City of Lakes Waldorf School

Curriculum Guide for Grades 1 - 8

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Introduction

Waldorf's rich and varied curriculum includes rigorous academic work as well as rich artistic experiences, all of which are appropriate to the age of the child. This fully integrated approach to education engages the child's head, heart, and hands. Waldorf schools invest in human development, not simply brain development.

All children grow through predictable developmental phases and Waldorf education works with these natural phases, maximizing the learning process at every step.

I. CURRICULUM OVERVIEW

An Extraordinary Liberal Arts Curriculum

This begins with a multicultural literary base, leading students through the full sweep of human cultural heritage, as well as the social sciences and geography. The stories and history presented in the curriculum closely parallel the development of human consciousness through the ages, beginning in first grade with the classic fairy tales that symbolize the archetypes of pre-literate, oral cultures, moving through myths and sagas of ancient societies to and finally to modern history.

Because Waldorf pedagogy recognizes that grade school students engage most deeply when immersed in richly detailed story, teachers select both primary sources as well as selections from classic literature as their texts. Literature spans every continent and culture, and includes the stories of legendary exemplars of humanity: the ancient Hebrew people; Norse, Egyptian and Greek myths; African and Native American legends and folktales; Asian cultural figures and wisdom; Alexander the Great; Joan of Arc; the Renaissance masters; and world revolutions. Students are immersed in these cultures and thus gain great appreciation for multicultural diversity around the world.

The Natural Sciences

Science begins with nature study, including observation and field experience in the early grades. First-, second-, and third-graders develop an intuitive and reverential respect for the earth as they spend time outside throughout the seasons playing, gardening, and simply being in nature.

In grades four through eight, students progress to more challenging subjects such as geology, zoology, botany, chemistry, physics, astronomy, ecological literacy, and physiology. In the middle school, the sciences are taught experientially – that is, the teacher sets up an experiment, calls upon the children to observe carefully, ponder, discuss, and ultimately discover the underlying conclusion, law, or formula. Through this process, independent critical thinking, sound disciplined judgment, and a respect for the natural world emerges.

Mathematics
In the early grades, arithmetic is taught through a dynamic process engaging the child's imagination and intuition. Kinesthetic activities and games utilize rhythmic patterns to explore the four processes of addition, subtraction, multiplication, and division. The children are introduced to freehand geometry through form drawing. In the later grades, the children work with weights and measures, fractions and decimals, and later, algebra and geometric constructions. Sixth grade marks a significant transition to mathematics as students move away from the mechanics of manipulating numbers to gaining insights into what is solvable. While work continues with fractions and decimals, students are introduced to business math, geometry with compass and straight edge, and exploration of the golden ratio (phi).

Language Arts
Letters are learned in the same way they originated in the course of human history. Humans perceived, then pictured, and out of the pictures they abstracted signs and symbols. First-graders hear stories, draw pictures, and discover the letter in the gesture of the picture. Throughout the grade school, children do much phonetic work in the form of songs, poems, and games in addition to the more traditional speech and drama. This multi-faceted approach helps establish a joyful and living experience of the language. Additionally, texts from world literature provide material for reading as well as a foundation for the study and acquisition of grammar skills.

The Language Arts curriculum moves from the mechanics of learning to read to honing comprehension skills to creative writing. Letters and their sounds emerge from stories so that the "abstract symbol" has context and meaning. Comprehension is exercised through oral retelling of stories as well as by learning to write paragraphs and essays. Students' ability to pay meticulous attention to rich, sequential detail serves them well as they venture off into their own creative writing in later grades.

Block Scheduling

Language arts, history, math and science are taught intensively in "blocks" of time spanning three to five weeks, during the morning main lesson hours, when the children are freshest for academic work. Below is a general outline of subject focus.

