

Sun Mountain Community School
Appendix A **By Laws**

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1.0 School Board

The governance of Sun Mountain Community School is entrusted to the School Board.

2.0 Powers and Authority

2.1 The School Board shall have all powers conferred upon a governing body of a charter school by New Mexico law.

2.2 The School Board shall also have the following authority and power:

2.2.1 Authority to review and adopt the school's mission statement;

2.2.2 Authority to review and adopt its own Bylaws, revise these Bylaws, and establish other policies consistent with New Mexico law and the school's mission;

2.2.3 Authority to hire, set employment compensation and terms, evaluate, and terminate the Head of School;

2.2.4 Authority to oversee financial matters for the school, including approving the annual school budget and authorizing designees to sign checks and legal documents on behalf of the school, including regular monitoring of internal controls.

3.0 Membership

3.1 The School Board shall establish the number of Members, which shall consist of at least five (5) Members and no more than nine (9) Members. All Members shall have identical rights and responsibilities. Any New Mexico resident over the age of 18 who does not receive compensation from SMCS is eligible for membership. The School Board shall not discriminate on the basis of race, ethnicity, color, religion, sex, sexual orientation, gender, gender identity, national origin, disability, or any other basis prohibited by law, either in selection of Members, Officers, committee leadership, or any other role on the School Board.

3.2 One Member shall have a background in finance, public sector budget and fiscal operations, accounting, or other equivalent experience.

3.3 One Member shall be a professional educator.

3.4 When possible, the following priorities shall also be met in member qualifications:

3.4.1 At any given time, the School Board shall strive to have 60% or less of the total Membership seats filled by parents or caregivers of students at SMCS.

3.4.2 One to two members shall be community members with background, experience or training in areas of expertise that support the strategic mission and goals of the school.

3.4.3 One member shall be from the SMCS's Equity Council.

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3.4.4 The Board Membership shall consist of a second professional educator when possible.

4.0 Length of Terms

4.1 Each Member shall serve a three-year term. Consecutive three-year terms are allowed, however no Member shall serve more than two consecutive terms. If the School Board only has five Members, or may drop below five Members when the term of any Member expires, such Members shall serve until their successors are seated.

4.2 The term of a Member may not be reduced, except for cause as specified in these Bylaws or to support continuity of the Board.

4.3 Terms shall be staggered when possible so that no more than 4 Members shall be up for election in any year.

4.4 Each Member's first year of a 3-year term is probationary. Such member will be assessed after the probationary year by other Members. In year two, a Member is eligible for leadership as a Committee chairperson or an Officer.

5.0 Recruitment and Selection

5.1 School Board members shall be recruited and selected based on the qualities, qualifications and priorities determined by the School Board, which shall support the fulfillment of Sun Mountain Community's School mission.

6.0 Vacancies

6.1 Any seat or position on the School Board may be filled upon a simple majority vote of the seated members present at a meeting (remotely, by proxy, or in fact).

6.2 When possible all known vacancies shall be filled at least 45 days before the departing Member's departure.

6.3 A member elected to fill the vacancy that occurs mid-term shall be elected for the unexpired terms of the predecessor.

7.0 Resignation

A Member may resign at any time by sending a written resignation to the Chair of the School Board. This may take the form of an email.

8.0 Governance and Ethics Committee

The Governance Committee shall be charged with recruiting and recommending potential School Board members to the full School Board. The Governance Committee shall present names of potential Members for consideration during any meeting of the School Board. Potential Members shall reflect experience as set forth in Section 2.0 herein and the skill sets that best serve the mission of Sun Mountain Community School. Current priorities as of the date these Bylaws are adopted

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are those reflected in Section IA(1) of the Sun Mountain Community School New Charter Application and may be changed by written resolution or memo approved in a vote by the School Board.

9.0 Removal

9.1 The School Board may remove any Officer or Member with a simple majority vote of a quorum of the School Board at any meeting, provided that a statement of the reason(s) shall have been physically provided to the Officer or Member (or emailed to the Officer or Member at their email address of record for School Board communications) at least thirty (30) days prior to any action being taken on removal.

9.2 The statement of reasons for removal shall be accompanied by a notice of the time when, and the place where, the School Board is to take action on the removal. The Officer or Member shall be given an opportunity to be heard and the matter considered by the School Board at the time and place mentioned in the notice.

9.3 Acceptable reasons for removal include, but are not limited to (1) missing three or more consecutive regular Board meetings; (2) failure to meaningfully participate in and contribute to assigned committee work; (3) violations of state or federal law; and (4) disparagement of the School.

10.0 Duties and Responsibilities

10.1 Members of the School Board shall not receive payment, other than pre-approved reimbursement for per diem according to the New Mexico Per Diem and Mileage Act.

10.2 Members of the School Board shall be bound by the Conflict of Interest Policy and all laws applicable to members of governing bodies of a state charter school.

10.3 Members of the School Board shall have a duty of loyalty to act in best interest of Sun Mountain Community School on all matters before the School Board.

10.4 Members of the School Board shall devote a high degree of professionalism and care to the matters that come before it.

10.5 Members of the School Board shall never personally profit from their position with Sun Mountain Community School and shall have no direct or indirect financial interest in the assets or leases of the Sun Mountain Community School.

10.6 Members of the School Board shall not be involved in the business transactions or current professional services of Sun Mountain Community School, either directly or indirectly as an owner or agent of a business.

10.7 Members of the School Board shall not serve on the governing body of any other charter school either during their term, or after their term in accordance with the Government Conduct Act.

11.0 Meetings

11.1 There shall be a minimum of 10 regular meetings of the Board held each year. Regular meetings of the Board shall be as prescribed by the Board's Annual Open Meetings Act Resolution.

11.2 Special meetings of the School Board may be called by the Board President or by a majority of the School Board, by issuing notice to each Member five (5) calendar days prior to the meeting, or if the matter requires more urgency then notice shall be issued within a reasonable time given the urgency of the matter and the reasonableness of the notice.

11.3 Quorum shall mean a simple majority of the current School Board Members. The School Board must have a Quorum for the transaction of business at any regular or special meeting of the School Board.

11.4 Any meeting held in compliance with this Section 11 shall constitute a meeting of the School Board, and shall subscribe to the policies, procedures, and rules adopted by the School Board in these Bylaws or any later-adopted policies.

11.5 Notice of all regular and special meetings of the School Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all members prior to the meeting, and shall be made available to the public in compliance with the Open Meetings Act and the School's Annual Open Meetings Act Resolution.

11.6 An absentee School Board Member may not designate an alternate to represent them at a School Board meeting but such absent Member may vote by remote means.

12.0 Officers

12.1 There shall be four (4) elected Officers of the School Board: a President, a Vice-President, a Secretary, and a Treasurer. Members may not hold more than one office.

12.2 Officers shall be elected as needed when vacancies arise by majority vote of the Members in attendance at any meeting, with care taken to hold elections at least 45 days prior to the expiration of any Officer's term so that the new Officer may be on-boarded and trained prior to the departing Officer's departure.

12.3 At times appointed by the School Board, the Governance and Ethics Committee shall present selected Officer nominees to the School Board for consideration and vote.

12.4 The School Board shall always have a President. In the event that the office of the President becomes vacant prior to a new President having been duly elected, the Vice-President shall become President for the unexpired portion of the term or until an election for a new President is completed. A simple majority of a quorum of the Board present at

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any regular or special meeting may require an election for a new President any time the office is vacant, and the Vice President shall be Acting President in the interim.

12.5 When the office of Vice-President, Secretary, or Treasurer becomes vacant, the President shall appoint Interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held at which time an election for the vacant office shall be held.

12.6 The Officers shall have the following powers and responsibilities:

12.6.1 The President shall preside at all meetings of the School Board. The President is responsible for setting the agenda for all meetings, calling any special meetings, and appointing members to chair all committees. The President may collaborate with the School Head of School to set the agenda; any member may request an item be added to the agenda and the President will add such item.

12.6.2 The Vice President shall provide over meetings or proceedings in the President's absence, and shall serve as a stand-in for the President when required.

12.6.3 The Treasurer shall have general supervision duties over the Board's finances and shall serve on the Finance Committee. The Treasurer shall also supervise the maintenance of the Board's financial records and books, and sign such instruments as required by the School's office.

12.6.4 The Secretary shall issue School Board meeting notices, and shall keep minutes, manage meeting documents, and perform any additional duties required by this position. The Secretary will ensure that draft School Board meeting minutes are available on the School's website within ten days of the meeting.

13.0 Committees

13.1 The School Board shall have the following committees:

13.1.1 Governance and Ethics Committee: The Governance and Ethics Committee must consist only of active Sun Mountain Governing Body Members.

