



***Curriculum Guide
2010/2011***

***Level 4
4th/5th/6th multiage***

Mrs. Laurel Matsuda

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 4th, 5th, and 6th grades.

The Level 4 Language Arts program covers the four main areas of language development: reading, writing, listening and speaking. All four areas are taught directly within the Language Arts curriculum and are also practiced across the curriculum.

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. Where possible, reading material for Language Arts is chosen to complement areas of study in other subjects. Students read daily across the curriculum and are required to read independently a minimum of 30 minutes each day to practice and strengthen their independent reading skills.

Writing is taught using the *Step Up To Writing* program. This program emphasizes development of writing skills within the context of the other three language areas and guides students to make connections between reading, writing, listening and speaking. Students work on specific writing skills; a major focus is ensuring that students can plan and write effective paragraphs. Journaling, creative writing, and poetry are also regular parts of the writing program.

Correct spelling and the ability to understand a wide variety of words and use them well are essential skills. To help students develop these skills, we offer instruction in spelling as well as in Greek and Latin word roots. Spelling and Greek and Latin are taught on alternate weeks.

Listening for a variety of purposes is taught across the curriculum. Students practice listening on a daily basis for information and for interest. Students listen to reading aloud by the teacher and other students. Students also practice being active and respectful listeners.

Students have many opportunities to develop and practice public speaking skills. Oral reports and presentations are used regularly across the curriculum as a means for students to demonstrate learning and practice speaking skills.

There are several daily and ongoing activities in language arts:

- *Daily Oral Language* is a daily exercise that helps students learn spelling, punctuation and grammar rules through practice editing.
- Drop Everything And Read (D.E.A.R.) provides silent reading practice.
- Penmanship: neat, legible writing is emphasized throughout the curriculum. Print and cursive writing are both practiced regularly.
- Keyboarding instruction and practice are conducted throughout the year.

Mathematics is taught both through direct instruction of specific computational skills and through the application of those skills in problem solving exercises. Students learn and practice computational skills and problem solving strategies and then apply those concepts to solve problems. Small class size allows students to work closely with teachers and peers and allows the teacher to address the specific needs of each individual student and challenge each appropriately.

By the end of their 5th grade year, students are expected to have fully mastered the multiplication and division facts through the 12's. We work on this extensively in class and students do regular drills. However, students must also practice the basic facts at home throughout the year to ensure mastery.

Mental math techniques and problem solving strategies are emphasized throughout the curriculum. Students are encouraged to learn and practice multiple ways to approach a problem, and they are taught to explain their thinking when solving a problem.

The problem solving and application portion of the math curriculum parallels the computational program. Students are introduced to a variety of problem solving strategies that are used throughout the year. These activities are designed to complement the current computational topic of study so students practice applying skills while working on hands-on projects. Students have the opportunity to solve problems and complete activities and projects both as a group and individually.

The school year is divided into units covering the following computational topics:

- Numeration and Place Value
- Multiplication
- Division
- Number Theory
- Fractions
- Decimals, Ratios, and Percents
- Geometry
- Graphing
- Probability

Integrated Mathematics Skills include:

- problem solving strategies
- mental math
- estimation
- measurement
- logic

In 6th grade, or as is individually appropriate, students are introduced to working with a mathematics textbook in preparation for middle school and beyond.

Science

**WCS Level 4
2010/2011**

Science is taught using a variety of instructional methods, including inquiry and hands-on experimentation. Students work individually, with partners, or as a group on a variety of experiments and projects.

The annual school-wide Science Fair is the focus of the science curriculum in the fall. The Science Fair gives each student the opportunity to choose a scientific question that is personally interesting to him or her, and then research, investigate, perform experiments, draw conclusions, and report on his or her findings. Through this project, students learn scientific skills, including how to use the scientific method to solve problems and answer questions.

The remainder of the year is devoted to practicing these skills through projects, activities, and experiments covering the range of topics listed in the chart below.