Sample Block Schedule for Grades 2, 5 and 8

Block	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	Apr/May	May/June
Grade 2	Fables	Math *Place Value, Carrying, Multiplication Tables*	Legends of Wise Beings	Nature Stories	African Folktales	Math *Table patterns, Borrowing*	Cursive Writing/Form Drawing	Math *Continuing skill development*	Nature Stories
Grade 5	Ancient Civilizations I *India & Persia*	Botany Math I Decimals	Ancient Civilizations *Mesopotamia & Egypt*	Geometry	Greek Mythology	Math II	N. American Geography	Greek History Grammar	Greek Pentathlon Class Play Class Trip
Grade 8	American History	Physiology	Literature	Chemistry	American History	Physics	World Geography	Class Play Midsummer Night's Dream	Meteorology Platonic Solids Class Trip

II. DAILY RHYTHM

THE MORNING LESSON

The cornerstone of the Waldorf curriculum is the two-hour morning lesson. The morning lesson is carefully planned to fully engage the children's capacities for thinking, feeling, and willing (or doing). The motif of the morning is to move first, then comprehend with feeling, and finally, understand.

Generally speaking, the morning lesson can be thought of as having four parts: 1) *movement*; 2) *review;* 3) *new lesson material* of the day; 4) *individual work*. The movement limbers up the body and activates the will. *Movement* can evolve as the children grow, and is sometimes larger and more outer and other times smaller and more inner. It may take the form of music, math, or even form drawing. *Review* wakes up the feeling and thinking by calling forth the previous day's material and the work the children did in the night, in their sleep. *New material*, usually in the form of a story, further engages the feeling and thinking. Finally, *individual work*, which is often but not always related to the creation of a main lesson book, engages the will—but also the thinking and feeling. Each element is about thirty minutes long, more or less. The balance varies a bit day by day and through the grades.

Waldorf teachers strive to address the "hands, heart, and head" in each lesson, by incorporating the interconnected physical, emotional, and thinking dimensions of the human experience. The student reciting a poem is both exercising memory and, the teachers hope, expressing a feeling for what's being recited. The student sculpting with beeswax or clay is learning something about form. The student hearing a biography of Helen Keller or Thomas Jefferson or Beatrix Potter is learning something about the times

in which these people lived and also about the doubts and defeats that all men and women struggle through.

Willing and feeling and thinking weave through the entire lesson, because each element is in itself threefold—none distinct from the other—and when lathed together consciously by the teacher they allow the child to learn and develop in fullness.

Grade 5 Weekly Schedule Example

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:30	Morning Lesson	Morning Lesson	Morning Lesson	Morning Lesson	Morning Lesson
10:50 - 11:35	Handwork	German	Math	String Ensemble	Movement
11:40 - 12:25	String Ensemble	Choir	Circus Arts	German	Math
12:30 - 1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:20 - 2:05	Movement	Woodwork	Extra Main Lesson	Handwork	Extra Main Lesson
2:15 - 3:00	Spanish	Math	Spanish	Extra Main Lesson	Extra Main Lesson
3:00 - 3:10	Closing	Closing	Closing	Closing	Closing

III. TEACHING METHODS

Storytelling

In addition to movement and rhythmic memory work, storytelling occupies a central place in the Waldorf curriculum. The Waldorf philosophy is that there is no time when children will grow well when starved of stories. Therefore, stories form the content of the lesson.

The Waldorf elementary teacher must present the curriculum in a way that stirs the imagination and feelings of the students. We want them to experience sympathy and antipathy, joy and sorrow, anger and tranquility. We want them to laugh and to cry, and to be stunned into silence. Through this rich experience of the feeling life, the children's own moral impulses are awakened, along with a deeper quest for knowledge. An idea begins to grow in them that will flower in adolescence, when profound questions are stirring in the students, such as "Who am I? What am I doing here? What is it I am seeking in life?"

A major purpose served by the storytelling in Waldorf lessons is to evoke a sense of wonder in the children. Rudolf Steiner said, "It is absolutely essential that before we begin to think, before we so much as begin to set our thinking in motion, we experience the condition of wonder." Waldorf educators recognize that if the mind is fertilized with wonder, and if that mind thinks in a way that emerges from the well-tended and well-balanced soil of the feelings and the will activity, then there are tremendous possibilities for growth and development throughout a whole life.

The Lesson Book

City of Lakes teachers deliver their lessons orally in a lively and engaging manner, often accompanied by beautifully prepared chalkboards with images and passages from stories. From these living lessons, students create their own handmade books. These colorful, very individualized books are made with great care by the children and are often treasured into adulthood.