13.1.2 Finance Committee: The Finance Committee may be composed of active School Board Members and employees of the Sun Mountain Community School with roles that intersect with finances. The Finance Committee shall have no fewer than two members and must include the Treasurer, the Head of School and the Operations Coordinator/Director.

13.1.3 School Performance Committee: The School Performance Committee may be composed of active School Board Members and employees of Sun Mountain Community School with roles that involve oversight of academic and educational performance.

13.1.4 Audit Committee: The Audit Committee shall comply with state law, and may be composed of School Board Members and outside community members

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when the School Board needs to look outside its membership to ensure the Audit Committee has the experience and expertise needed. The Audit Committee shall have no fewer than three members and must include the Head of School and the Operations Coordinator/Director.

13.2 The other committees may be composed of seated School Board Members, community members, or both.

13.3 The School Board may add additional committees by simple majority vote and shall determine the need for additional committees and the eligible membership of that committee.

13.4 Committees shall consist of at least two people. The Chair of each standing committee must be a School Board Member.

13.5 Membership of the Audit and Finance Committees shall comply with NMSA Section 22-8-12.3(B).

13.6 Committee Chairs and Membership

13.6.1 The Chair of the Governance Committee shall be elected by a simple majority vote of a quorum of the members of the School Board. The Chair of the Committee may then select at least one (1) other Member for the Committee.

Committee membership will be structured so that committee work is not subject to the Open Meetings Act, depending on the size of the board.

13.7 Governance and Ethics Committee:

13.7.1 The Governance and Ethics Committee shall maintain oversight and evaluation of the School Board and its effectiveness in meeting charter mission and goals.

13.7.2 The Governance and Ethics Committee shall manage and be responsible for ongoing recruitment and recommendations of Board Members.

13.7.3 The Governance and Ethics Committee shall evaluate the qualifications of incoming School Board candidates and present final nominees for the vacant member positions on the School Board.

13.7.4 The Governance and Ethics Committee shall maintain, and provide approved school specific onboarding training for new members.

14.0 Procedure and Rules of Order

Sun Mountain Community School will adhere to rules of order outlined in the current edition of Robert's Rules of Order for all School Board regular and special meetings.

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15.0 Fiscal Year

The fiscal year shall begin on July 1 of each year.

16.0 Amendments

The Bylaws presented here, may be amended at any regular meeting through a simple majority vote of all Members in office at the time of amendment.

Certificate of Adoption

The undersigned officers hereby certify that these Bylaws were duly adopted by majority vote of the Sun Mountain Community School School Board on _____.

President

Vice President

Secretary

Treasurer

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Appendix B

**Head Of School
Job Description**

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Appendix B

Head of School Job Description

Position: Head of School

Reports To: School Board

Supervises: Pedagogical Director, Special Education Director, Operations Director, Office Administrator, (contracted) Office Coordinator

Purpose

The Administrative Director is appointed by the School Board of:

- To implement SMCS's strategic plan and vision in accordance with its mission and philosophy
- To lead the School in all operational matters as delegated by the School Board and in collaboration with other School departments and leadership as outlined by the School's by-laws and governing policies

Minimum Qualifications

- Bachelor's Degree (Masters preferred)
- NM Educational Administration License (PreK-12)
- Background check and state required fingerprints

Leadership qualities

- Commitment to, belief in, and alignment with the mission of the school, its goals, and public Waldorf education.
- Experience in leadership and management of both adults and students
- Strong verbal and written communication skills
- Strong organizational skills and ability to multitask
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Ability to build a strong, cohesive school team environment built on trust with a willingness to lead by example
- Must be data literate and have the ability to lead the effective use of data to drive results.
- Experience in budgetary planning, accounting, and effective allocation of school resources
- Experience in working with families and students from diverse backgrounds, including racial and ethnic groups, special needs, and English language learners.
- Preferred: proficiency in Spanish

Duties and Responsibilities

- 1. Leadership Collaboration**
 - a. With the Special Education Director
 - b. With the Pedagogical Director
- 2. Operations Collaboration**
 - a. With the Operations Director
 - b. With the Office Administrator
 - c. With the contracted Operations Coordinator

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Head of School Job Description

3. Administrative Oversight

- a. Keep the School Board informed about the operational and programmatic wellbeing of the School as necessary for the School Board to meet its performance and business standards
- b. Serve as a communication liaison between the School Board and staff
- c. Attend Board meetings and maintain ex-officio status as a non-voting member of the School Board and a member of the Board Executive Committee, as per the School's by-laws
- d. Develop and implement administrative policies and procedures for the School.
- e. Collaborate with the Pedagogical Director to ensure a rich and robust academic life of the school
- f. Collaborate with the Special Education Director to ensure that the academic needs of all students, including special needs students, are being met.
- g. Fulfill all PED reporting and monitoring obligations
- h. Assuming any necessary functions of a School District Superintendent

4. Financial Oversight

- a. Coordinate with the Operations Director/contracted Operations Coordinator
 - i. On the preparation of monthly financial statements to the Board on the School's financial health, including enrollment, outstanding accounts, revenue, expenditures, and cash flow projections and development
 - ii. On the preparation of a complete annual budget proposal for submission to the School Board with the Board's Finance Committee
 - iii. On the complying with Federal, State, and Local reporting requirements
- b. Report to the Board and/or its delegates on personnel matters and decisions, as needed, particularly as it relates to potential legal and financial liability to the School

5. Strategic Planning

- a. Participate in strategic planning with the School Board, the Advisory Council and the Equity Council and greater School community
- b. Keep abreast of current trends in public Waldorf and charter school education, and modify or implement programs and practices as deemed appropriate for the School
- c. Attend professional development workshops with a commitment to learning about Waldorf educational systems and; charter school management and governance; and organizational leadership in areas of diversity, equity, inclusion, and justice
- d. Establish and maintain strategic partnerships in furtherance of the School's mission and values

6. Personnel/Human Resources Oversight

- a. Hiring and Dismissal of all staff and faculty.
- b. Provide oversight concerning all HR and employment matters for staff and faculty to ensure compliance with Federal, State, and Local laws and regulations and the school's internal policies, procedures, and protocols.
- c. Develop the Leadership Team and Operations Team with an emphasis on collaboration, accountability, and outcomes in alignment with the School's mission, values, and strategic plan.

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Head of School Job Description

- d. Support and provide informal feedback and formal performance reviews to supervisees through active supervision and performance management.
 - e. Oversee and manage the employee grievance policy as laid out in the personnel handbook.
 - f. Oversee and manage (as needed) SMCS's complaint process.
- 7. Program and Service Support**
- a. Responsible for the safety and security of all the School's students, faculty, and staff; oversee the safety and security plan of the School
 - b. Ensure that the School complies with all state regulations regarding student education and safety
 - c. Maintain the Parent Handbook and Employee Handbook in collaboration with the School Board, Leadership and Operations Team.
 - d. Develop and maintain positive relationships with students, families, alums, neighbors, donors, and other community stakeholders
- 8. Enrollment Oversight**
- a. Manage the lottery enrollment and waitlists. When the Operations Director is hired as an employee of SMCE, oversee the Operations Director's management of the enrollment lottery.
 - b. Manage exit interviews from families leaving SMCS to determine potential strengths and weaknesses in support of improving student and family life in the School and appropriate communications with those concerned

Accountability and Evaluation

- The Administrative Director is accountable to the Board of Trustees and will be subject to an annual review as delegated to the Executive Committee or other Board Committee.
- In cases where a party files a grievance where the Administrative Director is named, the Administrative Director will be subject to grievance policies and procedures as outlined in the Employee Handbook. The School Board will administer the grievance process.

