as housing and canoe construction, poi boards, tool handles, and statue carving. Its beautiful red, orange, yellow or white blossoms continue to be used in lei making today. The ‘ohi’a tree captures the unique developmental characteristics of students in kindergarten and first grade. Students in these grades are pioneers in their education, establishing a foundation for growth.

‘Ohi’a combines Kindergarten and first grader students 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 grade level groups 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 an entering or returning student in the two year program.

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.

Reading Readiness/Building Literacy

Reading is the most important skill developed in 'Ohi'a. Students begin with reading readiness and move on to extend their phonemic awareness, decoding skills, sight word recognition, and fluency.

The focus of reading readiness is building a foundation in these three key areas:

- Phonemic Awareness ~ distinguishing the different sounds in a spoken word
- Letter recognition ~ knowing different letter shapes and the correct name for each letter
- Phonics ~ understanding the relationship between letters and the sounds they stand for

Reading instruction includes a wide variety of instructional strategies and skill-building activities, including:

- direct teaching of letters and their sounds using a variety of sensory techniques—visual, auditory, and tactile/kinesthetic modalities
- learning concepts of print, such as left-to-right progression of words and sentences and what words—and the spaces between words—look like
- shared reading, such as echo reading where the teacher reads aloud a sentence and students repeat it while the teacher points to the words
- using context clues to build comprehension
- learning centers that enrich phonics lessons
- building words with word families
- leveled-book reading with the teacher
- introduction and daily review of high frequency sight words
- developing independent reading through daily practice

Students leaving 'Ohi'a have a solid foundation in the following reading skills:

Phonics

- Word Families
- Blends
- Long & Short Vowels
- Consonant Digraphs
- Variant Vowels/Diphthongs

Book Elements

- Identify title and author
- Identify the basic story elements of character, setting, and events

Fluency

- Recognize sight words through the 1st grade
- Read 50 words per minute

Reading Comprehension

- Retell main events from story

Writing/Motor Skills Development

Over the course of the two-year 'Ohi'a program, students move from developing the fine motor skills needed to manipulate a pencil to writing multiple sentences about a single topic.

Students write daily through various activities, including journaling. Teachers model writing and take dictation. Specific writing skills are taught in whole group and individual instruction, including with kinesthetic techniques by using manipulatives such as clay, rice, sand, and so forth. Language mechanics—spelling, grammar, punctuation, capitalization, and usage—are emphasized and taught directly; however, students also have the opportunity to free write in order to learn to express themselves creatively.

Writing Skills

- Writing left to right
- Writing first and last name
- Recognizing the differences between letters, words, and sentences
- Writing numbers, letters, and words
- Using inventive spelling
- Writing complete sentences
- Writing in a variety of grade-appropriate formats for a variety of purposes and audiences
- Printing legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences
- Editing writing to correct use of periods and question marks as end marks
- Focusing on a single topic in a piece of writing

Speaking and Listening

'Ohi'a students are learning to articulate ideas and concepts and to differentiate between making statements and asking questions. Through consistent direction and teacher intervention, students learn to take turns when speaking, to respect other speakers, to listen to directions, and to follow instruction. Listening for a variety of purposes is taught throughout the curriculum. Students practice listening for information in presentations, videos, and CDs. They develop oral presentation skills by sharing their writing pieces, group reading, and at "share time."

Listening and Speaking Skills

- Use appropriate social conventions in various large and small group situations
 - waiting one's turn
 - raising a hand
 - showing attention/respect to speaker
- Use clear and appropriate vocabulary when speaking
- Adjust volume and intonation as appropriate to content and purpose
 - falling for statements, rising for questions
- Rehearsing presentations
- Use complete sentences when speaking
- Answering questions from audience appropriately

To gain a deep understanding of Mathematical ideas, children need to be able to integrate and connect a variety of concepts in many different ways. The effective use of manipulatives helps children connect ideas and integrate their knowledge so that they gain a deep understanding of Mathematical concepts.

Math concept and skill development consists of these three stages:

1. Concrete

- a. A Mathematical concept is introduced with manipulatives and the children explore the concept using the manipulatives in a purposeful activity.

2. Representational

- a. A Mathematical concept is represented on paper using pictures to stand for the concrete objects (or manipulatives) of the previous stage.

3. Abstract

- a. Mathematical symbols (numerals, operation signs, etc.) are used to express the concept in symbolic language.

Once students understand what math is, recognize numbers and what they represent, and write the numbers to 20, the next stage of development is focused on basic operations, conventions, applications, and vocabulary. Students learn basic math skills such as counting, adding and subtracting whole numbers to 120, and comparing values. They are also exposed to problem solving strategies and other applications of basic math.

There are five basic math categories:

- numbers and number sense
- measurement
- geometric sense
- algebraic sense
- statistics and probability

Students learn and practice skills and concepts through whole class instruction, small group activities, peer to peer partnerships, one-on-one interactions with teachers or adult volunteers, and homework. Practice opportunities include pencil and paper work, hands-on projects using manipulatives, bodily-kinesthetic activities, mental math, and games.