Main lesson books are more than artifacts or products, though. These books record, in writing, drawing, and even painting, the path of the students' experience with a particular subject. In older grades, students often work on their books at home, amplifying, condensing, synthesizing, restating, transcribing, composing, and illustrating lessons. These actions encourage and reinforce the learning process. Often, teachers ask students to include colorful margins, intricate borders, and illuminated letters. Good penmanship is worth striving for because the child wants the book to be beautiful—a creation as well as a record. Because the process is more profound than the outcome, teachers will work diligently to help each child identify small improvements or areas in which to strive throughout the creation of each book.

Through making a lesson book, the scholar in the child is awakened and artist in the child is touched. These creative energies become a powerful impetus for all further study.

What Gets Recorded in the Main Lesson Book?

In first grade, the core academic material of nearly every main lesson gets recorded by the children in their main lesson books. Almost all of this material is copied from the teacher's work on the chalkboard.

In second grade, still most all new material and ideas from main lesson get recorded in the books. But by third grade, the process is much more selective. The teacher meaning that the teacher should now be presenting much more material than the children could realistically record in lesson books. Each teacher carefully selects which parts of each lesson will be emphasized in bookwork.

By fourth grade, only about half of the academic material covered in main lesson is represented in bookwork. By sixth grade, this percentage may be only a quarter or less, and by seventh and eighth grades, the students might only record about ten percent of the academic content of a given block in the main lesson book. At City of Lakes, the art of

teaching includes intuiting and deciding what elements of a lesson get recorded in lesson books, and how.

By eighth grade, students at City of Lakes Waldorf School are producing about ten main lesson books through the year, averaging about twenty pages each of texts, charts, maps, poems, stories, letters, essays, biography sketches, summaries, and illustrations. Covers, labels, and title pages often reflect developments in the style common for a particular period before and after Gutenberg.

Another important balance lies in the ratio of how much work in the lesson books is independent and generated by the students themselves, and how much is teacher-led (copied from the board, dictated, or transcribed handouts).

The general flow should be that the children are quickly progressing after first grade to creating a significant portion of their own lesson work. By fourth grade, less than a third of the work in a student's book is copied from the teacher, while at least a third is independent, and the balance is partially independent with help from the teacher.

In fifth grade, at least half of the writing work is independent, with the rest being a mix of copied and teacher-directed work.

In grades six and up, the great majority of work in a student's lesson book should be self-generated, and not the result of transcription or dictation.

IV. HOMEWORK

City of Lakes teachers assign almost no homework in grades one and two.

In grade three, homework begins gently and is minimal: spelling lists are often introduced, and multiplication tables practiced at home. There is also one independent project in the year, usually as part of the human shelter study.

In the fourth grade, spelling lists will likely continue, and math homework may begin. Students may occasionally need to bring lesson books home to complete. Independent reading is often assigned as homework, as well. One independent project with a written report is assigned in fourth grade, usually in the zoology block.

In fifth grade, previous homework continues, in addition to independent reading assignments (primarily youth novels, assigned one per month). Book reports or other activities related to the assigned book are to be expected.

In grades six through eight, homework increases, including nightly math assignments, continued spelling and/or language arts, independent reading, and lesson book completion. Each year will include a major independent report, project, and presentation, culminating in the eighth grade project (see separate description).

Total homework should not to exceed one hour total per evening, on average. Parents should communicate with teacher if otherwise.

V. ASSESSMENT AND TESTING

At City of Lakes, there is typically very little or no testing in the early grades. Testing in the academic subjects asks from the children to fulfill a given task alone, usually within a given time limit. It brings clarity, awareness, and focus. In the earlier grades, children are more dreamy and less individualized than they are later on. There is little need to single them out and wake them up this early. Testing at this age often causes premature self-awareness and tenseness. To be seen, loved, and appreciated gives enough incentive. Beginning in grade four or five, however, little quizzes such as spelling checks are good to introduce in anticipation of the more formal testing to come.

In about the sixth grade, a new mode of learning, a new motivation comes in, and the relationship to the class teacher begins to shift. Children become more aware of their own capacities and want to measure themselves against objective standards. Testing now begins to have pedagogical merit.

