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 multage 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
- composting
- planting
- watering
- transplanting
- weeding
- harvesting
- seed saving
- recipe planning
- using tools
- tasting/eating
- harvestng
- seed saving
- weeding
- using tools
- recipe planning
- tasting/eating

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.

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. Attention 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.

<table>
<thead>
<tr>
<th>Year One Values</th>
<th>Year Two Values</th>
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<tbody>
<tr>
<td>Hawaiian</td>
<td>English</td>
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<tr>
<td>August</td>
<td>Pono</td>
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<td>September</td>
<td>Kupuna</td>
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<td>October</td>
<td>Lau‘ima</td>
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<td>November</td>
<td>Ha‘ala‘a</td>
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<td>December</td>
<td>Maluhi</td>
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<td>January</td>
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<td>February</td>
<td>Wīwō‘ole</td>
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<td>March</td>
<td>Makōkū</td>
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<td>April</td>
<td>Malama‘a ‘Āina</td>
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<tr>
<td>May</td>
<td>Kūkō‘a</td>
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**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.

‘Ohia 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 to work with numbers in different ways, not to blindly memorize without number sense.”

Koai’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.

Koa 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.

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The 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.

**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.

*‘Ohia 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.

*Koa 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.

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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, ‘Ohia 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 Koa 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.

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<tr>
<th>SCIENCE</th>
<th>‘Ohi’a K/1st Multiage</th>
<th>Koai’a 2nd/3rd Multiage</th>
<th>Koa 4th/5th Multiage</th>
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<tbody>
<tr>
<td>Rocks &amp; Minerals</td>
<td>State of Matter</td>
<td>Geology - earth structure</td>
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<tr>
<td>Dinosaurs &amp; Fossils</td>
<td>Relationships in ecosystems</td>
<td>Geology - earthquakes, volcanoes, tsunamis</td>
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<td>Whales</td>
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<td>Plants</td>
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<tr>
<td>Year 2</td>
<td>– 2024/2025</td>
<td>– 2024/2025</td>
<td>– 2024/2025</td>
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<tr>
<td>Science Fair: What is Science?</td>
<td>Computer Science</td>
<td>Astronomy</td>
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<tr>
<td>Weather &amp; Seasons</td>
<td>Cycles: sun, earth, moon, water</td>
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<td>Human Body &amp; Dental Health</td>
<td>Constellations</td>
<td>Human Body Systems</td>
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<td>Animals</td>
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<tr>
<th>SOCIAL STUDIES</th>
<th>‘Ohi’a K/1st Multiage</th>
<th>Koai’a 2nd/3rd Multiage</th>
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<tbody>
<tr>
<td>Identify on map:</td>
<td>Early Hawaiian life</td>
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<tr>
<td>Hawai'i State</td>
<td>US Geography regions with focus on</td>
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<tr>
<td>o USA</td>
<td>Native Americans</td>
<td>Early American history: Colonial America, Revolutionary War</td>
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<tr>
<td>o Continents &amp; Oceans</td>
<td>Migration and transportation</td>
<td>US States and Regions</td>
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<td>Year 2</td>
<td>– 2024/2025</td>
<td>– 2024/2025</td>
<td>– 2024/2025</td>
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<tr>
<td>Family</td>
<td>Family History</td>
<td>US Government</td>
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<td>Community</td>
<td>Physical Geography of North America</td>
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<tr>
<td>Citizenship</td>
<td>Famous Americans</td>
<td>World Geography &amp; Cultures</td>
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<tr>
<td>National holidays</td>
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*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.

### Key mathematical concepts include:

- **‘Ohi’a K/1st**
  - place value through 100’s
  - counting to 120
  - skip counting
  - addition & subtraction within 20
  - commutative property of addition
  - measurement: time, length, weight
  - basic fractions

- **Koai’a 2nd/3rd**
  - place value through 10,000’s
  - addition & subtraction within 20
  - addition & subtraction with and without regrouping
  - using dollars and coins
  - telling time to the minute
  - pre-multiplication: arrays, repeated addition, equal groups
  - measurement: time, length, weight
  - basic fractions

- **Koa 4th/5th**
  - place value through billions and thousands
  - multiplication by two or more digits
  - division with single and double digit divisors
  - factors & multiples
  - fractions & decimals: naming, converting, and calculating
  - area, perimeter, volume, angles
  - measurement: metric & standard
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.

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.

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.

Koai’a 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.