



# Health & Fitness

The physical education program provides a range of learning experiences. With an emphasis on healthy choices, units are characterized by locomotor skills, body awareness, endurance, and “pono.” Each class focuses on stretching routines, skill building, practice, and healthy competition. In November, all students participate in our multiage Makahiki event, celebrating and honoring Hawaiian culture.

Students are expected to come to class prepared with appropriate footwear, clothing, and attitude.

Health and Fitness skills and activities may include:

- Gross motor development
- Fitness challenge/testing
- Using equipment
- Basic gymnastic/tumbling
- Bean bags, balls, hoops, ropes, streamers, parachute
- Running, catching, throwing, kicking, targeting, dodging
- Fitness routines
- Rhythmic activities
- Sports introduction - rules, skills, practice



# Garden ~ Na Keiki Aloha ‘Aina

Our creative, safe, and welcoming learning garden fosters children’s connections to the natural world, raises awareness about food and nutrition, and creates a bridge between outdoor and indoor classrooms.

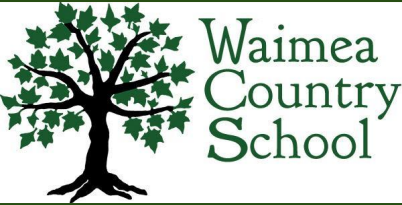
All students spend regular time in the garden, engaging in all aspects of the program:

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

Garden classes often tie directly into units of study in science, art, mathematics, language, or social studies. Student learn how to live a sustainable lifestyle and how to care for the land. Children find great satisfaction in being outside and harvesting the food they plant and grow. Students learn to prepare and utilize the plants we harvest, promoting healthy eating habits and knowledge of how to eat local, slow, nutritious food. All students participate in the Spring Plant Sale, showing off their work in the garden and earning money for the garden program.

Students observe, harvest, weed, and otherwise tend garden beds weekly. After instruction on proper use and care of garden tools, they use them to perform manual tasks in the school garden and yard. Children wear closed-toed shoes or garden boots when working in the garden. Children harvest and consume edibles from the garden after learning proper procedures for washing and preparing fresh produce.

Koai’a and Koa students participate in Gart (a Gardening/Art hybrid) on Friday afternoons. This class combines students into two multiage groups, each doing garden and art in back to back blocks. ‘Ohi’a students work in the garden in small groups on Wednesday afternoons. The garden is fully accessible during recess.



# Curriculum Guide

Our child-centered, multiage learning program utilizes a curriculum that incorporates literature, mathematics, science, Hawaiian cultural studies, arts, health and fitness, social studies, and study skills. Many subjects are integrated, providing students the opportunity to build depth and relevance in their growth and development.

Waimea Country School students learn to be active in their own learning — to think, aspire, challenge, question, and reflect. Our graduates develop into eager, creative learners who are well-prepared, academically, socially, and ethically, for life’s challenges.

Language Arts, Mathematics, Science, and Social Studies are the core subjects taught in all classes, with computer skills and study skills integrated as appropriate and possible. Social-emotional learning, visual arts, music, gardening, and physical education round out the curriculum.

Literacy is key to student success, and we build a solid foundation of reading, writing, speaking, and listening skills that fosters academic growth while building a love of learning in all subjects. Students read for information and pleasure, write for a variety of purposes, and have many opportunities for speaking and listening in small groups, class discussions, and whole school meetings.

# Character Education

Moral character shapes the course of a student’s life more than any specific academic skill. Our values-based curriculum is a companion to our academic curriculum to create a balanced school environment where children are encouraged to grow socially and emotionally, as well as intellectually.

Children need to be exposed to strong moral values and be expected to behave correctly in order to grow into morally strong adults. We practice and expect common courtesy and good manners. Attending to the moral development of children is woven into all we do.

We highlight specific monthly values over a two-year cycle. Discussion, sharing stories from other cultures, highlighting individuals of strong moral character as examples, and various practical applications, such as community service projects, are some of the initiatives that define our program.

All students in all class participate in daily lessons in social-emotional learning, including mindfulness, making and keeping friends, coping with big emotions, building trust, and so on.

	Year One Values		Year Two Values	
	Hawaiian	English	Hawaiian	English
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'l'o	Faith
January	Ahonui	Patience	Kūpa'a	Commitment
February	Wiwo'ole	Courage	Aloha	Love
March	Makakū	Creativity	Na'auao	Wisdom
April	Malama 'Āina Aloha 'Āina	Environmental Awareness	Olakino Maika'i	Health
May	Ku'oko'a	Freedom	Ho'omāke'aka	Humor



We are  
Waimea Country School  
We are

PONO

We control ourselves.