As the authority of the one class teacher begins to wane--typically in the seventh grade--children begin to find new authority figures in other persons they admire. They also seek the authority of facts and figures, or of the dictionary. Test results can play a healthy role here. Being evaluated in terms of a percentage or a grade is fitting at this stage, just as measuring lengths of strings in order to calculate intervals is an age-appropriate activity in seventh-grade physics. This meets a need. In the maelstrom of adolescent emotions, figures represent objectivity. Approval and appreciation remain vital, and it is especially important that children should not feel stuck with test results. They should be able to practice, make corrections, do tests over again. That way, the children have a yardstick for their achievements but also something to aim and train for. In the end, exercise of the will is what matters most.

Tests also have a function as a final stage of the learning process. New material is presented. The next day it is discussed and is taken in by the student at a deeper level. Then the students write and draw in their main lesson books and engage in various artistic activities. Through such endeavors--acting, drawing, painting, clay modeling, and so on--that engage the will and the feelings and that arise from the content of the lesson, the students fully digest and assimilate the material. In the final stage of the process, the child can show in a test that the material has become internalized enough that it can be reproduced. This is like a plant being able to form a seed. Done in this way, testing does have a pedagogical value that continues into high school. The process prior to the exam is the opposite of the pernicious practice of cramming for exams, whereby the student is engaged very superficially with the lesson material.

Standardized Testing

At City of Lakes, some standardized testing is also administered in the middle school (usually once per year in sixth and seventh grades, and not usually in eighth grade unless to reassess any areas of earlier concern). Class teachers communicate with parents well ahead of time regarding the testing, and special arrangements can be made for students with learning challenges or particular difficulties. But in general, it is advised that most students participate in these tests, which can provide another interesting view for the teacher of the skill level in the class as a whole.

Our students tend to perform well when they move into mainstream education where tests are often the main basis of evaluation (past test results are available for parental review). They do well, not because they have been drilled in test taking, but because their schooling has nurtured their vitality and their various capacities and prepared them, not only for the balance of their education, but for the real tests of life later on.

Progress Reports

In grades one through five, two parent-teacher conferences are held each year and a narrative year-end report is distributed at the year's end.

In grades six through eight, these practices continue, with the addition of narrative block reports at the end of each block. Block reports are similar to year-end reports in that they are holistic and attempt to reflect the fullness of the education and the learner, but they are much shorter (usually less than one page total). Block reports may include commendations and recommendations, a paragraph about the student's work in the block, and feedback on writing, artistry, and participation in class.

In grades seven and eight, block reports include a letter grade.

A – Demonstrates excellence, extra investment, exceptional effort

B – Demonstrates achievement consistent with natural ability and does show effort

C – Work is completed but lacks genuine effort

D – Work significantly incomplete and/or no effort

F -- Work not turned in at all or too incomplete to be evaluated

VI. NUMERACY SKILLS CHECKLIST

At City of Lakes, academic skills are introduced and practiced at specific grade levels in a manner consistent with Waldorf curriculum. Following is a progression of numeracy skills through the grades. Most children within the average range of ability will be able to:

Grade 1

- Show working knowledge of the four operations and their symbols+,-,x,/ (including processes in verbal and written sentence form)
- Identify Roman numerals I-X
- Identify Arabic numerals 1-100
- Count to 100, forwards and backwards
- Show working knowledge of number bonds up to 10
- Apply simple mental arithmetic in narrative form using above listed skills
- Estimate the size of a collection and arrange in groups and patterns
- Count by 2, 3, 5, and 10
- Have a sense for symmetrical completion of forms on upright axis

Grade 2

- Show mastery of the four operations and their symbols +,-,x,/(including proceses in verbal and written sentence form)
- Identify odd and even numbers
- Show master of number bonds up to 10
- Show working knowledge of number bonds up to 20
- Count to 1000, forwards and backwards
- Understand place value to four places
- Carry and borrow numbers across columns
- Predict the rough answer to a problem before doing it
- Count by 4,6,7,8,9,11,12
- Have a working sense of symmetrical completion of forms on both upright axis and as horizontal reflections

Grade 3

- Show working knowledge of short and long division with and without remainders
- Show mastery of number bonds up to 20
- Read and understand numbers up to seven figures
- Perform simple calculations involving time, money, and measurements of length and weight
- Show working knowledge of the 1,2,3,5,9,10,11,12 times tables in random order
- Use a ruler to measure and a scale to weigh
- Read an analog and digital clock