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Appendix C Staff Job Descriptions

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Staff Job Descriptions

Position: Pedagogical Director

Reports To: Head Of School

Supervises: Kindergarten Faculty, Elementary Grades Faculty, Middle School Faculty, Subject Teachers

Minimum Qualifications

- Bachelor's Degree
- Expertise in federal and state assessments
- Waldorf Teacher Training Certificate
- Background check and state required fingerprints

Preferred Qualifications

- Master's Degree
- NM PED Teaching License
- Waldorf Leadership Training Certificate or commitment to complete within 5 years of hire

Primary Responsibilities

- Ensuring that the curriculum, educational program, instruction, and delivery is mission aligned
- Ensuring that all curricula meets federal and state standards
- Ensure that the school curriculum and teaching is culturally competent and relevant
- Provide leadership in the ongoing development, improvement, and evaluation of the overall curriculum, instruction, and student data
- Achieving annual student achievement and college readiness targets and goals
- Leading the administration and reporting of all assessments, federal and state
- Supervising and evaluating all teaching staff
- Mentoring teachers on pedagogy, curriculum delivery and methodology
- Leading the development and implementation of the staff and teacher professional development plan
- Assisting in the recruiting, screening, hiring, assigning, and training of teachers
- Assist teachers in implementing disciplinary measures with students
- Leading the development of the annual school, daily, and master schedules
- Chair the Teachers Council in all its duties and responsibilities

Leadership Qualities

- Must be an instructional leader in the school and willing to lead by example.
- Must be committed to improving student achievement and taking action to eliminate the achievement gaps between students.
- Ability to build a strong, cohesive school teaching team built on trust.
- Has experience working with families and students from diverse backgrounds, including racial and ethnic groups, special needs, and English language learners.
- Must be knowledgeable of state curricular standards and grade level benchmarks.
- Must be data literate and have the ability to lead the effective use to data to drive results
- Must be responsive to all stakeholders, including students, parents, staff, and community members.
- Must meet required deadlines and holds staff accountable for results.
- Must have strong listening, speaking and writing skills

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Staff Job Descriptions

Position: Special Education Director

Reports To: Head Of School

Supervises: Special Education Teacher(s)/Interventionist(s), Educational Assistants, School Counselor

Minimum Qualifications

- Bachelor's Degree
- NM PED Special Education License (PreK-12)
- Background check and state required fingerprints

Preferred Qualifications

- 3-5 years' experience in a similar position
- Spanish proficiency preferred

Primary Responsibilities

- Developing and maintaining an efficient and effective learning environment in which students with Individualized Education Program (IEPs) are academically challenged and their social and emotional needs are met
- Managing all intervention programs, IEPs and Rtl programs, as well as supports for our special needs population
- Managing all state mandated assessment processes for students with IEPs
- Managing information regarding the progress of students toward their IEP goals
- Managing the status of annual reviews of each IEP
- Vetting and recommending qualified service providers to provide special needs support services
- Collecting and managing data related to the progress of students with IEPs who receive services from contracted vendors
- Reviewing each student's IEP specific interventions and supports
- Keeping parents informed as to the progress of their students with IEPs
- Two annual parent conferences with parents of special needs and gifted students.
- Researching and recommending strong tools and resources for supporting ELL instruction
- Developing a professional development plan for all staff and teachers as relates to serving students with IEPs and ELL students, including laws, procedures, responsibilities, etc.
- Ensuring that all staff and teachers understand the Language Use Survey process and its purpose, are familiar with the WIDA assessment, and how they are used to determine the English Language Learner status
- Managing our ELL program evaluation and sharing the data with the School Leader, teachers, and staff
- Completing the monitoring form for two years after a student exits ELL status and evaluating the student's assessment data to ensure that there are no concerns with a student's progress. Completing the re-entry process and updating the student information system
- Serve as the school's Homeless Liaison
- Providing all required communication to parents, in their preferred language when possible
- Provide academic support and intervention during whole class, small group, and FOCUS settings

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Staff Job Descriptions

Position: Operations Director

Reports To: Head Of School

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- School Business Official certificate
- Experienced in using bookkeeping software such as Quickbooks, student information systems, website building.

Essential Job Duties

- Planning, coordinating, and managing the day-to-day business operations of the school
- Managing financial transactions, billing, reporting
- Leading the preparation for fiscal audits
- Leading the development of the annual school budget
- Collaborate with the Head of School to research and apply to grants, manage and distribute received grants, and report activities related to grants
- Work with contracted vendors, supervise the daily accounting of the school, including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources in collaboration with the Head of School
- Management of food service bids and contracts for school nutrition, including meals and snack in collaboration with the Head of School
- Managing the admission and enrollment process, including the school lottery
- Managing Student Transcripts
- Manage student information system

Leadership Qualities

- Commitment to, belief in, and alignment with the mission of the school, its goals, and public Waldorf education
- Extensive data management and reporting skills
- Proven ability to multitask effectively and prioritize strategically
- Experience working with budgets, accounting, and allocation of school resources
- Excellent verbal and written communication skills
- Strong growth mindset

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Staff Job Descriptions

Position: Operations Coordinator (contracted)

Reports To: Head Of School

Supervises: N/A

The Operations Coordinator is a contracted position until the Operations Director can be brought onboard as an employee of SMCS. Job duties of the Operations Coordinator will include the business and financial operations that are assigned to the Operations Director position, as determined by the Head Of School in consultation with the Finance and Audit committees of the School Board. The remaining job duties of the Operations Director will be absorbed by the Head Of School and supported by the Office Administrator until the Operations Director is brought onboard as an employee in Year 3 of operations.

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Staff Job Descriptions

Position: Office Administrator

Reports To: Head Of School

Supervises: N/A

Minimum Qualifications

- A minimum of two years' experience working in an office environment, preferably in an academic setting.
- Detail oriented, with the ability to organize information, prioritize between multiple tasks, work independently and maintain strict confidentiality.
- Experienced in using Microsoft Office Suite, Google Suite, Facebook, student information systems, website building software.
- Strong communication skills and the capacity to work effectively with staff, faculty, students and parents.
- First Aid/CPR certification

Essential Job Duties

- Support the work of the Leadership Team, Operations Director, and others as needed and appropriate
- Function as Community School Coordinator
- Participate in payment approval
- Writing cash receipts
- Administer Purchase Requests
- Track faculty attendance
- Track student attendance
- Work with SMCS student information system
- Participate in data reporting activities
- Website and social media accounts maintenance and posts

General Office Duties

- Maintain professional working environment
- Answer telephone, direct calls or inquiries accordingly
- Greet visitors in professional and courteous manner, assist as appropriate
- Distribute faxes, mail and packages to faculty and staff; and support with school-related mailings
- Assist with student and parent inquiries
- Assist students with first aid, emergencies, printing, copying, use of telephone, sign out/in, etc.
- Maintain office, classroom and first aid supplies and restock inventory (coordinate with Business Office)
- Liaison for Copier/Printer, if maintenance is required, trouble shoot paper jams, relate other issues to service company, upkeep paper supply in copier, etc.
- Oversee temperature controls for entire high school, business office, faculty room and great room
- Keep weekly and monthly calendars, and communications up-to-date on faculty bulletin board
- Assist faculty with back-to-school and classroom preparation, open houses, parent-teacher conference schedules, end-of-school activities, and other events/activities
- Maintain strict confidentiality
- Other duties as assigned

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Staff Job Descriptions

Student Related

- Logistical support with student grade and attendance reports, incident reports, service time assignments, etc.
- Enter data in SMCS student information system
- Collect and record student incident reports
- Collect attendance from each faculty/classroom, record on Attendance in SMCS student information system
- Maintain and update student/parent contact information, and other related information/details in SMCS student information system
- Student first aid

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Staff Job Descriptions

Position: Full Time Kindergarten Faculty

Reports To: Pedagogical Director

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- NM PED Elementary License (K-8)
- Commitment to complete Waldorf Teacher Training Certificate or Waldorf Early Childhood Teacher Training Certificate within 5 years of hire
- Passion for Early Childhood Education
- Background check and state required fingerprints

Preferred Qualifications

- Waldorf Teacher Training certificate or Waldorf Early Childhood Teacher Training Certificate
- Experience as a lead classroom teacher, preferably in a Waldorf school
- CPR/First Aid certification
- TESOL and/or Gifted Certification

Primary Responsibilities

- Ensuring student safety
- Preparing and presenting daily lessons
- Crafting age-appropriate curriculum based upon the pedagogy of public Waldorf education to meet NM State Standards
- Monitoring student progress through standardize state assessments and student narrative grade reports.
- Setting and carrying out goals for individual learning and achievement
- Communicating timely with parents and colleagues about student needs and student progress
- Hosting and/or participating in four annual parent meetings
- Cultivating a healthy and supportive social dynamic among parents and students
- Participating in regular mentoring from qualified faculty and/or Pedagogical Director
- Mentoring other faculty as needed
- Participating in regular full-faculty meetings, section meetings and any scheduled in-service trainings
- Leading field trips, camping trips and class trips in accordance to curriculum and recommendations
- Proactively coordinating schedules, activities, logistics and requests for support with the administration
- Participating in regular recess/lunch/break supervision duties
- Attending festivals and major school/section events during the academic year
- Serving on Teachers Council.

