



***Curriculum Guide  
2009/2010***

***Level 2/3  
1<sup>st</sup>/2<sup>nd</sup> multiage***

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***During the 2009/2010 school year, Levels 2 and 3 have been combined in response to the demands of enrollment. This temporary adjustment combines grades 1 and 2 into a multiage learning environment.***

***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 two-year span of 1<sup>st</sup> and 2<sup>nd</sup> grades.***

# **Language Arts**

**WCS Levels 2/3  
2009/2010**

There are four main areas to language development: reading, writing, listening, and speaking. They are integrated into all areas of the curriculum.

## **Reading**

Reading is the most important skill developed in first and second grade. Students extend their phonemic awareness and decoding skills as well as develop sight word recognition.

Reading lessons include building words with word families, vocabulary instruction, daily sight word review, leveled-book reading with the teacher, repeated reading, and learning centers that enrich phonics lessons. Throughout the year, students read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, and self-selected reading materials. Students read aloud with the teacher, in small groups, and silently.

Students are required to read for a minimum of 15 minutes each day in order to strengthen their independent reading skills.

Literature units are integrated into the curriculum. For example, a Dr. Seuss unit helps commemorate *Read Across America Day* in March. Selections also tie in such things as holidays and WCS Values (Character Education Program).

## *Reading Skills*

### Phonics

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

### Fluency

- Recognize sight words
- Read 50 words per minute at or above grade level

### Book Elements

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

### Reading Comprehension

- Retell main events from story

## **Writing**

Students learn and apply basic writing skills in a Writer’s Workshop format. 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. Students write daily, across the curriculum, through various activities, including journal writing.

### *Writing Skills*

- Recognize the differences between letters, words, and sentences
- Write complete sentences
- Write in a variety of grade-appropriate formats for a variety of purposes and audiences
- Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences
- Edit writing to correct use of periods and question marks as end marks
- Focus on a single topic in a piece of writing

## **Listening and Speaking**

At this Level, students begin to develop effective listening and speaking skills. Listening for a variety of purposes is practiced throughout the curriculum—in read aloud, videos, and audiotapes, as well as through presentations by teachers, peers, and guest speakers. Students 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
- Adjust volume and intonation as appropriate to content and purpose
  - falling for statements, rising for questions
- Use clear and appropriate vocabulary when speaking
- Rehearse presentations
- Use complete sentences when speaking
- Answer questions from audience appropriately

# **Mathematics**

**WCS Levels 2/3  
2009/2010**

Math focuses on basic operations, conventions, applications, and vocabulary. Students learn and practice basic math skills such as counting, adding and subtracting whole numbers, 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 manipulatives projects, bodily-kinesthetic activities, mental math, and games.

While students are working on the same math topics at the same time, older students are expected to achieve mastery of skills whereas younger students, who will be returning to the program next year, may only lay a foundation on which to build.

## *Math Units*

- Whole numbers
  - understanding place value
  - reading and writing numbers
  - counting
  - adding/subtracting
- Measurement
  - length
  - weight
  - time
- Money
  - identifying the value of coins and bills
  - counting
  - making change
- Number Theory
  - $<$   $>$   $=$
  - skip counting
  - even/odd numbers
- Fractions
  - understanding what fractions are
  - reading fractions
  - simple operations
- Geometry
  - identifying simple figures
  - introduction to perimeter and area

Ongoing skills and strategies that are integrated into math and science units throughout the year include:

- problem-solving
- graphing
- mental math
- estimation

# Science

**WCS Levels 2/3  
2009/2010**

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 Science program teaches students to learn about the world around them as they:

- Observe
- Predict
- Explore
- Test observations
- Experiment
- Ask questions
- Investigate
- Make connections
- Draw conclusions

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

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Physical Science	Earth & Space Science	Life Science
<ul style="list-style-type: none"><li>• Science Inquiry</li><li>• Magnetism &amp; Electricity</li></ul>	<ul style="list-style-type: none"><li>• Atmosphere &amp; Weather</li></ul>	<ul style="list-style-type: none"><li>• Human Body Systems</li></ul>

The all-school Science Fair is held in November. At this level, students participate by contributing to a group project. Students learn the scientific process as they work together on a single topic, as chosen by the interests of the group. Individual students have the opportunity to demonstrate their learning through a presentation at the Science Fair itself.

Gardening and backyard biology are ongoing throughout the year in all Levels. Working with teachers, adult volunteers, and the Garden Coordinator, students learn:

- to cultivate soil
- basic requirements of plants
- germinating
- planting
- transplanting
- harvesting
- composting

# Social Studies

**WCS Levels 2/3  
2009/2010**

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 prepares 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 begin to develop lifelong learning skills in communication, information technology, teamwork, problem solving, and decision-making.

