

different perspectives. We want our children to see, smell, taste, feel, think, and live in the world as fully as possible. For this reason, subjects will be taught in thematic blocks during a "main lesson" time every morning.

This rich experience translates to high engagement and a depth of knowledge, and is also striven for in the social realm. We will have a looping model, which allows for deep social connections between students, teacher, and parents. Children will loop with the same teacher and class (whenever possible) for first through fifth grades and again for sixth through eighth grades. Benefits of looping with the same teacher are well known, and due to planning for this benefit, students, teachers, and parents all enter into a deeper commitment level for building their community together. Teachers hold an even higher standard of professional development for themselves, knowing that they must be well rounded and adjust and grow with the children every year. We will also develop a plan for professional development that allows our teachers to deepen their understanding of Waldorf Pedagogy, and attain certification when possible.

In order to insure state standards are met BSCS will use The Alliance for Public Waldorf Education's manual, "Public Waldorf Schools and the Common Core Standards," which is a correlation manual of Common Core to Waldorf Curriculum standards. We will supplement this document with any Alaska Standards that are not met by the Common Core Standards. A sample of two grades is included following this section.

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn.

Grades 1-8 students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning. Using a curriculum inspired by Waldorf education and the instructional approach outlined below, BSCS will strive to ensure that each child meets both the Alaska State Standards and the Waldorf Curriculum Standards by the time he/she exits eighth grade.

Please note that the curriculum inspired by Waldorf education determines that some of those standards will be addressed at grade levels that are different than those stated in the Alaska State Standards. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology is based.

Prior to enrollment, all parents will attend a Parent Information Meeting facilitated by the Head-Teacher, during which it will be explained that the Waldorf Curriculum Standards do not correlate grade by grade with the State Standards—especially in the lower grades. Each parent will also receive a folder with information further explaining our curriculum. We will make our Waldorf Curriculum Standards available to parents at the beginning of each school year. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

Kindergarten Overview

Our kindergarten curriculum will lay the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the

activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Literacy begins in the kindergarten with a rich oral language base. The teachers use storytelling, including classic and modern fairy tales from various cultures, to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold through cooking, as well as observing seasonal changes. Life science and earth science start with students observing common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work. Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving and social interaction. Early childhood research indicates that growing capacities is serious work for young children, forming the basis for later scientific thought (analytical critical thinking skills and problem solving).

Grades Overview

The school day for the grades will begin with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and meeting multiple intelligences. Each core subject, defined as mathematics, language arts, science and history/social studies/geography, is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multi-disciplinary style, combined with the unit block approach, is central to BSCS's teaching strategy since it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the main lesson, students spend two or three additional periods each day in core academic subjects. For one or two periods each day students attend non-core special subjects such as an additional Language (beginning with Yupik), handwork, music, and Movement. A grade-by-grade overview of the curriculum is provided on pages 11-12; variations in the general curriculum may occur depending on the teacher, the particular class, and the grade.

Curriculum Overview	Mathematics	Language Arts	Science	Social Studies
First Grade	whole numbers, counting, four processes, Roman numerals, geometric shapes	capital letters, reading from own writing, phonics, short plays, choral recitation, rhythmic poems, fairy tales	nature studies through stories and experiencing local natural environment through walks and gardening	multi-cultural stories as language arts content
Second Grade	continue with four processes, include carrying and borrowing in addition and subtractions, story problems, multiplication tables, geometric patterns	elements of grammar (naming, describing words), beginning cursive, summarizing, animal fables, legends of heroic people from around the world	nature studies through stories and experiencing local natural environment through walks and gardening	multi-cultural stories as language arts content
Third Grade	multiplication tables through 12, weight, measure, length, volume, money, time, multi-digit multiplication, long division	elements of grammar, punctuation, compositions, stories from ancient history including Old Testament	continuation of garden and nature studies, soil studies	study of practical life (farming, house building, clothing, and cooking) with particular emphasis on Alaska Native cultures
Fourth Grade	fractions, factoring, continued long division, multiple digit multiplication, averages, word problems	parts of speech, grammatical rules, verb tenses, poetry writing, Norse Myths, Alaska Native stories	zoology, descriptive study of animals	local geography and history, map making from classroom to home, to region, Alaskan History
Sixth Grade	percentage, ratio, money interest, proportion, business math, geometry	grammar, poetry, ballads, tales of chivalry, descriptive and expository writing	physics, geology, mineralogy	North and South America, Ancient Rome through the Middle Ages
Seventh Grade	business math, graphs, algebra, perimeter, area, exponents	creative writing, research papers, business letters, composition writing, historical literature, poetry	chemistry, physiology, nutrition, first aid, anatomy, meteorology	Africa and Europe, map reading, 1400-1700 Exploration, Reformation, Renaissance
Eighth Grade	practical math, percent, equations, plane and solid geometry, algebra	grammar, compositions, business and practical writing, Shakespeare, dramatic and epic poetry, folklore	organic chemistry, physiology, physics	Asia, Australia, Antarctica, global contrasts, global commerce and economics