Math Skills and Concepts

- Whole numbers to 120
 - counting
 - place value
 - adding/subtracting
- Ordinal numbers
- Graphing
- Fractions
- Geometry
- Money
- Measurement
 - length
 - weight
 - time
- Number Theory
 - $<$ $>$ $=$
 - skip counting
 - even/odd numbers

Science

**WCS 'Ohi'a K/1st Multiage
2016/2017**

Science is the study of the world and how it works. Children are natural scientists and their curiosity leads them to seek answers to questions and make connections. The 'Ohi'a science program fosters that natural curiosity and teaches skills that will allow students to learn about the world around them.

Skills of focus include:

- Wondering
- Exploring
- Asking questions
- Predicting
- Observing
- Investigating
- Testing ideas
- Making connections
- Drawing conclusions

As students explore with science, they engage in a variety of activities—from hands-on experiments to field trips to working with guest teachers. The goal of the science program is to engage students so they understand that science is an interesting and fun, yet systematic, way to learn about our world.

Units of Study include:

Year One	Year Two
Units: <ul style="list-style-type: none">• Plants<ul style="list-style-type: none">○ Life Cycle○ Parts of a Plant• Whales<ul style="list-style-type: none">○ Anatomy & Adaptations• Rocks & Minerals<ul style="list-style-type: none">○ Sedimentary, Igneous, Metamorphic• Dinosaurs<ul style="list-style-type: none">○ Fossils	Units: <ul style="list-style-type: none">• Human Body<ul style="list-style-type: none">○ Human Body Systems○ Five Senses○ Dental Health• Weather & Seasons• Animals<ul style="list-style-type: none">○ Vertebrate Classification○ Life Cycles○ Habitats

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

The all-school Science Fair is held in November. 'Ohi'a students participate by running a hands-on science center related to a unit of study. Students learn the scientific process as they work together on a single topic. Individual students have the opportunity to show their learning through small group demonstrations at the Science Fair itself.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society. Social studies prepare young people to be responsible citizens by stressing the safeguarding of rights, fulfillment of responsibilities, and honoring the dignity of all people. Through their studies, students develop lifelong learning skills in communication, information technology, teamwork, problem-solving, and decision-making.

By 5 and 6 years old, children are beginning to realize that they are a unique person who interacts with other individuals, groups, and cultures, including family, school, community, Hawai’i, the nation, and the world.

Students learn about their own identity within the context of family and the classroom. They learn that each person and family has unique characteristics that are of value and should be respected. They learn that people are similar and different in various ways. Students also have the opportunity to participate in various activities that require them to speak to others, to listen to one another, and to cooperate with one another.

Major Concepts:

- each person is unique and valued
- individuals and groups have similarities and differences
- cooperation is an important part of group behavior
- object and people exist in relationship to each other

Units of Study include:

Year One	Year Two
Units: <ul style="list-style-type: none"> • State of Hawaii <ul style="list-style-type: none"> ○ ID islands, state symbols • United States <ul style="list-style-type: none"> ○ ID National symbols, songs, coins, presidents, etc. • World <ul style="list-style-type: none"> ○ ID continents & oceans 	Units: <ul style="list-style-type: none"> • Family <ul style="list-style-type: none"> ○ Family Diversity ○ People in families • Community <ul style="list-style-type: none"> ○ Classroom, school, Waimea ○ Community People: police, firefighters, doctors, etc. ○ Urban, suburban, and rural ○ Citizenship

Note: Map skills are studied throughout the year. This list covers a 2-year curriculum rotation. We are currently in Year Two.

Ongoing Skills:

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|--|---|
| <ul style="list-style-type: none"> • compass rose - cardinal directions • basic map reading – directional words, symbols (finding symbols on a map and finding meaning on key/legend) • create a simple map | <ul style="list-style-type: none"> • understands concept of past, present, future • create a simple timeline • organize information using graphs or charts |
|--|---|

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>	
	Value	Meaning	Value	Meaning
August	Pono	Respect	Pono	Respect
September	Kūpono	Honesty	Mālama	Respect
October	Laulima	Cooperation	Kuleana	Responsibility
November	Ha'aha'a	Humility	Lokomaika'i	Compassion
December	Maluhia	Peace	Mana'o'i'o	Faith
January	Ahonui	Patience	Kūpa'a	Commitment
February	Wiwo'ole	Courage	Aloha	Love
March	Makakū	Creativity	Na'auao	Wisdom
April	Mālama 'Āina Aloha 'Āina	Environmental Awareness	Olakino Maika'i	Health
May	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/1st Multiage = 30 min/class
- Koai'a 2nd/3rd Multiage = 35 min/class
- Koa 4th/5th 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/1st 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 2nd/3rd 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 4th/5th 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 of paper)
- ✓ 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!