By 1<sup>st</sup> and 2<sup>nd</sup> grade, each student realizes he or she is a unique person who interacts with other individuals, groups, and cultures, including family, school, community, Hawaii, the nation, and the world.

Students practice mapping skills as they interpret and draw simple representations of familiar areas like the classroom. 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.

The Social Studies program focuses on developing basic ongoing skills through the study of specific units during each of the three trimesters.

## Ongoing Study Skills

- Select an appropriate non-fiction resource book
- Read for information
- Write about what is learned

Along with map-reading skills, students become acquainted with their community of Waimea, their island of Hawai'i, and their state of Hawai'i.

Social Studies topics include:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Local Community	Our Country	International
<ul style="list-style-type: none"><li>• Map skills</li><li>• Local community</li><li>• Hawaii Islands</li></ul>	<ul style="list-style-type: none"><li>• Map skills</li><li>• The United States</li></ul>	<ul style="list-style-type: none"><li>• Map skills</li><li>• Introduction to continents, oceans, and basic culture</li></ul>

## ***Hawaiian Studies***

***WCS All Levels  
2009/2010***

Hawaiian Studies at Waimea Country School are 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.

Students move from learning basic Hawaiian words and phrases through songs, chants, and direct teaching to learning about state history and geography. Early Hawaiian life, voyaging and exploration, and cultural influences are covered in the upper Levels.

All students in the school participate in our Hui ‘Ohana program. These “family groups” within our WCS ‘Ohana are comprised of students from all Levels and are headed up by a full time teacher. Hui ‘Ohana share a lunch and a reading period each week and 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 this character education study, students learn the value of community and ‘ohana.

## ***Art and Music***

***WCS All Levels  
2009/2010***

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. Students in all Levels participate in art contests throughout the year, such as the Hawai‘i State Library System Book Poster Contest and the Kahilu Theatre Art Show.

All students in all Levels receive music instruction once a week with a part-time music teacher. In Level 4, students participate in a strings performance class, with instruction in ukulele and violin provided in alternating years. In addition, music is integrated into class projects and activities, as appropriate, by the classroom teacher.

A major component of the music program is learning songs and hula for both the winter Holiday Performance and the spring Lei Day performance.

The goals of the music program include:

- Introducing students to basic rhythm, beat, and 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: Nicole Vedelli**

**WCS All Levels**  
**2009/2010**

Over the course of the 2009/2010 school year, students will 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 loco-motor skills, body awareness, endurance, and cooperation.

Every class will focus 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. Physical Education classes are taught twice a week: Levels 1, 2/3 for 30 minutes, and Level 4 for 35 minutes.

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

<b>Levels 1, 2/3</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</li> <li>▪ Paddles</li> <li>▪ Yoga</li> <li>▪ Physical Fitness Challenge</li> </ul>	<p><b>Fall Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Jump Ropes &amp; Heart Rate</li> <li>▪ Balls</li> <li>▪ Paddles</li> <li>▪ Yoga</li> <li>▪ Physical Fitness Challenge</li> </ul>
<p><b>Winter Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Obstacle Course &amp; Relay</li> <li>▪ Makahiki Games</li> <li>▪ Healthy Living &amp; Safety</li> <li>▪ Strength &amp; Endurance</li> <li>▪ Tumbling &amp; Rhythmic Movement</li> </ul>	<p><b>Winter Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Obstacle Course &amp; Relay</li> <li>▪ Makahiki Games</li> <li>▪ Healthy Living &amp; Heart</li> <li>▪ Strength, Endurance &amp; Running</li> <li>▪ Tumbling &amp; Rhythmic Movement</li> </ul>
<p><b>Spring Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Soccer Skills &amp; Circuit Training</li> <li>▪ Physical Fitness Challenge</li> <li>▪ Skills, Drills &amp; Games:               <ul style="list-style-type: none"> <li>▪ Volleyball</li> <li>▪ Flag Football</li> </ul> </li> </ul>	<p><b>Spring Trimester</b></p> <ul style="list-style-type: none"> <li>▪ Soccer Skills &amp; Circuit Training</li> <li>▪ Physical Fitness Challenge</li> <li>▪ Skills, Drills &amp; Games:               <ul style="list-style-type: none"> <li>▪ Volleyball</li> <li>▪ Flag Football</li> </ul> </li> <li>▪ Horsemanship Class (Level 4)</li> </ul>