Other Responsibilities

- Maintaining a clean, aesthetically pleasing, and productive classroom and office/desk space
- Ordering supplies through Operations Team
- Working effectively within classroom budget parameters annually
- Participating regularly in professional development and pedagogical study

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Staff Job Descriptions

- Supporting a healthy school culture by working collaboratively, addressing concerns openly, and directing issues to the appropriate person(s)
- Respond to communications in all forms in a professional, timely, and courteous manner
- Following the rules and policies of the school delineated in the *Personnel Handbook*
- Other duties as assigned

Position: Full Time Elementary Grades Faculty

Reports To: Pedagogical Director

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- NM PED Elementary License (K-8)
- Commitment to complete Waldorf Teacher Training Certificate within 5 years of hire
- Demonstrated ability to teach to a variety of grade and skill levels
- Background check and state required fingerprints

Preferred Qualifications

- Waldorf Teacher Training certificate
- Experience as a lead classroom teacher, preferably in a Waldorf school
- Master's Degree or equivalent professional experience
- CPR/First Aid certification
- TESOL and/or Gifted Certification

Primary Responsibilities

- Ensuring student safety
- Preparing and presenting daily lessons
- Crafting age-appropriate curriculum based upon the pedagogy of public Waldorf education to meet NM State Standards
- Monitoring student progress through standardize state assessments and student narrative grade reports.
- Setting and carrying out goals for individual learning and achievement
- Communicating timely with parents and colleagues about student needs and student progress
- Hosting and/or participating in four annual parent meetings
- Cultivating a healthy and supportive social dynamic among parents and students
- Participating in regular mentoring from qualified faculty and/or Pedagogical Director
- Mentoring other faculty as needed
- Participating in regular full-faculty meetings, section meetings and any scheduled in-service trainings
- Leading field trips, camping trips and class trips in accordance to curriculum and recommendations
- Proactively coordinating schedules, activities, logistics and requests for support with the administration
- Participating in regular recess/lunch/break supervision duties
- Attending festivals and major school/section events during the academic year
- Serving on Teachers Council in a rotational system for a minimum of 1 year every 5 years.

Other Responsibilities

- Maintaining a clean, aesthetically pleasing, and productive classroom and office/desk space
- Ordering supplies through Operations Team
- Working effectively within classroom budget parameters annually
- Participating regularly in professional development and pedagogical study

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Staff Job Descriptions

- Supporting a healthy school culture by working collaboratively, addressing concerns openly, and directing issues to the appropriate person(s)
- Respond to communications in all forms in a professional, timely, and courteous manner
- Following the rules and policies of the school delineated in the *Personnel Handbook*
- Other duties as assigned

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Staff Job Descriptions

Position: Full Time Middle School Faculty

Reports To: Pedagogical Director

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- NM PED Elementary License (K-8) or NM PED Middle Level License (5-9) with endorsement
- Commitment to complete Waldorf Teacher Training Certificate within 5 years of hire
- Demonstrated ability to teach to a variety of grade and skill levels
- Background check and state required fingerprints

Preferred Qualifications

- Waldorf Teacher Training certificate
- NM PED Secondary License (6-12) with endorsement
- Experience as a lead classroom teacher, preferably in a Waldorf school
- Master's Degree or equivalent professional experience
- CPR/First Aid certification
- TESOL and/or Gifted Certification

Primary Responsibilities

- Ensuring student safety
- Preparing and presenting daily lessons
- Crafting age-appropriate curriculum based upon the pedagogy of public Waldorf education to meet NM State Standards
- Monitoring student progress through standardize state assessments and student narrative grade reports.
- Setting and carrying out goals for individual learning and achievement
- Communicating timely with parents and colleagues about student needs and student progress
- Hosting and/or participating in four annual parent meetings
- Cultivating a healthy and supportive social dynamic among parents and students
- Participating in regular mentoring from qualified faculty and/or Pedagogical Director
- Participating in regular full-faculty meetings, section meetings and any scheduled in-service trainings
- Leading field trips, camping trips and class trips in accordance to curriculum and recommendations
- Proactively coordinating schedules, activities, logistics and requests for support with the administration
- Participating in regular recess/lunch/break supervision duties
- Attending festivals and major school/section events during the academic year
- Serving as Homeroom Teacher for class cohort for 3 years in every 4 year cycle.
- Serving on Teachers Council in a rotational system for a minimum of 1 year every 4 years.

Other Responsibilities

- Maintaining a clean, aesthetically pleasing, and productive classroom and office/desk space
- Ordering supplies through Operations Team
- Working effectively within classroom budget parameters annually
- Participating regularly in professional development and pedagogical study

Sun Mountain Community School

Appendix C

Staff Job Descriptions

- Supporting a healthy school culture by working collaboratively, addressing concerns openly, and directing issues to the appropriate person(s)
- Respond to communications in all forms in a professional, timely, and courteous manner
- Following the rules and policies of the school delineated in the *Personnel Handbook*
- Other duties as assigned

Sun Mountain Community School

Appendix C

Staff Job Descriptions

Position: Full Time Subject Teacher

Reports To: Pedagogical Director

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- NM PED Specialty License (PreK-8) with endorsement
- Commitment to complete Waldorf Teacher Training Certificate within 5 years of hire
- Demonstrated ability to teach to a variety of grade and skill levels
- Background check and state required fingerprints

Preferred Qualifications

- Waldorf Teacher Training certificate
- Experience as a lead classroom teacher or subject teacher, preferably in a Waldorf school

Primary Responsibilities

- Ensuring student safety
- Preparing and presenting daily lessons
- Crafting age-appropriate curriculum based upon the pedagogy of public Waldorf education to meet NM State Standards
- Monitoring student progress through standardize state assessments and student narrative grade reports.
- Setting and carrying out goals for individual learning and achievement
- Communicating timely with parents and colleagues about student needs and student progress
- Participating in two annual parent/teacher conferences
- Cultivating a healthy and supportive social dynamic among parents and students
- Participating in regular mentoring from qualified faculty and/or Pedagogical Director
- Participating in regular full-faculty meetings, section meetings and any scheduled in-service trainings
- Assisting and/or leading field trips, camping trips and class trips in accordance to curriculum and recommendations
- Proactively coordinating schedules, activities, logistics and requests for support with the administration
- Participating in regular recess/lunch/break supervision duties
- Attending festivals and major school/section events during the academic year
- Serving on Teachers Council in a rotational system for a minimum of 1 year every 4 years.

Other Responsibilities

- Maintaining a clean, aesthetically pleasing, and productive classroom and office/desk space
- Ordering supplies through Operations Team
- Working effectively within classroom budget parameters annually
- Participating regularly in professional development and pedagogical study
- Supporting a healthy school culture by working collaboratively, addressing concerns openly, and directing issues to the appropriate person(s)
- Respond to communications in all forms in a professional, timely, and courteous manner
- Following the rules and policies of the school delineated in the *Personnel Handbook*
- Other duties as assigned

Position: Special Education Teacher/Interventionist

Reports To: Special Education Director

Supervises: N/A

Minimum Qualifications

- Bachelor's Degree
- NM PED Special Education License (PreK-12)
- TESOL certification
- Background check and state required fingerprints

Preferred Qualifications

- 3-5 years' experience in a similar position
- Spanish proficiency preferred
- CALT or CALP certification
- Waldorf Learning Support Certificate (a three year training in Waldorf Pedagogy approach to Special Education).

Primary Responsibilities

- This position provides support services for special needs students, gifted students and English Language Learners
- Support general education teachers to build in the accommodations and modifications for special education students and English Language Learners in the general education classroom
- Developing and maintaining an efficient and effective learning environment in which students are academically challenged and their social and emotional needs are met
- Collaborate with other classroom teachers, school counselor, learning disabilities specialists, speech/hearing specialists, and school social workers to provide an integrated plan for developing the capacities of their students
- Set learning goals for each student with an IEP, assess their progress, and record their evaluation
- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned
- Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments
- Present subject matter according to guidelines established by IEP
- Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned
- Conduct ongoing assessments of student achievement through formal and informal testing
- Assume responsibility for extracurricular activities as assigned
- Update parents on the progress of their students and enlist parental support with behavior control and home activities designed to supplement their classroom lessons
- Collaborate with students, parents, and other members of staff to develop IEP through the SAT Committee process for each student assigned
- Actively monitor student academic progress and social emotional well-being
- Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers

Sun Mountain Community School

Appendix C

Staff Job Descriptions

Position: Educational Assistant

Reports To: Special Education Director

Supervises: N/A

Minimum Qualifications

- NM PED Educational Assistant License (PreK-12)
- Background check and state required fingerprints
- Kindergarten Assistant: Experience in an early childhood or kindergarten program

Preferred Qualifications

- 3 years' experience in a similar position
- Spanish proficiency preferred

Primary Responsibilities

- Work effectively in a team environment, collaborating and communicating authentically with students, families, colleagues, and the
- Developing and maintaining an efficient and effective learning environment in which students are academically challenged and their social and emotional needs are met
- Support teachers in providing the accommodations and modifications for special education students in the classroom
- Support class, subject, middle school, and special education teacher(s)/interventionist within their classrooms as needed, and/or work with students in one-on-one or small group settings
- Compile, maintain, and reflect on student data and leverage it to drive improvements in instruction and outcomes.
- Participate in school-wide activities and procedures, such as arrival/dismissal, meal and recess duty, and community engagement events.
- Engage in professional growth and development, including individualized coaching and feedback, large-group sessions, and self-reflection, and implement lessons learned.
- Kindergarten Assistants will also support the Kindergarten Teacher in classroom management, classroom activities, student pick-up and drop-off, festival life and community events, and other duties as assigned by the Kindergarten Teacher.