- Show proficiency in drawing and naming geometrical shapes: circle, square, rectangle, triangle
- Complete complex symmetries including left/right, above below with crossing at midpoint

Grade 4

- Show a working knowledge of four operations with fractions, including mixed numbers and improper fractions
- Show mastery of short and long division with and without remainders
- Convert between mixed numbers and improper fractions
- Find the factors of a given number
- Identify prime numbers less than 100
- Find lowest common multiple or highest common factor
- Show a working knowledge of the 4,6,7, and 8 times tables in random order
- Identify abundant, deficient and prime numbers
- Show mastery of the 1,2,3,5,9,10,11, and 12 times tables in random order
- Manage interweaving braiding form drawing
- Produce freehand geometry with reasonable accuracy

Grade 5

- Show mastery of four operations with fractions, including mixed numbers and improper fractions
- Show working knowledge of four operations with decimals
- Familiarity with the relationship between fractions and decimals
- Use a protractor to measure and draw angles
- Recognize metric units of measurement and perform conversions within the metric system
- Show mastery of times tables up to 12 in random order

Grade 6

- Show familiarity with calculating percents
- Show working knowledge of conversions between percentages, decimals and fractions
- Show mastery all four operations with fractions, decimals
- Estimate results by rounding off numbers prior to accurate calculations
- Calculate simple interest
- Calculate mean, median and mode
- Show familiarity with perimeter and area
- Present and understand information via pictograms: pie charts and bar charts
- Use a compass to bisect lines and angles and construct regular polygons

Grade 7

- Show working knowledge of calculating percents
- Show working knowledge of calculations involving powers and roots of numbers
- Show working knowledge of solving basic algebraic equations
- Show familiarity with operations involving positive and negative numbers
- Know Pythagorean Theorem and apply to real problems
- Show familiarity with compound interest
- Calculate perimeter and area
- Show working knowledge of ratios and proportions
- Show working knowledge of the order of operations
- Calculate a percentage increase or decrease
- Show working knowledge of problems using basic formulae
- Show familiarity with similar and congruent triangles and triangle constructions

Grade 8 (Eighth grade may follow a pre-algebra or algebra curriculum, or the class may be split into two groups)

Track 1: Pre-Algebra

- Show mastery of calculations involving fractions, decimals and percents, including conversions
- Show mastery of calculations involving powers and roots
- Show mastery of calculations involving positive and negative numbers
- Show mastery of the order of operations
- Solve proportion and ratio problems
- Show mastery of problems using basic formulae
- Familiarity of equations and inequalities using the associative, commutative and distributive laws of algebra
- Solve basic algebraic equations
- Construct the five regular Platonic solids
- Show mastery of calculating percents

Track 2: Algebra

- Show working knowledge of calculations involving variables, terms and expressions
- Show working knowledge of calculations involving the four processes and polynomials and rational expressions
- Show working knowledge of equations and inequalities using the associative, commutative and distributive laws of algebra
- Calculate slope and graph linear equations and inequalities
- Have working knowledge of solving systems of equations and inequalities (two variables)
- Calculate the volumes of blocks, pyramids, prisms, cylinders and cones

- Show familiarity with binary arithmetic
- Show familiarity with the quadratic equation
- Convert between regular and scientific notation
- Construct the five regular Platonic solids

In addition to the above, there is a continual and progressive growth expected within the following skills:

- Mental math (hearing questions and doing the calculations without the aid of pencil and paper)
- Abstract and real-world (word) problems
- Approximating and estimating

VII. LITERACY SKILLS CHECKLIST

At City of Lakes, academic skills are introduced and practiced at specific grade levels in a manner consistent with Waldorf curriculum. Below is a progression of literacy skills through the grades. Most children within the average range of ability will be able to:

Grade 1

- Spell own name correctly
- Recite the alphabet
- Use pencil with correct grip
- Copy accurately from board
- Recognize and vocalize sounds of letters
- Recognize and write capital and lower case letters
- Read own written work confidently
- Retell aloud simple accounts of recent events or a well-known story
- Sound out simple words
- Write a simple sentence without assistance

