



***Curriculum Guide  
2010/2011***

***Level 3  
2<sup>nd</sup>/3<sup>rd</sup> multiage***

***Mrs. Hayley Piper Blondin***

*The multiage approach, 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 Level 3  
2010/2011**

Our Level 3 multiage class uses an integrated approach to curriculum to help students explore a variety of themes throughout the school year. As an example, the theme of Unit 3 is “Myself and My State.” During this unit students explore how they relate to their state in each different subject. In Social Studies, students study the prominent land forms in Hawaii; in science, they explore the natural resources of their state; in language arts, students write poems about their state and in math, they will write and solve problems related to the size, distance and growth of their state. In music, we study the state song and in Art, students study a famous Hawaiian artist.

Below is a list of some of the themes students explore throughout the school year:

My Creative Self	Myself and my Planet
Myself and my Community	Cycles
Myself and my State	Diversity
Myself and my Country	Traditions and Rituals

The following guide has been designed to give an overview of our instructional approach used in each academic subject area, but please keep in mind that the themes of this instruction vary throughout the school year as our units of study change.

Level 3 utilizes a balanced approach to literacy consisting of Readers' Workshop, Homework Reading, Writers' Workshop, Language, Spelling, and Word Study.

**Readers' Workshop**

We practice Readers' Workshop on a daily basis. Students are given time to read independently, with a partner, and with a small group. Each student maintains a personal library from books they chose from our class library and books checked out from the public library. By maintaining a personal library, students gain practice in making appropriate reading choices and begin to understand elements of genre. After reading independently, students share books with partners and engage in discussion about literature. Students are scaffolded through the process of asking and answering meaningful questions about their reading.

In addition, students read chapter books in small groups. As they read, they engage in activities to develop comprehension skills, word study, fluency, prior knowledge and inference. All of these skills have been proven to 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.

The following are a sample of books read in Level 3:

*One Hundred Dresses*

*The Mysterious Case of Mr. Ping*

*Tree House Mysteries*

*Amelia Bedelia Series*

*Frog and Toad Series*

*Out of the Dust*

*Nate the Great Series*

*Box Car Children*

We have more titles available, which vary in length and content, for our book clubs.

Additionally, a wide range of fiction and non-fiction literature will be 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 value education program as well as our unit themes. Examples of the novels read aloud in class are listed below:

*On My Honor*

*Bridge to Teribithia*

*Charlotte's Web*

*Star Girl*

*The Lion, the Witch, and the Wardrobe*

**Homework Reading**

The home reading program encourages students to make reading a part of their everyday lives. Most of the time, students will be encouraged to choose their own books or reading materials. At other times, students may be assigned a book to read. Students are required to read for 15 minutes daily, to maintain/build the good reading habit.

**Writers' Workshop**

Students engage in Writers' Workshop daily. Students maintain Writer's notebook and 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.

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 will often publish works for audiences outside the classroom. During the first half of the year, students learn how to write a variety of genres, and in the second half of the year, they are given some choice as to which type of writing they would like to complete.

Some of the genres taught explicitly:

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

Our **language** instruction is embedded in our writing curriculum. Mechanics and grammar topics are taught in the context of the students' writing. Mini-Lessons on skills related to punctuation, parts of speech, sentence structure and other mechanics are presented, practiced and reviewed during Writer's Workshop.

### **Penmanship**

At the beginning of the year, students are instructed in correct manuscript letter formation. This brings greater uniformity and neatness to their penmanship. After spending a sufficient amount of time on improving their manuscript printing, students are introduced to cursive writing. The focus of penmanship is to improve legibility and fluency.

### **Spelling and Word Study**

Our spelling program is designed to meet the needs of a wide range of ability levels in a multiage classroom. Students are assigned a level based on a placement exam and demonstrated ability during writer's workshop. Students practice a list of 5-12 words throughout the week and are tested on those words every Friday. Daily spelling homework gives students practice with spelling patterns and specific words on their list.

Additionally, students maintain personal dictionaries. This document helps students keep track of words studied throughout the school year and develops a sense of accountability to use the words practiced in spelling in their writing. Students add new words to their dictionaries throughout the school year. What is more, we build a word wall throughout the year to increase students' phonemic awareness. We study word families as well as prefixes and suffixes to continually improve students' ability to successfully decode and understand the meaning of unfamiliar words.

In Level 3 Mathematics, students work on a set of broad skills through the study of specific Math topics throughout the year. The ongoing broad skills are applied alongside the specific Math topics on a day-to-day basis as well as with other subjects of study, such as Science and Social Studies. For example, the skill of Graphing is studied specifically in Math class and applied to Science units as well.