Curriculum Overview	Foreign Language	Movement	Music	Art
First Grade	songs, games, poems, stories, colors, numbers, basic vocabulary	seasonal games, cooperative games, circle games and activities, jump rope, hand clapping games, simple dances	pentatonic flute, seasonal songs	curves, straight lines, patterns, wet on wet painting with primary colors, finger knitting, two needle knitting, beeswax modeling of simple figures
Second Grade	days, months, seasons, fables, family vocabulary	tumbling, hop scotch, jump rope, hand clap games, weaving in and out of circle, circle dances	pentatonic flute, folk songs, simple rhythms	symmetry, mirror drawing, running forms, drawing animals, painting with all colors, purling, modeling scenes
Third Grade	conversations, time, food, basic grammar, complex commands, simple stories	ring games, line games, circus arts, jump rope, circle dances	diatonic flute, octaves, rounds, basic notation, rhythms, simple partner songs and rounds	4 quadrant symmetry, metamorphosis forms, nature paintings, crocheting, modeling scenes
Fourth Grade	writing, reading, plays, verb tenses, spelling, short dictation	running, jumping and throwing games, obstacle courses, athletic lead-up games, improve posture and running forms, folk dances, Native American and Alaskan games	notation, time values, major and minor third, beginning violin (ideally), singing in rounds	interlocking and negative forms, knotted forms, local landscape and animal paintings, cross stitch, embroidery, braiding, clay modeling animals and geometric shapes, weaving
Fifth Grade	literature, grammar, proverbs, conversation	Greek games, javelin, discus, long jump, sprint, Greek wrestling, focus on form and appreciation of movement	major and minor scales, harmony	free hand geometric drawing, darkness into light painting color study, 5 needle knitting, modeling plant shapes
Sixth Grade	literature, history, grammar, geography, conversation	Circus arts, archery, team sports, fencing, teamwork games and activities	descant, alto and tenor recorders, string and wind instruments	exact geometric drawing, black and white drawing, landscapes, color contrasts, hand sewing, quilting
Eighth Grade	sentence structure, reading and retelling stories, review of learned material	teamwork activities, team sports, track and field continues	choir, strings ensemble (opt), writing music	3-dimensional drawings, volumes, space in color, machine sewing, human hand in clay

Unique Offerings

Form Drawing

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. BSCS students will practice form drawing starting in first grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

Concentration: The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.

Hand-Eye Coordination: Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

Beautiful Handwriting: Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.

Spatial Intelligence: Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Eurythmy

Eurythmy may be the most distinctive course offered in some Waldorf inspired schools. The word eurythmy stems from Greek roots meaning beautiful or harmonious rhythm. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurythmy can be thought of as “visible speech or song”. Eurythmy enhances coordination, strengthens the ability to listen, and promotes harmony in groups. BSCS plans to offer eurythmy once our school has all eight grades and feels firmly established.

Instructional Methods and Materials

The Class Teacher – The heart of the education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class of children through multiple years of school (grades 1-5 or grades 6-8), teaching the main lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families), and help them unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

“Main Lesson” – A fully integrated two-hour period of instructional activities begins each school day in which the core curriculum is presented. The main lesson can be, for example, algebra, Greek history, botany or acoustics, and involves storytelling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This

main lesson is taught for a three or four-week block (unit of study), and then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to "digest" what has been learned. This format is used in first through eighth grades.