Position: School Counselor

Reports To: Special Education Director

Supervises: N/A

Minimum Qualifications

- Master's Degree in School Counseling, or equivalent
- NM PED School Counselor License (PreK-12)
- Background check and state required fingerprints
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

Preferred Qualifications

- Spanish proficiency preferred
- Knowledge of Waldorf pedagogy
- Committed to learning more about Waldorf education best practices

Primary Responsibilities

- Work effectively in a team environment, collaborating and communicating authentically with students, families, colleagues, and the
- Providing individual student academic planning and goal setting
- Providing school counseling classroom lessons based on student success standards
- Providing short-term counseling to students
- Providing referrals for long-term support
- Advocating for students at individual education plan (IEP) meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- Acting as a systems change agent to improve equity and access, achievement and opportunities for all students
- Regularly assess the school counseling program to determine its effectiveness in helping all students succeed, inform improvements to their school counseling program design and delivery, and show how students are different as a result of the school counseling program
- Self-assess their own mindsets and behaviors to inform their professional development
- Annually participate in a school counselor performance appraisal with the Special Education Director/Head of School.

Assessment

The ASCA National Model provides the following tools to guide assessment and appraisal.

- School Counselor Assessment and Appraisal
- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

Sun Mountain Community School
Appendix E **Facility Plan**

Facilities Master Plan/Educational Checklist

Sun Mountain Community School (SMCS)

Revisions to FMP/Education Checklist submitted on April 17, 2024:

Rev.1.: The founders of SMCS previously submitted a NOI to the Charter Schools Division on January 9, with a placeholder name of Sangre De Cristo Public Waldorf School. We also submitted our FMP to PSFA on April 17 with the same placeholder name. The FMP notified PSFA that the founders had engaged the community in a voting process to pick the name of our charter school as part of our community outreach program. **Sun Mountain Community School** is the name that was picked through the community vote.

Rev.2.: There is some uncertainty surrounding the 5 acre parcel at 32 Puesta Del Sol, which houses the high school facilities. In the FMP submitted on April 17, we envisioned using these high school facilities for grades 9-12 of our proposed charter school. We have since learned that SFWS is actively engaged in the sale of 32 Puesta Del Sol. Consequently, we have revised the scope of our proposed charter school to be K-8 instead of K-12.

I. EXECUTIVE SUMMARY: CHARTER SCHOOL OVERVIEW

A. Year of Application: 2024

B. Charter School Cap: 208

C. Grade levels served: K - 8

D. Site/Building Location Status

a. Proposed School has secured location/building: yes (see explanation below)

i. **Address:** 26 Puesta Del Sol, Santa Fe, NM 87508

*The Sun Mountain Community School (SMCS) has identified the 8 acre parcel of the lower campus of the former Santa Fe Waldorf School (SFWS) as our preferred facilities for our proposed charter school. The proposed charter school will be offering an educational program based on Waldorf pedagogy. **This portion of the campus of the former SFWS is specifically designed and built for a Waldorf educational program. Therefore it meets the specific needs of the educational program and pedagogy of the Sun Mountain Community School (SMCS).***

We do not anticipate the need for extensive capital improvements within the first term of the charter. Our preliminary discussions with the SFWS Board of Trustees have been positive indicating that their Board is open to leasing the campus to the Sun Mountain Community School.

II. EDUCATIONAL PROGRAM, CURRICULUM AND DELIVERY METHODS

A. Program Overview:

1. **Proposed Educational Program:**

The Sun Mountain Community School (SMCS) is a proposed kindergarten through 8th grade school that will provide a pedagogy based on the core principles of Public Waldorf education.

Waldorf education emphasizes whole life learning while nurturing a student's physical, social,

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emotional, intellectual, creative, and spiritual capacities. SMCS intends to educate its students by applying a multi-disciplinary movement and arts-integrated curriculum informed by an understanding of child development. What this means in practical terms is that when the child is developmentally ready for an intellectual concept, learning happens efficiently and with greater joy, cultivating whole child education by continually engaging the Head, Heart, and Hands (or thinking, feeling, and willing) of the student. The Waldorf approach enriches student imagination, improves academic performance across a broad range of learner types, and encourages empathetic responses to their environment

2. General Instructional Organization:

SMCS is proposing a single track program for grades K-8 with a total enrollment cap of 208.

The SMCS internal instructional structure will be as follows:

Early Childhood Program: Kindergarten

Elementary Program: Grades 1-5

Middle School Program: Grades 6-8

We are proposing a slow and steady growth plan starting with kindergarten through 4th grade in our opening year with the aim to enroll students into the middle school program by year 3 of operation. The specific grades we open with will be determined from data obtained through an 'Intent to Enroll' outreach process, which will begin in our implementation year. Since Waldorf teachers typically loop for multiple years/grades, we anticipate having some flexibility in terms of matching teachers to demand/enrollment specific to grades in our opening year.

3. Scheduling Approach:

SMCS will offer a standard school day that will run from approximately 8:00 am - 3:30 pm, and an annual calendar based on the guidance published by the NMPED for the 2024-25 school year. Based on the draft NMAC 6.10.5, our understanding is that this will be an annual school calendar of 180 learning days and 1140 instructional hours. The daily and annual school calendar will be finalized as part of the charter application.

SMCS will employ a block schedule of main lesson periods to teach the core subjects of English Language Arts, Math and Social Studies. Each block lasts between 3-4 weeks and each main lesson period is a 2 - 2 ½ hour long period during which students engage in a multi-disciplinary learning experience of the core subject being taught. The daily, weekly and block schedule will be drafted by the administrative team consisting of the School Principal, Pedagogical Director and Special Education Director in close collaboration with the Teachers Council.

An example of a typical Middle School Main Lesson Block schedule is as follows:

Dates (approximate)	Grade 6	Grade 7	Grade 8
August 18 – September 5	Astronomy	Perspective Drawing	Projective Geometry
September 8 – October 3	Geometrical Drawing <i>BOY Assessments</i>	Expressive Writing <i>BOY Assessments</i>	Expressive Writing <i>BOY Assessments</i>
October 6 –	European Geography	African Geography	Reformation

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October 24			
October 27 – November 21	Roman History I	Age of Exploration	Meteorology
Thanksgiving			
December 1 - December 19	Banks and Stores <i>MOY Assessments</i>	Banks and Stores <i>MOY Assessments</i>	Banks and Stores <i>MOY Assessments</i>
Winter Break			
January 5 – January 23	Geology/ Mineralogy	Physics	Revolutions
January 26 – February 13	South American Geography	Play	Play
February 16 - March 13	Physics	Physiology	Physics
March 16 - April 2	Roman History II	Chemistry	Chemistry
Spring Break			
April 13– May 15	Medieval History, Play, Medieval Games <i>EOY Assessments</i>	Renaissance <i>EOY Assessments</i>	American History <i>EOY Assessments</i>
May 18-29	Review, Class Trip	Review, Class Trip	Review, Class Trip

In addition to the main lesson period, the daily and weekly schedule will also include alternating subject periods as follows:

Grade1: Spanish, Movement (PE), Handwork, Nature Studies

Grade 2: Spanish, Movement (PE), Handwork, Nature Studies

Grade 3: Spanish, Movement (PE), Handwork, Nature Studies

Grade 4: Spanish, Movement (PE), Handwork, Nature Studies, Music

Grade 5: Spanish, Movement (PE), Handwork, Nature Studies, Music

Grade 6: Spanish, Movement (PE), Handwork, Woodwork, Music

Grade 7: Spanish, Movement (PE), Handwork, Woodwork, Music

Grade 8: Spanish, Movement (PE), Handwork, Woodwork, Music

- In grades 1-3, music is folded into the multidisciplinary learning within the main lesson period.
- The fine arts (drawing, watercolor painting, charcoal drawing and illustration) are integrated into the core curriculum. Students create their own main lesson books in grades 1 through 8, using all the fine arts skills and techniques that are taught to them in supplementary main lesson periods throughout the year.

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- The performing arts are also integrated into the core curriculum. Each class performs an annual class play based on stories/subject matter learned in their core subjects.