Grade 2

- Correctly write address
- Read poems or songs known to the class
- Begin to write in cursive
- Sound out phonetic letter combinations
- Sound out unknown words showing increasing knowledge of phonics
- Write simple accounts of a recent event or a well-known story with commonly used words
- Read random lines of text forward and backward
- Recognize capital letters and full stops in sentences
- Have a feeling for nouns and verbs
- Follow along and read aloud individually within small reading groups

Grade 3

- Spell 100 most common words
- Spell days of the week, months, and number words
- Begin to use nouns, verbs, adjectives, and adverbs
- Write a personal letter
- Write in cursive
- Arrange lists of words in alphabetical order
- Use basic punctuation including commas, periods, question marks, exclamation points
- Read aloud from chapter books smoothly and clearly
- Write longer accounts of recent events or stories spelling correctly commonly used words and making sensible attempts at more complicated words
- Recognize and correctly use phonetic letter combinations

Grade 4

- Make reasonable guesses at meanings of unknown words from context
- Make accurate written accounts of outings, stories from lesson, etc.
- Compose simple stories, descriptions and letters of all kinds
- Identify all nine parts of speech
- Demonstrate control of handwriting using a fountain pen
- Improved use of punctuation marks (period and capitals, commas, quotation marks, exclamation and question marks, possessives, apostrophe and colon)
- Begin to use simple and continuous verb forms in all tenses
- Use visual memory and phonetic knowledge in learning to spell new words
- Read independently with increasing confidence
- Begin to recognize and indicate punctuation including direct speech
- Use a dictionary

Grade 5

- Identify main characters, setting, and conflicts within a story
- Write paragraphs using topic and supporting sentences
- Recognize and use sensory detail
- Write a three-part essay (introduction, body, and conclusion) with guidance
- Have a feeling for formal and informal language use
- Begin to recognize differences between reporting informative facts and personal opinion or subjective writing
- Show improved use of punctuation and capitalization
- Identify active and passive voice, and “power verbs”
- Use verb tense (present and past) accurately
- Use a wide range of reference material, including atlas, index, glossary, table of contents, etc.

- Begin to recognize parts of sentence (subject, object, and predicate)
- Identify sentence fragments and run-on sentences
- Correctly copy dictations of increasing length
- Begin to demonstrate note-taking skills

Grade 6

- Recognize and deliberately use active and passive voice
- Have a feeling for the subjunctive mood
- Consistently use correct punctuation, especially contraction and possession
- Show improved note-taking skills
- Describe phenomenon accurately out loud and in writing
- Organize information from independent research for the purpose of presentation or essay writing
- Create an outline for a written assignment
- Use topic and supporting sentences in paragraph writing effectively
- Confidently identify parts of speech and parts of sentences including clauses and phrases
- Identify types of sentences
- Revise written work according to feedback
- Begin to identify and use different essay writing styles such as expository, persuasive, personal and descriptive, and include the use of imaginative introduction
- Recognize first, second, and third person point of view writing

Grade 7

- Demonstrate understanding of literary techniques such as simile, metaphor, hyperbole, and point of view
- Use all punctuation, including semi-colon (and irregular punctuation, such as the dash)
- Begin to show a sense for meter in verse, and be able to imitate poetic styles, e.g., ballads
- Combine sentences for interest and complexity
- Refine note-taking skills
- Refine outline form
- Work with five-paragraph essay, including “the point” or thesis
- Display more sophisticated revisions and correction of own writing
- Properly use direct and indirect quotes
- Refine use of reference and other materials for independent research projects

Grade 8

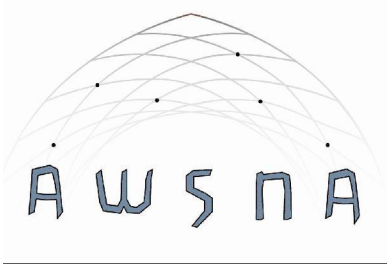
- Imitate the style of a particular author or poet
- Make a reasonable attempt at literary interpretation
- Use narrative structure in short story writing including point of view
- Comfortably use reference materials for independent research projects
- Show improved and accurate note-taking skills

In addition to the above, there is a continual and progressive growth expected within the following skills:

- Read books in a range of styles, confidently and independently, for pleasure and for information
- Summarize a story or event orally and in writing, by identifying the important points and reporting these in the correct order (also, retell from the point of view of a particular character)
- Continue to develop control over handwriting

- Continue to increase range of vocabulary in writing and speaking
- Give poised, confident oral presentations

City of Lakes Waldorf School is fully accredited by the Association of Waldorf Schools of North America (AWSNA) and the North Central Association: Commission on Accreditation and School Improvement (NCA – CAIS).