Main Lesson Books – The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual "textbooks" called main lesson books for each subject taught. In their main lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The main lesson book approach to student learning builds students' skills of focus and concentration. These main lesson books require the students to write in depth about their lessons, and are a significant tool for building writing skills. Richly illustrated by the children, these main lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

Reading and Writing – Letters are learned in the same way they originated in the course of human history. Human beings perceived, then pictured, and out of the pictures abstracted signs and symbols. Early elementary students hear stories, draw pictures, and discover the letter in the gesture of the picture. From these letters, they learn the basic phonics skills of matching sounds to letters. Also from these initial letters, the children's writing skills move into cursive writing and penmanship, punctuation and spelling, and a wide variety of composition styles (essay, poetry, creative writing, short story, etc.) The important early reading skills and rich vocabulary integrated in songs, poems, drama, and games help establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

Mathematics – In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: $12=3+9$, or $12=4 \times 3$, or $12=144/12$. This encourages flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives, and games are used to engage children in active learning. Mental math problem solving is emphasized throughout grades 1-8 to develop and strengthen thinking.

Social Studies – The social studies curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Children learn about world religions and cultures from a historical perspective. Beginning in grade two, fables are taught; Old Testament stories in grade three; Norse mythology in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. In sixth, seventh, and eighth grades, students explore the history and geography of Mesoamerica and Africa, and may also further learn about China and Japan. By exposure to these cultures through their peoples, legends and literature, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades. By the close of eighth grade, the students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, and the Age of Exploration, along with studying U.S. History.

The Sciences – Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and

environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Foreign Language is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program will expand to include reading, writing, grammar and conversation. We are still researching the best language for our initial years, but once chosen it will be taught to all students in grades 1-8. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, Alaska Native languages) may be introduced in the middle and upper grades.

The Arts – Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, and, as the school develops, to orchestra (“strings”) in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning. The art of eurythmy may be added at a future date, a movement/dance discipline that translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements.

Handwork – Crafts, handwork, and practical work such as fiber arts, woodworking, house building and gardening are an integral part of the curriculum from kindergarten through the grades. Boys and girls learn to knit in the first grade and crochet in third grade, creating many functional and colorful objects, such as flute bags, knitted animals, and puppets. Decades before brain research confirmed the value of this type of activity, studies recognized a relationship between body movement and brain function. Learning to knit and crochet in the early grades develops fine motor skills, and leads to lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities such as woodworking, house building, gardening, and sewing are specifically included in the elementary curriculum, and give the children an understanding of how things come into being, as well as a respect for the creations of others.

Physical Activity – Movement activities, dance and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education. Recognizing that the qualities of physical fitness and health enhance the students' overall well being, each child is encouraged to recognize and rise to his/her individual physical potential.

The environmentally-conscious curriculum and everyday rhythms and routines of our school community will help cultivate a sense of gratitude, respect and responsibility for self and all living things. BSCS will strive to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the inter-

relatedness of nature, self, and community, and pursue actions that are essential for sustaining our world.

Multicultural and gender-balanced content are integrated throughout the curriculum by means of the humanities curriculum, incorporating biography, storytelling, and history; through crafts, art, music, and seasonal and cultural celebrations; and through foreign language.

Parent participation is a keystone of our program. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing the school's educational program and maintaining its supportive environment. BSCS honors and values the individual skills, talents and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the school's operations. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. BSCS will provide on-going educational opportunities for parents to learn about various aspects of child development and a curriculum inspired by Waldorf education. These include parent education lectures and quarterly class meetings discussing child development and specific aspects of the curriculum.

Seasonal Festivals – In keeping with our focus on community, BSCS will hold three seasonal festivals each year (harvest, solstice, and spring) to bring families and children together in respect for the rhythms of nature and of our Earth. Frequently, these festivals include multi-cultural activities that connect our children and families to each other's cultures. Additional festivals may be added in the future, based on our faculty, parent, and student community's recommendations.

Materials-- High quality materials designed for a curriculum inspired by Waldorf education give students the experience of success in their school activities, promoting self esteem, a sense of value for quality work, and increased motivation for accomplishing schoolwork in the classroom, as well as homework. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper allows students to create rich colors, blend colors for subtle hues, and create detailed and beautiful writing, pictures, and designs. In first through eighth grades, a variety of specially designed main lesson books will be used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials will be selected or hand-made, made from wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

The Boreal Sun Classroom Community--Our goal is to nurture a classroom community supportive of academic learning by helping students develop respect, confidence, acceptance, and other positive social values. In a curriculum inspired by Waldorf education, the whole child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, BSCS

teachers, staff, and parents will work together to support the physical, mental, emotional, social, and academic needs of the child.

-BSCS will provide guidance in the area of behavior and attitudes, and recognize that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.

-At BSCS, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.