We respect ourselves and others.

We are safe and responsible.

We are kind and compassionate.



# Mathematics Overview



Teaching and learning at Waimea Country School is informed by the latest research in brain science — namely, that student who embrace a growth mindset learn more and with greater understanding, and accept challenges, failures, and mistakes as opportunities to improve their skills and learning.

This approach is particularly important and effective in learning mathematics.

Developing number sense is key to success in mathematics. This means being fluid and creative in thinking about how numbers work so there is actual understanding that goes well beyond rote memorization.

“The best way to develop fluency with numbers is to develop number sense and to work with numbers in different ways, not to blindly memorize without number sense.”

*Fluency Without Fear*, Jo Boaler, Professor of Mathematics Education, Stanford University

# Music & Hawaiian Studies

Students in all classes have music instruction twice each week.

**‘Ohi’a** students begin with the musical expression of singing, chanting, and beat-keeping to develop awareness of tone, pitch, and rhythm. Research shows that literacy depends on detecting sound patterns; this patten learning is part of auditory processing.

**Koai’a** students focus on singing and chanting while introduced to more complex percussive sequences and instrumental music. ‘Ukulele instruction begins in Koai’a class.

**Koa** students build on foundational musical skills and concepts while learning to play the ‘ukulele.

When possible, Guest Artists are brought in for both teaching and performance. All students attend performances of the Youth Concert Series at the Kahilu Theater throughout the year.

***We 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!***

Hawaiian Studies is integrated into many areas of the curriculum rather than taught as a separate class. Our main goal 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, Koai’a and Koa students learn about state history and geography and cover early Hawaiian life, voyaging and exploration, and cultural influences.



# Science



Science is about making sense of the world around us by using our minds, observation skills, previous knowledge, and intuition. We help children think critically while stimulating their natural curiosity. Students do science by completing hands-on activities, making observations, and setting up and running experiments. We encourage collaboration in seeking knowledge and understanding, emulating the approach of real life scientists. Flexibility allows us to follow a child’s interest within a topic to deepen interest and understanding while teaching basic skills.

## Science Fair

Each class conducts a Science Fair during the year, with independence and autonomy building over the 6-year program. During each fair, Guest Scientists from the local community spend time with student scientists listening to presentations, asking questions, and providing feedback.



**‘Ohi’a students** work in small groups to run hands-on science centers related to a unit of study. Students learn the scientific process as they work together on a single topic.

**Koai’a students** work with a partner or in small groups to share knowledge about a unit of study they have been working on. This event serves as an introduction to the scientific method, with student scientists often designing their own experiments.

**Koa students** choose a scientific question that is personally interesting to them, and then research, investigate, perform experiments, draw conclusions, and report on findings. They learn basic science skills, including how to use the scientific method to solve problems and answer questions.

# Social Studies

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, **‘Ohi’a** 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.

In **Koai’a**, students are beginning to understand their relationship to their home community. 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 our island home, and to become engaged citizens.

**Koa** students begin making international connections through a variety of digital platforms and global education projects.

Experiential learning is a powerful instructional tool that we use in the form of Learning Trips. Students travel to Anna Ranch in Waimea while learning about the history of our town or visit important members of our community, such as police and firefighters. Koa students overnight to Hawaii Volcanoes National Park and learn from master navigators about the history of voyaging. Hands-on learning, engaging in the real world with guest teachers, makes a real impact on student learning.





# Science & Social Studies Rotation

Basic skills in science and social studies are covered each year, while the content rotates on a two-year cycle. Science skills include predicting, observation, safety, measurement, data collection, and drawing conclusions. Social studies skills include finding source materials, reading for information, taking notes, and research writing.

SCIENCE	‘Ohi’a K/1st Multiage	Koai’a 2nd/3rd Multiage	Koa 4th/5th Multiage
Year 1	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Rocks &amp; Minerals</li><li>• Dinosaurs &amp; Fossils</li><li>• Whales</li><li>• Plants</li></ul>	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Computer Science</li><li>• State of Matter</li><li>• Relationships in ecosystems</li><li>• Simple Machines</li></ul>	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Geology - earth structure</li><li>• Geology - earthquakes, volcanoes, tsunamis</li><li>• Heredity/genetics</li></ul>
Year 2	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• Science Fair: What is Science?</li><li>• Weather &amp; Seasons</li><li>• Human Body &amp; Dental Health</li><li>• Animals</li></ul>	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• Computer Science</li><li>• Cycles: sun, earth, moon, water</li><li>• Constellations</li><li>• Insects</li></ul>	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• Astronomy</li><li>• Electricity</li><li>• Human Body Systems</li></ul>