4. Special Curricular and extracurricular activities:

One of the unique features of Waldorf pedagogy is its multidisciplinary approach to learning. Movement, fine arts, practical arts, performing arts and music are a foundational part of the curriculum. Our anticipated space needs for specific special curricular activities are as follows:

- The fine and performing arts are integrated into the main lesson blocks and are thus offered and learned in the general classroom spaces.
- SMCS will need a specialized space for handwork (knitting, crochet, needle felting, sewing, embroidery and dyeing).
- SMCS will need a dedicated woodshop to teach woodworking to grade 6-8.
- SMCS will need a large multi-use gathering space for class plays.
- SMCS will need separate garden spaces for the kindergarten and 3rd grade gardening program
- SMCS will need a campus with outdoor open space to implement aspects of the Waldorf movement and wilderness program.

The former SFWS campus already includes all of these specialty spaces since it was specifically designed and built for a Waldorf educational program, which is why it was chosen to be the preferred location for SMCS.

5. Classroom Loading Policy:

SMCS is proposing classroom sizes and student:teacher ratios as prescribed by NM statute 22-10A-20 for our single track K-8 program. The table below shows class sizes as well as class teachers for grades K-5 and homeroom teachers for grades 6-8. It does not include subject teachers for grades 1-8.

Grade	Track	Students/Class	Students/Grade	Teachers/Class	Teachers/Grade
K	1	20	20	2	2
1	1	20	20	1	1
2	1	22	22	1	1
3	1	22	22	1	1
4	1	24	24	1	1
5	1	24	24	1	1
6	1	24	24		1
7	1	26	26		1
8	1	26	26		2
TOTAL			208		

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Main lesson subjects for grades 1-5 will be taught by the class teachers. Middle school (grades 6-8) main lesson subjects will be taught by a team of 4 teachers. Grades 1-8 will also have subject teachers for the subjects listed in II.A.3.

Based on the staffing model outlined above, *the anticipated teacher:student ratios per program once the enrollment cap is reached are as follows:*

Kindergarten - 1:10

Elementary and Middle School - 1:15

Teacher:Student ratios based on enrollment growth are as shown in the table below.

GRADES	2025-26	2026-27	2027-28	2028-29	2029-30
K	20	20	20	20	20
1	20	20	20	20	20
2	22	22	22	22	22
3	22	22	22	22	22
4	24	24	24	24	24
5		24	24	24	24
6		24	24	24	24
7			26	26	26
8			26	26	26
TOTAL	108	156	208	208	208
Teachers	8	11	15	15	15
Teacher:Student	1:13.5	1:14	1:14	1:14	1:14

B. Curriculum Delivery:

1. ***SMCS will deliver a Waldorf education to its students through established best practices as described by the Alliance of Public Waldorf Education.*** An overview of the delivery of the curriculum is as follows:
 - Early Childhood development in kindergarten will focus on first grade readiness by ensuring that students are fully aware and engaged with their bodies, capable of following multi-step, sequential instructions, and have developed the necessary pre-literacy skills such as vocabulary, comprehension, imagination and recall.

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- Grades 1-3 will focus on laying a strong foundation for literacy, English Language Arts, Math Social Studies and Science. Core subjects will be learned through integrating the arts and movement in multidisciplinary main lesson blocks. Science will be learned through the lens of Nature Studies and engaging directly with the environment. The curriculum will be further reinforced through subject disciplines of Spanish Language Arts, Handwork and Movement (PE). Students will also participate in the Wilderness Program, learning essential outdoor skills and building their confidence to be in and engage with the natural world.
- Grades 4-5 will build upon the academic foundations from the early grades and introduce stories and subject matter of greater complexity, engaging the emerging consciousness of the self in this age group. Music is added to the curriculum in the form of formal instruction during a separate period, while Spanish Language Arts, Handwork and Movement will continue to engage and evolve in complexity. In Grade 5 Movement, students will study the 5 sports of the Pentathlon, while studying Greek mythology in their main lesson blocks. The Wilderness Program intensifies in duration and ruggedness of the outdoor experience with students typically visiting various National Park sites that are relevant to their studies for multi-day camping trips.
- Middle School lays the foundation for the students to jump into high school, with an increase in academic rigor and expectations. Science is taught as a formal subject in the classroom through conceptual as well as experiential learning processes. The central theme for main lesson subjects is the Middle Ages in 6th grade, the Age of Discovery in 7th and the Age of Revolutions in 8th. 6th grade students learn archery, jousting and other middle age relevant sports in Movement. 7th and 8th grade students undertake a complex marionette making woodworking project, hand carve and assemble their marionettes and design and sew the marionette costumes. This culminates in the form of a marionette play based on one of Chaucer's works in front of the whole school. 8th grade students also take up a year long project that pursues a student-selected subject or skill. Typically, this involves the support of a student-identified mentor and culminates in a physical product, with a descriptive essay and a public presentation of what a student has learned.

To provide this rich and engaging curriculum, SMCS needs a facility specifically designed for a Waldorf program. The specificity in design is relevant to the quality of the spaces as well as the necessity of program specific spaces. Waldorf classrooms and materials in the classroom cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology. Up to grade 6 computer technology is used only as a practical necessity for computer based testing, library and research purposes. There is a focus on natural light and natural materials in the classrooms. The value of these spaces and materials in the space is imitated by the students in their reverence for their learning materials and space.

In addition to general classroom spaces for grades 1-8 SMCS's program specific spaces needs may be summarized as follows:

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- SMCS will need a specialized space for handwork (knitting, crochet, needle felting, sewing, embroidery and dyeing), with ample light and storage space for materials.
- SMCS will need a dedicated woodshop to teach woodworking to grade 6-8.
- SMCS will need a large multi-use gathering space for class plays.
- SMCS will need separate garden spaces for the kindergarten and 3rd grade gardening program
- SMCS will need a campus with outdoor open space to implement aspects of the Waldorf movement and wilderness program.

SMCS space needs are described further in the Program of Spaces Table.

III. ENROLLMENT

A. Proposed Enrollment

1. Proposed Enrollment Cap: 208

2. Phasing of Enrollment:

We are proposing a slow and steady ***growth plan starting with kindergarten through 4th grade in our opening year with the aim to enroll students into the middle school program by year 3 of operation.*** In each subsequent year after our opening year we will add students to any class/grade that is not at capacity while also taking in new students for the grades we will be adding that year until we have reached our enrollment cap

The specific grades we open with will be determined from data obtained through an 'Intent to Enroll' outreach process, which will begin in our implementation year.

Our estimated projected enrollment numbers are as follows:

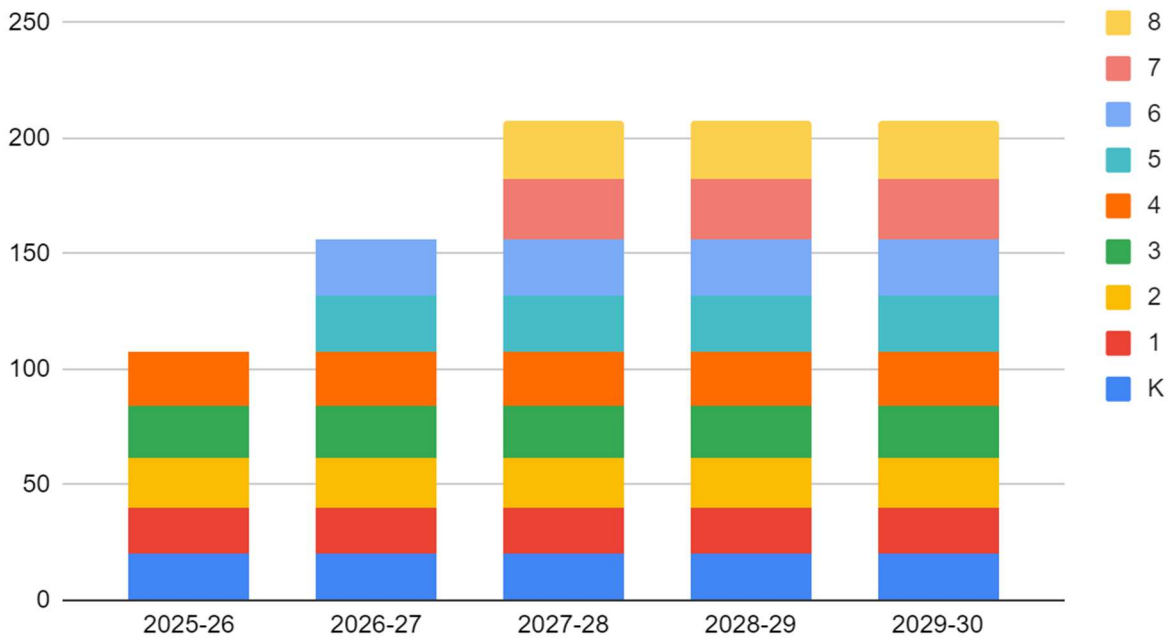
GRADES	2025-26	2026-27	2027-28	2028-29	2029-30
K	20	20	20	20	20
1	20	20	20	20	20
2	22	22	22	22	22
3	22	22	22	22	22
4	24	24	24	24	24
5		24	24	24	24
6		24	24	24	24
7			26	26	26
8			26	26	26
TOTAL	104	156	208	208	208