-At BSCS, personal responsibility and accountability are taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.

-Each class establishes rules within the first week of the school year. These rules are set with the understanding that everyone will respect and follow them. This provides the child with ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Role of Technology--At BSCS, technological literacy will occur in a specific and gradual timeframe. Technology will be used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they will become proficient in computer technology and web-based research.

Many Waldorf graduates have successful careers in the computer industry. A recent report from the MacArthur Foundation supports this approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. "Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture." This is why computer use by children will be limited in the elementary grades (1st-5th). Beginning in third grade, students will receive instruction in using the online assessment program used by the district to take the state mandated assessment. Teachers will be encouraged to use technology in their lesson planning, and day to day organization, but our philosophical approach will not bring instruction in technology use until 6th grade and higher.

Students will be adequately prepared in the use of technology for test-taking as necessary.

Student Evaluation Procedures

BSCS students will demonstrate significant social-emotional, physical, and academic growth. In order to be consistent with our vision, our assessment strategies will reflect our commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist BSCS families
- 100% of all students will participate in all assessment techniques

Multiple levels of evidence must be used to better understand each learner's strengths and needs, and to plan for support and enrichment.

Students should be given authentic opportunities to display their accomplishments. We will use several tools to accurately measure and monitor growth.

Student Measurement Tools

Comprehensive Curriculum Reports—Initially, BSCS will purchase and use assessments from Bonnie River of Gradalis Consulting. These standards (example provided in the Appendix) were designed to align Waldorf methods curricula with State Standards over the nine-year period of kindergarten through eighth grade. Currently a project is underway through The Alliance of Public Waldorf Education to align Waldorf assessment rubrics with the common core standard numbers used in their correlation document. We will switch over to these rubrics when they become available. Quarterly narratives will briefly outline each student's progress using these rubrics. These rubrics track individual student progress in regard to specific skills and knowledge areas from the curriculum.

Parent-Teacher Conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold and provide ongoing formative evaluation information to parents regarding their child's achievement and growth in each of the various curriculum blocks, specialty subjects, social skills, and work habits... Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences will be especially effective as a result of the school's looping model and warm community atmosphere. Parent-Teacher conferences will include a review of the child's portfolio.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc.

Report Cards and Letter Grades--Quarterly report cards will be narrative with no grades given in grades 1-5. Beginning in middle school (6th grade), letter grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used. The letter grades will represent specific achievement levels based on clear criteria, and will be given following the grading scale used by the FNSBSD. Grades may be assigned if requested for transferring 1-5 students.

The First Grade Readiness Assessment helps teachers and parents determine when students are ready to move on from Kindergarten to First Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. The need for this assessment is based on the fact that our first graders' learning experience requires significantly different developmental readiness than our kindergarten program. Much of our grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in first grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

The Second Grade Assessment is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand-foot coordination; and proprioception (balance and spatial and temporal orientation). Based on these assessments, the teacher has the opportunity to incorporate physical-spatial exercises into classroom activities, with the goal of helping students further develop the motor capacities that support learning

State Mandated Testing--BSCS students will participate in and utilize all state mandated yearly tests, such as the AMP (Alaska Measures of Progress), Science SBA, Terra Nova, and Early Literacy screening tests.

Students with Special Needs--Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Learners, will be defined appropriately on a case-by-case basis, according to their Individualized Education Program (IEP) and/or English proficiency levels and any additional recommendations by the Special Education teacher(s). BSCS will deliver special education services that comply with FNSBSD policy, state, and federal law. All students with disabilities whose least restrictive environment includes BSCS's educational setting will be provided services, accommodations, and modifications as set forth in an IEP or a plan through Section 504 of the Americans with Disabilities Act (504). Students determined by an IEP or 504 plan to need a more restrictive setting than BSCS will be served in their least restrictive environment as determined by their IEP Committee. BSCS does not plan to offer specific vocational education classes.

Scheduling Requirements

BSCS will follow the FNSBSD calendar. The anticipated daily schedule allows for a weekly staff meeting built into our day:

Student Schedule--8:30-3:00, M, T, W, F
--8:30-1:00, Thursday
Staff Schedule--8:00-3:30, M, T, W, F
--8:00-4:00, Thursday

Early out on Thursday for students will provide for a lengthy faculty meeting designed to encourage deep student support and professional development for teachers. We will include awareness of this schedule difference in our parent orientation. Eventually we plan to provide a fee-based afternoon program for this day. We would like to offer classes to homeschooling children, and enrichment opportunities to our own students in a fee-based system. To provide equity, we plan to build in a financial assistance component to this program for parents who need this program for their child(ren), but cannot afford the fee.