**Ongoing Skills**

Integrated within each unit and implemented in the daily program:

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

Math topics covered are:

**Whole Numbers**

- Understand place value to 10,000
- Read and write numbers to 10,000
- Addition and Subtraction:
  - without regrouping
  - with regrouping
  - fact families to 20

**Multiplication**

- Understanding the concept – repeated addition
- Intro to basic facts to 12's

**Division**

- Understanding the concept – repeated subtraction
- Intro to basic facts to 12's

**Measurement**

- Standard & Metric units:
  - Linear
  - Weight/Mass
  - Capacity

**Time and Money**

- Understand lapsed time
- Tell time to the minute
- Identify the value of coins and bills
- Add and subtract with money
- Make change with coins

**Fractions**

- Understand fractions as part of a whole
- Order fractions
- Identify equivalent fractions
- Add and subtract fractions with same denominator

**Geometry**

- Identify figures and polygons
- Perimeter
- Area

**Decimals & Operations Review**

- Introduction and exposure
- Operations (+, -, x, ÷) using decimals

**Year-end Math assessments are given at the end of the Spring Trimester.**

The Level 3 Science program focuses on developing a set of basic ongoing science skills through the study of specific units during each of the three trimesters. Much of our science curriculum will be explored in conjunction with our work in the garden.

**Overarching goals of the Science Program:**

- Foster a sense of wonderment and curiosity for science related topics
- 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.

To demonstrate their science skills, each student participates in the school-wide Science Fair in November. Students are guided through the process of designing and conducting experiments with partners, and they share their results at the Science Fair. As the year progresses, students continue to develop science skills through the application of the scientific method in the study of the topics listed below.

I. The introduction to the Scientific Method includes the following skills:

- Determining/Selecting a purpose for the project/experiment—finding a problem to solve or a question to answer and clearly stating the objective
- Planning science 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 which answers the question at the beginning of the project

Science topics include:

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
	Physical Science	Earth & Space Science	Life Science
Year One	<ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Electricity and Magnetism</li> <li>• Matter and Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Atmosphere and weather</li> <li>• Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Habitats and Adaptations</li> </ul>
Year Two	<ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• The Physics of Light and Sound</li> <li>• Science Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Resources</li> <li>• Sun, Earth, Moon movements and Constellations</li> </ul>	<ul style="list-style-type: none"> <li>• Plant and Animal Life cycles</li> <li>• Animal Reports (modeling research report writing.)</li> </ul>

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

## Social Studies

**WCS Level 3  
2010/2011**

The Level 3 Social studies program is tremendously important and 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 the Waimea area, 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 their school.
- Have knowledge of the important natural and social resources in their 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 their state and country.
- Become engaged citizens in their local communities.

To reach these learning objectives, we have many visitors in our classroom, go on various field trips and complete projects. For example, to promote active citizenship in the local community we participate in volunteer projects at local agencies near the school. To understand the natural resources in the area, we harvest bamboo and taro from our school yard and experiment with the many ways it can be utilized.

The sequence of Social Studies topics:

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
	Local Community	Our Country	International
Year One	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Family and Community history</li> <li>• Early Hawaiian Life (King Kamehameha I)</li> </ul>	<ul style="list-style-type: none"> <li>• Migration and transportation (USA focus)</li> <li>• Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Important people in the U.S. past and present</li> <li>• Map skills</li> </ul>
Year Two	<ul style="list-style-type: none"> <li>• Map skills</li> <li>• Local community structure and leaders</li> <li>• Hawaii Island volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical features: landforms</li> <li>• Overview of physical features in the USA</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous traditions and culture in the Waimea area</li> <li>• History of Waimea</li> </ul>

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

## ***Hawaiian Studies***

**2010/2011**

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 culture.

In Levels 1 and 2, students learn basic Hawaiian words and phrases through songs, chants, and direct teaching. In Levels 3 and 4, where students are learning about state history and geography, teachers cover early Hawaiian life, voyaging and exploration, and cultural influences.

All students in the school participate in our Hui ‘Ohana program. These multiage “family groups” within our WCS ‘Ohana are comprised of students from all Levels and are headed up by a full time teacher. Each Hui ‘Ohana shares a lunch period and a reading period each week, and they meet frequently throughout the year to learn about Hawaiian culture—singing songs, learning chants, practicing for Lei Day, participating in Makahiki, and so on.

Waimea Country School embraces a school-wide character education program that focuses on a different value each month. The overriding theme for the school throughout the year is Pono—the Hawaiian cultural ideal of balance and rightness. We interpret Pono as 1) I control myself; 2) I respect myself and others; 3) I am safe and responsible. Through daily implementation of this character education study, students learn the value of community and ‘Ohana.