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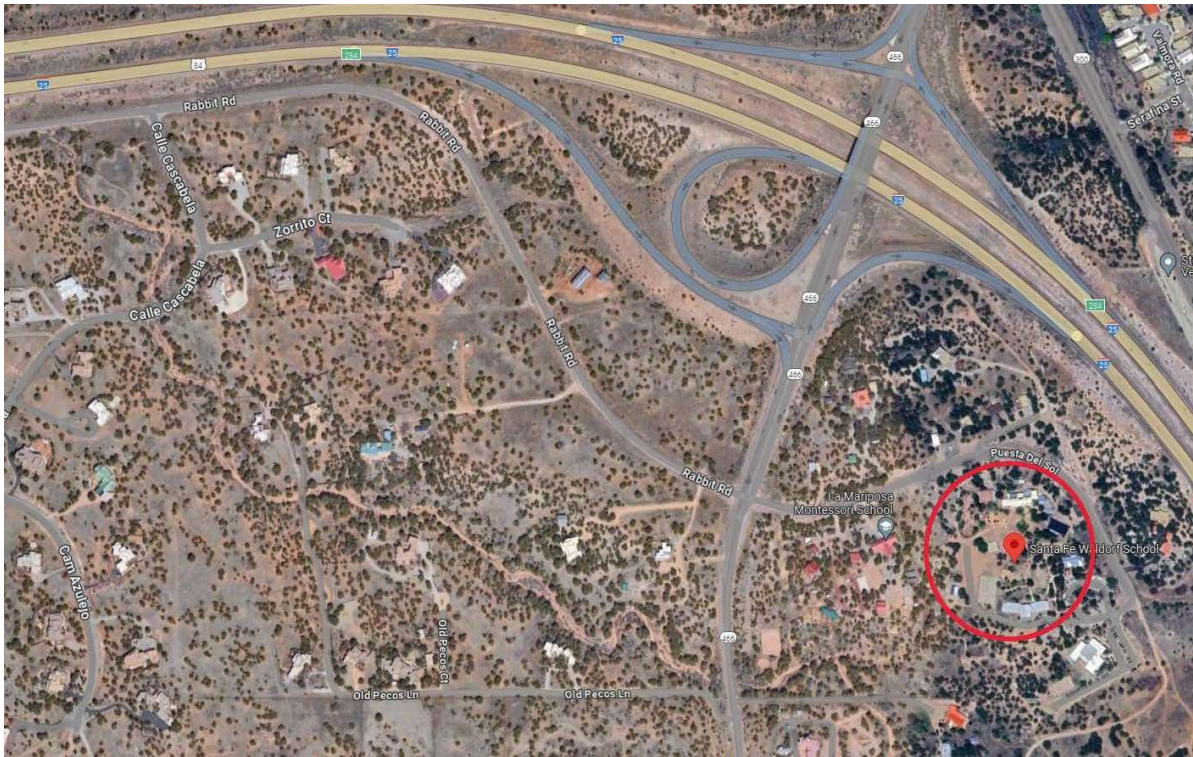
Projected Enrollment by Year by Grade



IV. LOCATION/BUILDING SEARCH OVERVIEW

- A. **Preferred Location:** SMCS has identified the lower campus of the former Santa Fe Waldorf School as the preferred location for our charter school.

Address: 26 Puesta Del Sol, Santa Fe, NM 87508



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B. Alternative Methods:

At this time, we do not anticipate the need to deliver a part of our educational program at another facility or off site.

V. **PROGRAM OF SPACES**

The total net area of all built space on the lower campus of the former SFWS is approximately 15,400 SF. The lower campus was built to serve a Pre-K through 8th grade program. Waldorf programs have an integral outdoor education component. Teachers and students are expected to spend a portion of their day outdoors, engaged in movement, PE, outdoor education and/or core subject learning. The large area of naturally wooded open space available on this campus makes it ideal for a Waldorf educational program. We anticipate that it will meet all the needs of the SMCS educational program, including special curricular spaces, gathering spaces and outdoor space. At this time, we do not anticipate needing capital improvements during the first term of our charter.

Space Number	Space Description	Estimated Number of Spaces	Approximate Size in (SF)	Special Space Features
	Pre-K Classrooms	NA	NA	NA
1	Kindergarten Classroom	1	860	Ample natural light, walls painted in soft colors, natural materials
2	1st Grade Classroom	1	679	Ample natural light, walls painted

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				in soft colors, natural materials, large chalkboard
3	2nd Grade Classroom	1	560	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
4	3rd Grade Classroom	1	460	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
5	4th Grade Classroom	1	560	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
6	5th Grade Classroom	1	680	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
7	6th Grade Classroom	1	680	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
8	7th Grade Classroom	1	790	Ample natural light, walls painted in soft colors, natural materials, large chalkboard, flexible/collaborative space
9	8th Grade Classroom	1	790	Ample natural light, walls painted in soft colors, natural materials, large chalkboard, flexible/collaborative space
10	Handwork Room	1	575	Walls painted in soft colors, ample natural light, adequate storage for sewing machines, supplies, materials and tools
11	Woodwork Room	1	575	Woodworking tables, storage for tools and materials, walls painted in soft colors, ample natural light, outdoor access
12	Student Dining/Multipurpose Room/Movement Room/Performing Arts space	1	1279	Movement Room and large gathering space, tall ceilings, ample natural light, walls painted in soft colors

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13	Special Ed classroom K-2	1	352	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
14	Special Ed classroom 3-5	1	448	Ample natural light, walls painted in soft colors, natural materials, large chalkboard
15	Special Ed Classroom 6-8	1	575	Ample natural light, walls painted in soft colors, natural materials, large chalkboard, flexible space
16	ELL Room 1-4	1		Within Library space
17	ELL Room 5-8	1	575	Ample natural light, walls painted in soft colors, natural materials, large chalkboard, flexible space
18	Library	1	529	Tall Ceilings, ample natural light, soft colors, large central table
19	Kitchen	1	523	
20	Administration/Office Space	9	925 total	
21	Kindergarten Playground and garden	1		Campus has approximately 15,400 net SF of built space on 8 acres of natural wooded land. There is more than enough open space with mature trees, fruit trees, 2 walled, landscaped and irrigated garden spaces, multiple playground structures built out of natural materials, swings, seesaws, sandpits, volleyball courts, an archery range, an open field and a basketball court. The campus also backs onto the Arroyo Hondo trail system, which may be used for PE and track and field activities.
22	First grade playground	1		
23	Grades 2-4 playfield	1		
24	Grades 5-8 play field, volleyball court	1		
25	Archery Range	1		
26	Open Field	1		
27	Basketball Court	1		

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VI. CAPITAL PLAN

The SFWS lower campus was built specifically to serve the programmatic need of a Pre-K through 8th grade Waldorf program. We have carefully analyzed our anticipated space needs and are confident that this campus will meet all the needs of the SMCS educational program, including special curricular spaces, special education space, gathering space and outdoor space. At this time, we do not anticipate needing capital improvements during the first term of our charter. SMCS will evaluate our space needs on an ongoing basis as our enrollment continues to grow during our first five year term and a phased Capital Improvement Plan will be developed if space needs are identified.