Starting and ending times may change slightly based on transportation options.

The Alliance for Public Waldorf Education's
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Grade 2

Reading Literature

Key Ideas and Details

- 2 RL 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)
- 2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)
- 2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

- 2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)
- 2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)
- 2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)
- 2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)
- 2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events. (1 RJ 7)
- 2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

- 2 RL 9. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) (K RL 7)

Range of Reading and Level of Text Complexity

- 2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)
- 2 RL 10a. Activate prior knowledge related to the information and events in texts. (CA) (K RL 10a) (1 RL 10a)

2 RL 10b. **Use illustrations and context to make predictions about text. (CA) (K RL 10b)**

2 RL 10c. **Confirm predictions about what will happen next in a text, (CA) (1 RL 10b)**

Reading Foundational Skills

Phonics and Word Recognition

2 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA (2 RF 3)(K RF 3) (1 RF 3)**

2 RF 1a. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA) (K RF 3b)**

2 RF 1b. Distinguish long and short vowels when reading regularly spelled one-syllable words. (2 RF 3a)

2 RF 1c). Distinguish long from short vowel sounds in spoken single-syllable words. (1 RF 2a)

2 RF 1d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1 RF 2d)

2 RF 1e. Know spelling-sound correspondences for additional common vowel teams. (2 RF 2b)

2 RF 1f. Decode regularly spelled two-syllable words with long vowels. (2 RF 3c)

2 RF 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (K RF 3c)

2 RF 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K RF 3d)

Fluency

2 RF 4. Read emergent-reader texts with purpose and understanding. (K RF 4)

2 RF 4a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1 RF 4c)

Writing

Text Types and Purposes

- 2 W 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K W 2)
- 2 W 2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K W 3)
- 2 W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2 W 3)

Production and Distribution of Writing

- 2 W 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2 W 5)
- 2 W 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K W 8)

Speaking and Listening

Comprehension and Collaboration

- 2 SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (2 SL 1)
- 2 SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2 SL 1a)
- 2 SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others. (2 SL 1b)
- 2 SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2SL 1c)
- 2 SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2 SL 2)
- 2 SL 3. **Give and follow three- and four-step oral directions.** CA (2 SL 2a)
- 2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

- 2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)
- 2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)

- 2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

- 2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)
- 2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)
- 2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)
- 2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)
- 2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)
- 2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 2 L 1g. **Create readable documents with legible print.** CA (2 L 1g)
- 2 L 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)
- 2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

- 2 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2 L 3)

Vocabulary Acquisition and Use

- 2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)
- 2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)
- 2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)
- 2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)
- 2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known

- word (e.g., *happy/unhappy, tell/retell*). (2 L 4b)
- 2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)
- 2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)
- 2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)
- 2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)
- 2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)
- 2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)
- 2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)
- 2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade Four

Reading Literature

Key Ideas and Details

- 4 RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RL 1)
- 4 RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4 RL 2)
- 4 RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4 RL 3)

Craft and Structure

4 RL 4. Students distinguish their own point of view from that of the narrator or those of the characters. (3 RL 6)

Integration of Knowledge and Ideas

4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)

4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)

4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

4 RL 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RL 10)

Reading Informational Texts

Key Ideas and Details

4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)

4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)

4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)

4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)

4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (See **grade 4 Language standards 4-6 for additional expectations.**) CA (4 RI 4)

4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)

4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)

4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)

4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)

4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

4 RI 13. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)

4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)

4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)

4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)

4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)

4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (4 RF 4c)

Writing

Text Types and Purposes

4 W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (2 W 1)

4 W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4 W 2)

4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)

4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)

4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (4 W 2c)

4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)

4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)

4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)

4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)

4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)

4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)

4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)

4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. CA (4 W 4) (2 W 4)

- 4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

- 4 W 6. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4 W 7)
- 4 W 6a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2 W 7)
- 4 W 7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. CA (4 W 8) (3 W 8)
- 4 W 8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4 W 9)

Range of Writing

- 4 W 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4 W 10) (3 W 10)

Speaking and Listening

Comprehension and Collaboration

- 4 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (4 SL 1)
- 4 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (4 SL 1a)
- 4 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (4 SL 1b)
- 4 SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (4 SL 1c)
- 4 SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (4 SL 1d)
- 4 SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