## ***Garden***

**2010/2011**

We are committed to promoting healthy living and a greater understanding for the natural world. To that end, all students in all Levels spend regular time in the garden. Students engage in all aspects of the gardening process:

- amending soil
- composting
- planting
- transplanting
- mulching
- weeding
- harvesting
- seed saving

Our time in the garden often ties directly to our units of study in science, art, mathematics, language, and social studies, and at the same time 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. This process promotes healthy eating habits and knowledge of how to eat local, slow, nutritious food.

Some classes learn how to cook and utilize the plants we harvest. Others may harvest food for donation to the local Emergency Food Pantry. 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.

## **Music**

**WCS Level 3  
2010/2011**

Music is integrated into class projects and assignments as often as possible. Singing and rhythm games are used throughout the school day to help students remember new vocabulary and move smoothly through transitions. Periodically, students study music styles and techniques more specifically through our “Meet the Artist” program. For example, in Unit 2, students explore properties of sound in Science and study the vocal stylings of Bobby McFerrin. Students listen to various works by McFerrin and then work in small groups to write songs that reflect his musical tones and vocal techniques.

In addition, students have music instruction with a part-time music instructor once a week. Instrumental instruction for Level 3 is the recorder. Students also participate in a winter holiday program and spring Lei Day performance.

Students in all Levels attend live performances at the local Kahilu Theatre, whenever scheduling permits. These shows, which often contain a teaching component presented by the performers, are an important part of our overall music education program.

The goals of the music program include:

- Introducing students to music basics (rhythm, beat, tempo)
- Providing performance opportunities
- Engaging students with music and movement
- Teaching appreciation of a variety of musical genres
- Providing age-appropriate instrumental instruction

## **Art**

**WCS Level 3  
2010/2011**

The theme of our art program in Level 3 is “Meet the Artist.” Students study the techniques and styles of various artists throughout the school year and then have the chance to create pieces inspired by the styles and techniques they have observed. We not only study visual artists but also study famous musicians, food artists (chefs), dancers, and storytellers. When possible, we tour art galleries in the area and invite artists to our classroom to share their work and demonstrate their techniques.

Some of the artists we study throughout the year:

- Andy Goldsworthy
- Bobby McFerrin
- Keith Tallet
- Sally Lundburg
- Local Artists in Waimea
- Cal Hashimoto
- Dr. Suess
- John Dahlsen
- Tomie de Paol

**Health and Fitness**  
**Instructor: Nancianne Mahoney**

**2010/2011**

Over the course of the 2010/2011 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 making healthy choices, units are characterized by locomotor skills, body awareness, endurance, and cooperation. Every class focuses on stretching routines, practice, rules of the game, and healthy competition.

Students are expected to come to class prepared with appropriate footwear, clothing, and attitude. P.E. is taught twice a week; Levels 1, 2, & 3 for 30 minutes, and Level 4 for 45 minutes.

**Health and Fitness**  
**UNITS by Trimester & Level**

<b>Levels 1, 2, &amp; 3</b>	<b>Levels 4</b>
<p><b>Fall Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Directional Movement</li> <li>▪ Jump Ropes</li> <li>▪ Balls &amp; Paddles</li> <li>▪ Soccer</li> <li>▪ Yoga</li> <li>▪ Physical Fitness Challenge</li> </ul>	<p><b>Fall Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Cooperation</li> <li>▪ Jump Ropes</li> <li>▪ Balls &amp; Paddles</li> <li>▪ Soccer</li> <li>▪ Yoga</li> <li>▪ Physical Fitness Challenge</li> </ul>
<p><b>Winter Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Team Building</li> <li>▪ Makahiki Games</li> <li>▪ Healthy Living &amp; Exercise</li> <li>▪ Rugby</li> <li>▪ Rhythmic Movement &amp; Tumbling</li> </ul>	<p><b>Winter Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Team Building</li> <li>▪ Makahiki Games</li> <li>▪ Healthy Living &amp; Colorful Food</li> <li>▪ Rugby</li> <li>▪ Rhythmic Movement &amp; Tumbling</li> </ul>
<p><b>Spring Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Flag Football</li> <li>▪ Volleyball &amp; Skills</li> <li>▪ Running Games</li> <li>▪ Physical Fitness Challenge</li> </ul>	<p><b>Spring Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Flag Football</li> <li>▪ Volleyball &amp; Skills</li> <li>▪ Running &amp; Endurance</li> <li>▪ Physical Fitness Challenge</li> </ul>