Science Skills:

- Choice and use of correct tools for various tasks
- Safety while experimenting
- Measurement
- Scientific method: question, hypothesis, experimentation, data collection, conclusion
- Communication/presentation of scientific research
- Use of correct scientific terminology

Science Topics (taught as a 2-year curriculum rotation):

	Fall	Winter	Spring
	Physical Science	Earth & Space Science	Life Science
Year One	<ul style="list-style-type: none">• Scientific method• Observation and inference• Collection of evidence• Focus on individualized Science Fair projects	<ul style="list-style-type: none">• Geology<ul style="list-style-type: none">○ Structure of the Earth○ Earthquakes○ Weathering/erosion	<ul style="list-style-type: none">• Cells<ul style="list-style-type: none">○ Plant/animal○ Microscope use• Heredity/genetics
Year Two	<ul style="list-style-type: none">• Scientific method• Observation and inference• Collection of evidence• Focus on individualized Science Fair projects	<ul style="list-style-type: none">• Solar System and beyond• Astronomy	<ul style="list-style-type: none">• Water Cycle• Food chains/webs• Human body systems

Note: not all topics will be covered every year as this list covers a 2-year curriculum rotation. We are currently in Year Two.

Social Studies

**WCS Level 4
2010/2011**

The topics listed below are taught through a variety of methods, including project-based learning. Students work individually, with partners, and as a group on Social Studies projects.

Through this approach, students develop and strengthen key skills:

- finding and using appropriate resources
- reading for information
- note-taking
- documenting sources
- planning and executing projects
- creating a variety of reports and presentations to showcase what they have learned

Map skills are taught directly and integrated with other topics of study. Students read, create, and use a variety of types of maps.

Geography is taught on a two-year rotation—for example, one year emphasizes our country while the next focuses on the world. Hawaiian and U. S. History content areas are also covered in this way (see chart below). While the content areas change, the development of the basic skills outlined above remain constant. This rotation ensures that students are exposed to the content areas appropriate for their grade level over the duration of the program.

World geography, culture, and international issues are taught throughout the year as enrichment activities. Arts and crafts from various parts of the world bring together the social studies and fine arts curricula.

Social Studies Topics (taught as a 2-year curriculum rotation):

	Fall	Winter	Spring
	Local Community/State		Our Country/Our world
Year One	<ul style="list-style-type: none">• Geography of the Pacific• Map skills• Early Hawaiian history and Polynesian migration	<ul style="list-style-type: none">• US States and Regions<ul style="list-style-type: none">○ Individual state projects• European exploration of the Americas• Early American history (Colonial America through Revolutionary War)	
Year Two	<ul style="list-style-type: none">• Modern Hawaiian history• Hawaiian Monarchy	<ul style="list-style-type: none">• World geography and culture<ul style="list-style-type: none">○ Ancient civilizations○ Individual country reports	

Note: not all topics will be covered every year as this list covers a 2-year curriculum rotation. We are currently in Year Two.

Hawaiian Studies

***All Levels
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

***All Levels
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 and Art

***All Levels
2010/2011***

Art is taught by individual Level teachers, with guest artists brought in whenever possible and appropriate. Art is largely integrated into academic assignments and activities, however there is also direct instruction in art techniques. For example, students in Level 1 may learn crayon resist techniques with watercolor painting while a student in Level 4 may study and practice drawing in the cubist style of Pablo Picasso.

Students in all Levels participate in art contests throughout the year, such as the Hawai'i State Library System Book Poster Contest, the Kahilu Theatre Art Show, and the Recycle Hawaii Art of Recycling Show in the spring.

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.

In addition, students have music instruction with a part-time music instructor once a week. Each class has instrumental instruction:

- Levels 1 & 2: Percussion
- Level 3: Recorder
- Level 4: Ukulele

Students also participate in a winter holiday program and spring Lei Day performance. These shows integrate all students in the school into one 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

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

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