- 4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)
- 4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA (4 SL 4a)**
- 4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA (4 SL 4b)**
- 4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)
- 4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

- 4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)
- 4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)
- 4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)
- 4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)
- 4 L 1d. Form and use regular and irregular verbs. (3 L 1d)
- 4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)
- 4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)
- 4 L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3 L 1g)
- 4 L 1h. Use coordinating and subordinating conjunctions. (3 L 1h)
- 4 L 1i. Produce simple, compound, and complex sentences. (3 L 1i)

- 4 L 1j. Form and use the progressive (*e.g., I was walking; I am walking; I will be walking*) verb tenses. (4 L 1b)
- 4 L 1k. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 4 L 1l. Produce, expand, and rearrange complete simple and compound sentences (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 4 L 1m. Order adjective within sentences according to conventional patterns (*e.g., a small red bag* rather than *a red small bag*). (4 L 1d)
- 4 L 1n. Form and use prepositional phrases. (4 L 1e)
- 4 L 1o. Correctly use frequently confused words (*e.g., to, too, two; there, their*). (4 L 1g)
- 4 L 1p. Write fluidly and legibly in cursive or joined italics. CA (4 L 1h)**
- 4 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4 L 2)
- 4 L 2a. Use correct capitalization. (4 L 2a)
- 4 L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. (4 L 2b)
(3 L 2c)
- 4 L 2c. Form and use possessives. (3 L 2d)
- 4 L 2d. Use a comma before a coordinating conjunction in a compound sentence. (4 L 2c)
- 4 L 2e. Use commas in addresses. (3 L 2b)
- 4 L 2f. Use commas in greetings and closings of letters. (2 L 2b)
- 4 L 2g. Use an apostrophe to form contractions and frequently occurring possessives. (2 L 2c)
- 4 L 2h. Spell grade-appropriate words correctly, consulting references as needed. (4 L 2d)

Knowledge of Language

- 4 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4 L 3)
- 4 L 3a. Choose words and phrases to convey ideas precisely. (4 L 3a)
- 4 L 3b. Choose punctuation for effect. (4 L 3b)
- 4 L 3c. Differentiate between contexts that call for formal English (*e.g., presenting ideas*) and situations where informal discourse is appropriate (*e.g., small-group discussion*). (4 L 3c)

Vocabulary Acquisition and Use

- 4 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. (4 L 4)
- 4 L 4 a. Use context (*e.g., definitions, examples, or restatements in text*) as a clue to the meaning of a word or phrase. (4 L 4a)

- 4 L 4b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (3 L 4c)
- 4 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas**. CA (4 L 4c)
- 4 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (4 L 5)
- 4 L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (4 L 5a)
- 4 L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. (4 L 5b)
- 4 L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4 L 5c)
- 4 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (4 L 6)

Sample Rubrics for 2nd Grade

Student Name:						
GRADE TWO						
SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE INSTRUCTION	NEEDS ASSESSMENT
Student exhibits a growing skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits growing skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates a growing awareness of and ability to identify and copy geometrically based drawings while exhibiting proper grip on drawing and writing utensils. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays a growing visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher.						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates a growing skill and enjoyment in craft and other handwork activities.						
Student demonstrates a growing ability to execute isolated finger movements as in playing the recorder, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities.						
Student is able to maintain appropriate physical boundaries throughout activities.						
Student displays an ability to listen and follow-through on verbal directions.						
Student appears to understand verbal and non-verbal communications.						
Student is socially included and inclusive in play as well as in classroom activities.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.						
Comments:						

<i>Student Name:</i> GRADE TWO LANGUAGE ARTS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN- STRUCTION	NEEDS AS- SESSMENT
Student demonstrates reading approach skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material and searching for word correspondences, reading simple self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.						
Student displays growing skills in writing: is able to copy upper and lower case letters, and is growing capable in placing letters and words in appropriate spatial arrangements in self generated working books (main lesson books).						
Student is able to produce self-generated simple sentences. Form of letters and placement on the paper exhibits emerging visual-motor skills appropriate to grade expectations.						
Student's spelling is phonetically appropriate in self-generated writing projects and teacher dictated short sentences.						
Student shows emerging memory and retention of basic spelling rules, introduced to the entire class.						
Student can identify simple misspelled words in self-generated independent writing.						
Student recognizes basic sentence structure and is able to generate simple complete sentences.						
Comments:						