SOCIAL STUDIES	‘Ohi’a K/1st Multiage	Koai’a 2nd/3rd Multiage	Koa 4th/5th Multiage
Year 1	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Identify on map:<ul style="list-style-type: none"><li>◦ Hawaii State</li><li>◦ USA</li><li>◦ Continents &amp; Oceans</li></ul></li><li>• National holidays</li></ul>	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Early Hawaiian life</li><li>• US Geography regions with focus on Native Americans</li><li>• Migration and transportation</li></ul>	<u>Year 1 ~ 2023/2024</u> <ul style="list-style-type: none"><li>• Pacific geography</li><li>• Early Hawaii history</li><li>• Early American history: Colonial America, Revolutionary War</li><li>• US States and Regions</li></ul>
Year 2	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• Family</li><li>• Community</li><li>• Citizenship</li><li>• National holidays</li></ul>	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• Waimea Community</li><li>• Family History</li><li>• Physical Geography of North America</li><li>• Famous Americans</li></ul>	<u>Year 2 ~ 2024/2025</u> <ul style="list-style-type: none"><li>• US Government</li><li>• Modern Hawaii History</li><li>• World Geography &amp; Cultures</li><li>• Elections</li></ul>

# Art



The goals of visual art education are:

- develop skills with a variety of media
- nurture the natural joy of creating
- help children develop an appreciation for art created by the great masters, contemporary artists, and artists from around the world



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 a way to respond to reading, expressing understanding of scientific or mathematical concepts, or culminate a unit of study.



In addition, all students have art classes. The art curriculum includes lessons based on the elements of art — line, shape, form, color, texture, value, and space — and are often inspired by the works of famous artists. When possible, guest artists are brought in to work on a variety of techniques or special projects.

Students in all classes keep an art portfolio of the artwork for the year. There are two non-juried Art Shows each year, one at the end of each semester.



# Mathematics

All classes utilize a scope and sequence of skills and concepts based on the National Common Core Standards. Each grade level has a specific set of benchmarks on which teachers base year-long curriculum planning. While there are no school-wide adopted math textbooks, teachers pull from a variety of sources to create a balanced instructional approach designed to reach every student.

Visual representations and hands-on manipulatives are used by students at every level in math classes to teach concepts, build connections, and deepen understanding. Teachers use a wide range of instructional strategies, including small guided math groups, math centers, partner and small group activities, projects, one-on-one instruction, and so on, to meet the needs of each individual math student. Mental math and problem-solving strategies are introduced and developed at every level.

In **‘Ohi’a class**, children begin to gain an understanding of mathematical ideas. For that understanding to be meaningful, children need 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.

In **Koai’a class**, students work in centers, which include a teacher-led guided math session used for teaching specific skills and concepts based on the needs of the students. Other centers might include independent practice, partner or small group game play, problem-solving, math journaling, or review activities.

In **Koa class**, mathematics is taught both through direct instruction of specific computational skills and through the application of those skills in problem-solving exercises. Small class size allows students to work closely with teachers and peers and allows the teacher to address the needs of each student and challenge each appropriately, based on their current needs and where they are headed next.

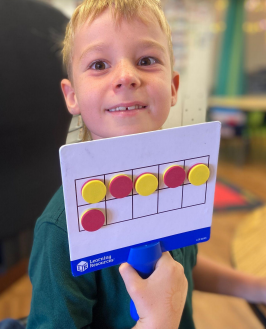
**Basic Facts**

Memorization of basic math facts is our goal, but memorization that comes from ongoing practice and engagement with math fact tasks, not memorization that comes from rote drill with no understanding behind it.

At all levels, student engage in activities designed to promote automatic recall of basic math facts. Through hands-on activities, direct teaching of strategies, and number talks, students master basic addition, subtraction, multiplication, and division facts.