Grades 1-8 Overview

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Mathematics	Qualities of Numbers, Counting, 4 Processes	4 Processes, Place value, Multiplication Tables	4 Processes, Long Division, Measurement	Fractions and decimals, Geometric drawing	Calculations with fractions and decimals	Geometric forms, Percentages, Business Math, Perimeter/Area	Geometry, Negative numbers, Powers, Roots, Basic Algebra	Algebra I, Deepening of 7th Grade Topics
Language Arts	Letters and Sounds, Handwriting, Introduction to Reading, Class Play	Writing Sentences, Reading in Groups	Grammar, Cursive, Individual Reading, Class Play	Grammar , Spelling, Punctuation, Composition, Reading, Class Play	Composition from Outlines, Study of Plots and Characters, Grammar, Spelling, Class Play	Composition, Research Papers, Business Writing, Class Play	Creative Writing, Classics, Biography, Grammar, Documentary Writing, Class Play	Creative Writing, Classics, Biography, Grammar, Research, Class Play
Social Studies	Folk Tales	Fables and Legends of Heroes	Stories of the Hebrew People	Norse Myths, Minnesota History, Local Map-Making	Ancient Civilizations: India, Persia, Mesopaotamia, Egypt, Greece North American Geography	Rome, Medieval Times, South American Geography	Renaissance Times, Age of Exploration African Geography	Revolutions, American History, Asian Geography
Science	Nature Stories and Observation	Nature Stories and Observation	Farming and Gardening	Humans and Animals (Zoology)	Botany	Astronomy, Geology, Physics	Physics, Chemistry, Human Physiology and Nutrition	Physics, Chemistry, Human Fertility, Physiology and Meterology
German and Spanish	Songs, poems, cultural activities	Songs, poems, cultural activities	Songs, poems, cultural activities	Writing, Reading simple texts, Simple Grammar	Writing, Reading, Grammar, Simple Dialogue	Writing, Reading, Grammar, Simple Dialogue	Writing, Reading, Grammar, Dialogue	Writing, Reading, Grammar, Dialogue
Handwork	Knitting	Knitting with a pattern	Crocheting, Simple Design	Design, Cross Stitch	Knitting – Socks (four needles)	Hand Stitching, Doll Making	Hand Sewing (embroidery, garments)	Sewing Machine, Quilts
Woodwork				Materials and Tools, Design and Shape, Butter Knife	Carved Bowl and other projects	Wooden stool or shelf, Stained Glass	Small power tools, Small pieces of furniture	Student designed project
Fine Arts	Wet-on-wet Watercolor, Beeswax Modeling, Form Drawing	Wet-on-wet Watercolor, Beeswax Modeling, Form Drawing	Wet-on-wet Watercolor, Beeswax Modeling, Form Drawing	Painting, Drawing, Modeling, Form Drawing	Painting, Drawing, Clay Modeling, Form Drawing	Painting, Drawing, Clay Modeling	Painting, Perspective, Drawing, Clay Modeling	Painting (Acrylic), Drawing, Clay Modeling
Movement	Imaginative Games, Eurythmy	Traditional Games, Eurythmy	Traditional Games, Eurythmy	Traditional Games, Eurythmy	Pentathalon, Circus, Eurythmy	Team Sports, Circus, Eurythmy	Team Sports, Circus, Eurythmy	Team Sports, Circus, Eurythmy
Music	Singing, Pentatonic Recorder	Singing, Pentatonic Recorder	Singing, Diatonic Recorder, String Ensemble	Singing, Diatonic Recorder, String Ensemble	Diatonic Recorder, 5th/6th Choir, String Ensemble	Diatonic Recorder, 5th/6th Choir, String Ensemble	7th/8th Choir, Recorder, String Ensemble	7th/8th Choir, Recorder, String Ensemble