Student Name: GRADE TWO MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS AS-SESSMENT
Student exhibits adequate achievement of skills in the first grade mathematics rubric.						
Student exhibits an ability to count forward and backward by 2's, 3's, 4's, 5's, and 10's when participating in class groups and individually presented skills.						
Student is able to use manipulatives and demonstrate knowledge of the four number processes using calculations using single and double-digit numbers up to 144.						
Student is able to record basic computational formula representations of all four basic math processes. (Vertical as opposed to sentence structure).						
Student writes accurate vertical representations of dictated problems in addition, subtraction and multiplication. Student copies division problems with proper placement of divisor and dividend digits.						
Student demonstrates emerging understanding of place value of numbers up to and including the thousands column. Student can write and read these numbers from verbal dictations.						
Student demonstrates an emerging ability to work addition and subtraction problems containing double-digit figures.						
Student demonstrates various strategies for solving mental arithmetic problems. Uses number grouping, and re-grouping skills, multiple additions as well as using times tables, etc.						
Student is able to mentally calculate the four number processes.						
Student is able to listen to a simple word problem and mentally calculate the response to the question posed.						
Student demonstrates an understanding of the concepts of the four main number processes and the meaning of "equal". This is evidenced through student written responses to verbally given word problems.						
Student can use manipulatives (including fingers) and/or not, to do simple mathematical calculations.						
Comments: 						

Student Name: GRADE TWO MATHEMATICS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Student can identify even and odd integers, number patterns and groups of numbers belonging in categories. This is demonstrated in written and oral work.						
Student has mastered the times tables, 1-5 and is acquiring tables 6-12 as verbally demonstrated to the teacher, seen in practice books, and in class recitation activities.						
Student recognizes and uses a number of strategies for accomplishing factoring of whole numbers, addition, subtraction and division of numbers.						
Student can categorize manipulatives according to length, size and volume.						
Comments:						

Student Name: GRADE TWO SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS AS-SESSMENT
Social Sciences and Skills						
Student demonstrates an awareness of his/her classmates varied family and cultural back- grounds and demonstrates an emerging interest in and acceptance of differences. This is seen through student participation in festivals both personal (birthdays) and in generally shared holidays.						
Student demonstrates and emerging skill in social use of language. This is observed in the student's use of language markers such as "please" and "thank-you".						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, in general, contributing to the on- going class ambience.						
Student demonstrates an awareness of and growing ability to inwardly experience the comparisons and contrasts between modern life and life in times past. Recognition of this ability is seen as facial expressions, remarks and drawings the children may do in direct relationship with curriculum content.						
Comments: 						

Student Name: GRADE TWO SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED SKILL	STRENGTH	FUTURE IN-STRUCTION	NEEDS ASSESSMENT
Life Sciences and Skills						
Student exhibits an awareness of the seasonal changes and the markers of these. This is seen in students use of language markers, dress, awareness of festivals etc.						
Student demonstrates a growing awareness of seasonal effects on plant and animal life. This is seen in participation in gardening classes, care of animals and general knowledge exemplified in drawings and painting.						
Student demonstrates an emerging vocabulary for the names of the seasons, the elemental changes in the seasons (ice, snow, rain, sleet, frost, mist, dew etc.) This is heard as the student contributes to story re-telling and as student shares experiences related to class activities, especially field trips.						
Student demonstrates emerging awareness and vocabulary for contrasts and polarities within natural laws. This is seen as student responds appropriately to metaphoric language used in story material, as "light as a feather" or "heavy as a millstone."						
Student displays emerging understanding of basic geographical terminology such as mountains, islands, volcanoes, rivers, streams, rivulets, etc. This is seen in not only the use of these terms, as heard in story content, but also the drawings and paintings of these or even in the free explorative play with water and landscaping in the sand pit.						
Student is able to identify changes in plant growth; he/she identified these changes, either in garden observations or in observations of bulbs or other plants in the classroom.						
Student demonstrates an awareness of the qualities of items from the various kingdoms of nature. This is seen in free and creative play with wood, (sticks, branches, boards etc.) and various minerals (stones, bricks etc.) Student participated in play which explored such forces as those seen in levers, dynamic tensions etc.						
Student is able to place objects of nature, in categories and subcategories as necessary for use, thus the attainment of general knowledge of super or sub-groups is observed.						
Comments:						