Key mathematical concepts include:

‘Ohi’a K/1st	Koai’a 2nd/3rd	Koa 4th/5th
<ul style="list-style-type: none"><li>• place value through 100’s</li><li>• counting to 120</li><li>• skip counting</li><li>• addition &amp; subtraction within 20</li><li>• commutative property of addition</li><li>• measurement w/ nonstandard units</li><li>• telling time to the half hour</li><li>• sorting by attribute</li><li>• basic graphing</li></ul>	<ul style="list-style-type: none"><li>• place value through 10,000’s</li><li>• addition &amp; subtraction within 20</li><li>• addition &amp; subtraction with and without regrouping</li><li>• using dollars and coins</li><li>• telling time to the minute</li><li>• pre-multiplication: arrays, repeated addition, equal groups</li><li>• measurement: time, length, weight</li><li>• basic fractions</li></ul>	<ul style="list-style-type: none"><li>• place value through billions and thousandths</li><li>• multiplication by two or more digits</li><li>• division with single and double digit divisors</li><li>• factors &amp; multiples</li><li>• fractions &amp; decimals: naming, converting, and calculating</li><li>• area, perimeter, volume, angles</li><li>• measurement: metric &amp; standard</li></ul>





# Language Arts

Our Language Arts program consists of skill development and practice in reading, writing, speaking, and listening. Each day, teachers create opportunities for students to express themselves and practice their developing skills.

Research shows that reading for pleasure makes a big difference to children’s educational performance. Likewise, evidence suggests that children who read for enjoyment every day develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.



## ‘Ohi’a ~ Reading Readiness



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

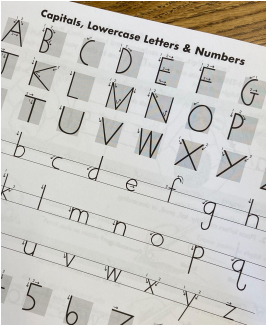
- The focus of reading readiness is building a foundation in these three areas:
- **Phonemic Awareness** - distinguishing the different sounds in a spoken word
  - **Letter Recognition** - knowing letter shapes and the name for each letter
  - **Phonics** - understanding the letters and the sounds they stand for

- Reading instruction includes a variety of instructional strategies and activities, such as:
- direct teaching of letters and their sounds using a variety of sensory techniques
  - shared reading, such as echo reading where the teacher reads aloud and students repeat
  - learning centers that reinforce phonics lessons
  - building words with word families
  - leveled-book reading
  - introduction and daily review of high frequency sight words

### Writing/Motor Skills Development

‘Ohi’a students have direct instruction and guided practice in the *Handwriting Without Tears* curriculum to learn to form letters. Students write daily. Teachers model writing and take dictation. Specific writing skills include:

- writing left to right
- writing first and last name
- writing numbers, letters, and words
- using inventive spelling
- writing complete sentences
- writing in a variety of grade-appropriate formats for a different purposes and audiences
- printing legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences
- using periods and questions marks as end marks
- focusing on a single topic in a piece of writing



*Language mechanics—spelling, grammar, punctuation, capitalization, and usage—are emphasized and taught directly; however, students also free write in order to express themselves creatively.*

### 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
- understand the difference between a question and comment
- rehearse presentations
- use complete sentences when speaking
- answer questions from audience appropriately

# Koai’a ~ Building Literacy

Students build literacy through daily work with reading, writing, speaking, and listening.

Daily reading is vital to building independence and reading skills, such as fluency, comprehension, and accuracy. In addition to reading each day in class, children are expected to read at home; daily reading makes up the majority of homework in Koai’a class. **We encourage families to read together and build a love of literacy at home that shows reading is valued rather than being a chore.**



Students have direct instruction in reading strategies daily, including continuation of phonics, word families, and sight words. Children read appropriate-leveled texts to build literacy skills. Additionally, a wide range of fiction and nonfiction is read aloud and discussed with the entire class, exposing students to higher level vocabulary while modeling reading and understanding prose.

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. The Author Resource Folder (ARF) is a valuable tool in teaching student independence with writing and spelling. Language instruction (writing conventions, capitalization, punctuation, and grammar rules) is embedded in the writing curriculum and taught in the context of the students’ writing.

The *Handwriting Without Tears* curriculum is used for handwriting instruction — print and cursive. The expectation is for all students to effectively communicate in writing using neat, legible handwriting.

## Koa ~ Literacy to Learn

Students at this level are moving beyond decoding towards independent reading. 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. Students ready 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. Students work on specific writing skills; a major focus is ensuring that students can plan and write effective paragraphs. Journaling, blogging, creative writing, and poetry are also integrated into the writing program.

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



Students have many opportunities to develop and practice speaking skills, both for public speaking and for clearly expressing themselves in discussion. Oral reports and presentations are used regularly across the curriculum as a means for students to demonstrate learning and to practice speaking skills. Teachers use specific instruction for expressing ideas and articulating supporting evidence.

### Technology integration

Koa students regularly write online and use Google Docs to publish final versions of their writing, posting to their password-protected blog. This allows students to share work with an audience beyond the classroom walls.