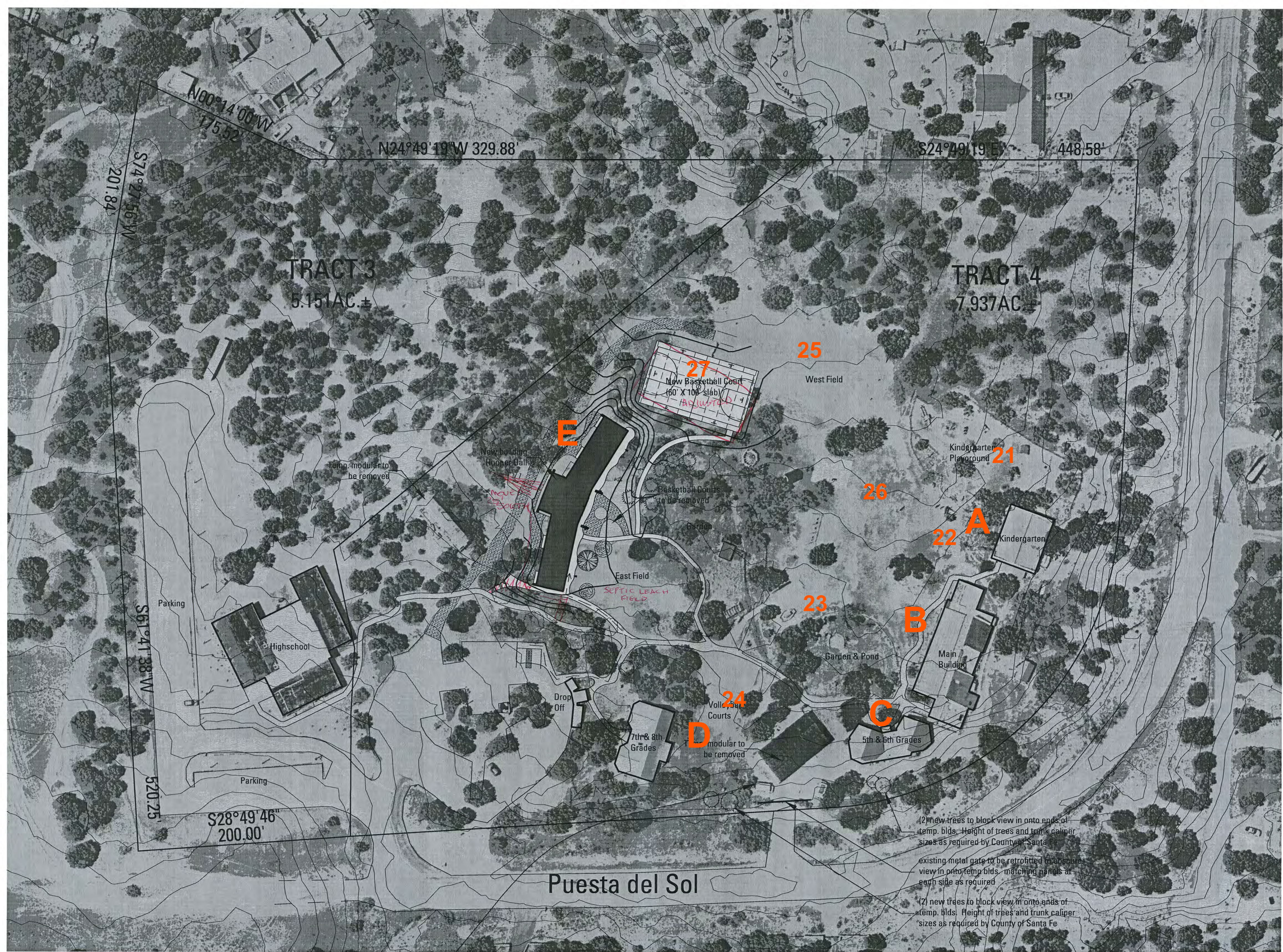
VII. MASTER PLAN SUPPORT MATERIAL

A. Site and Facilities Data Table

Name of Facility	Sun Mountain Community School
Physical Address	26 Puesta Del Sol, Santa Fe NM 87508
Date of Opening	August 2025
Dates of major additions/renovations	unknown
Site owned or leased	Leased or leased to own
Total building area (gross sq. ft.)	Approx. 18,000 GSF
Site acreage	8 acres
Total number of permanent general classrooms	14
Total number of permanent specialty classrooms	3
Total number of portable classrooms	0
Total number of classrooms	17
Percentage of portable classrooms compared to total number of permanent classrooms	0%
Total enrollment current year	NA
Number of gross sq.ft per student per school facility	Approximately 87 GSF/student

B. Annotated Site Plan, see Program of Spaces Table for legend: Included in this document.

C. Floor Plans with Room Numbers, see Program of Spaces Table for legend: Included in this document.



OWNER
Santa Fe Waldorf
School
26 Puesta del Sol
Santa Fe, NM

**Hooper
Hall**

Santa Fe, NM

Site Plan

(2) new trees to block view in onto ends of temp. bldg. Height of trees and trunk caliper sizes as required by County of Santa Fe

existing metal gate to be retrofitted to obscure view in onto temp bldg. matching panels at each side as required

(2) new trees to block view in onto ends of temp. bldg. Height of trees and trunk caliper sizes as required by County of Santa Fe

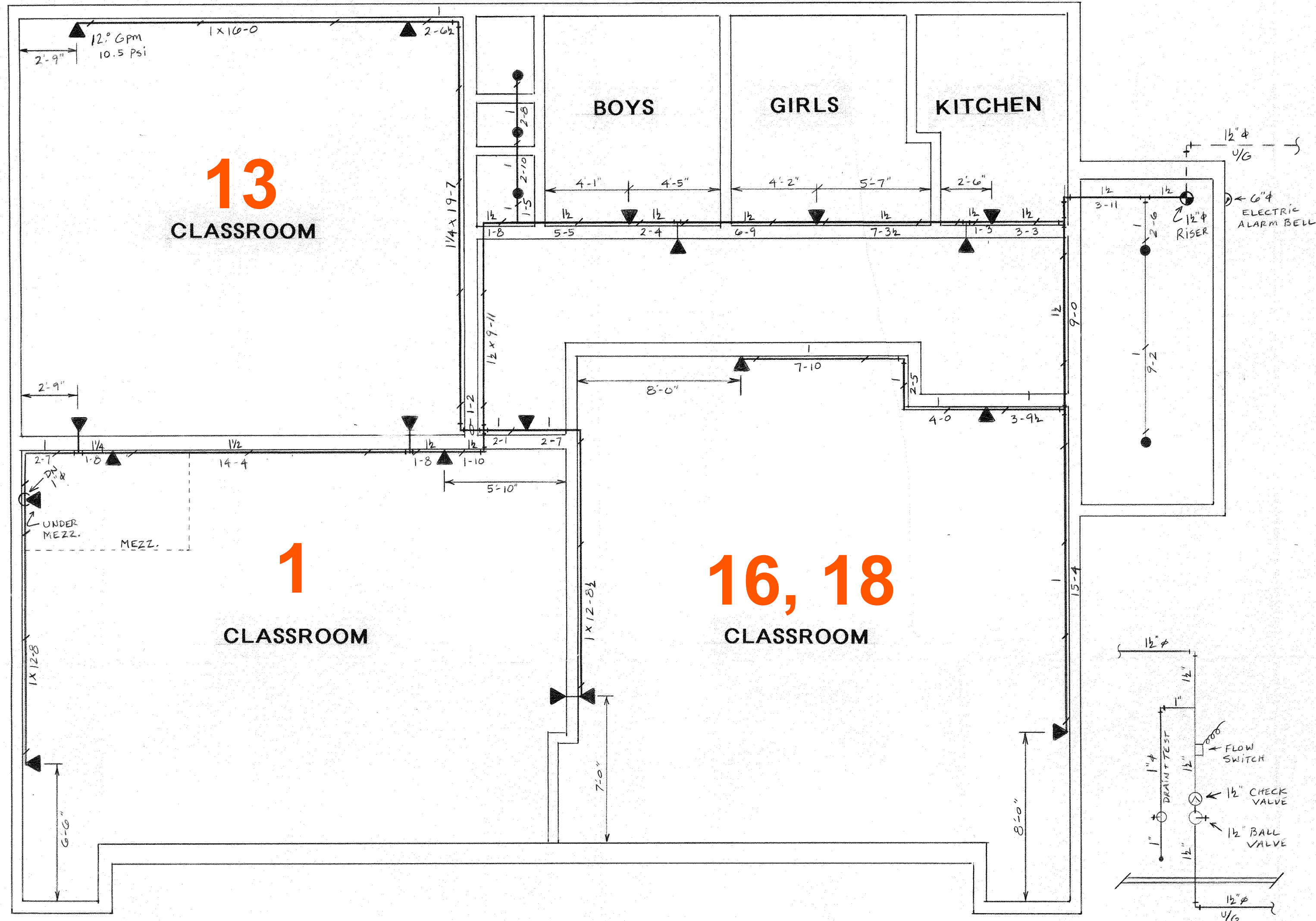
CURRENT SHEET
ISSUE DATE: 11/24/08

Clouded Revisions		
Number	Date	Description
2	10/14/08	V.E. & County

Note:
Prior to any digging, contractor must identify existing locations of electrical transformers, circuit breaker panels, water lines and any other utilities in the immediate vicinity.

1 Site Plan
Scale: 1" = 50'-0"





FIRE PROTECTION PLAN

1/4" = 1'-0"

BUILDING A

SPRINKLER LEGEND

QTY.	SYMBOL	MANFR.	MODEL	TYPE	TEMP.	FINISH	THREAD	K FACTOR	PART NO.
5	●	VIKING	MICROFAST M-6	PENDENT	175°F	WHITE	1/2" NPT	3.1	10149
19	▲	VIKING	MICROFAST M-7	HORIZONTAL SIDEWALL	175°F	BRASS	1/2" NPT	3.7	10210

* NOTE: SPRINKLERS TO BE DONATED BY DAHL PLUMBING OF SANTA FE (471-4545) ASK FOR GARY

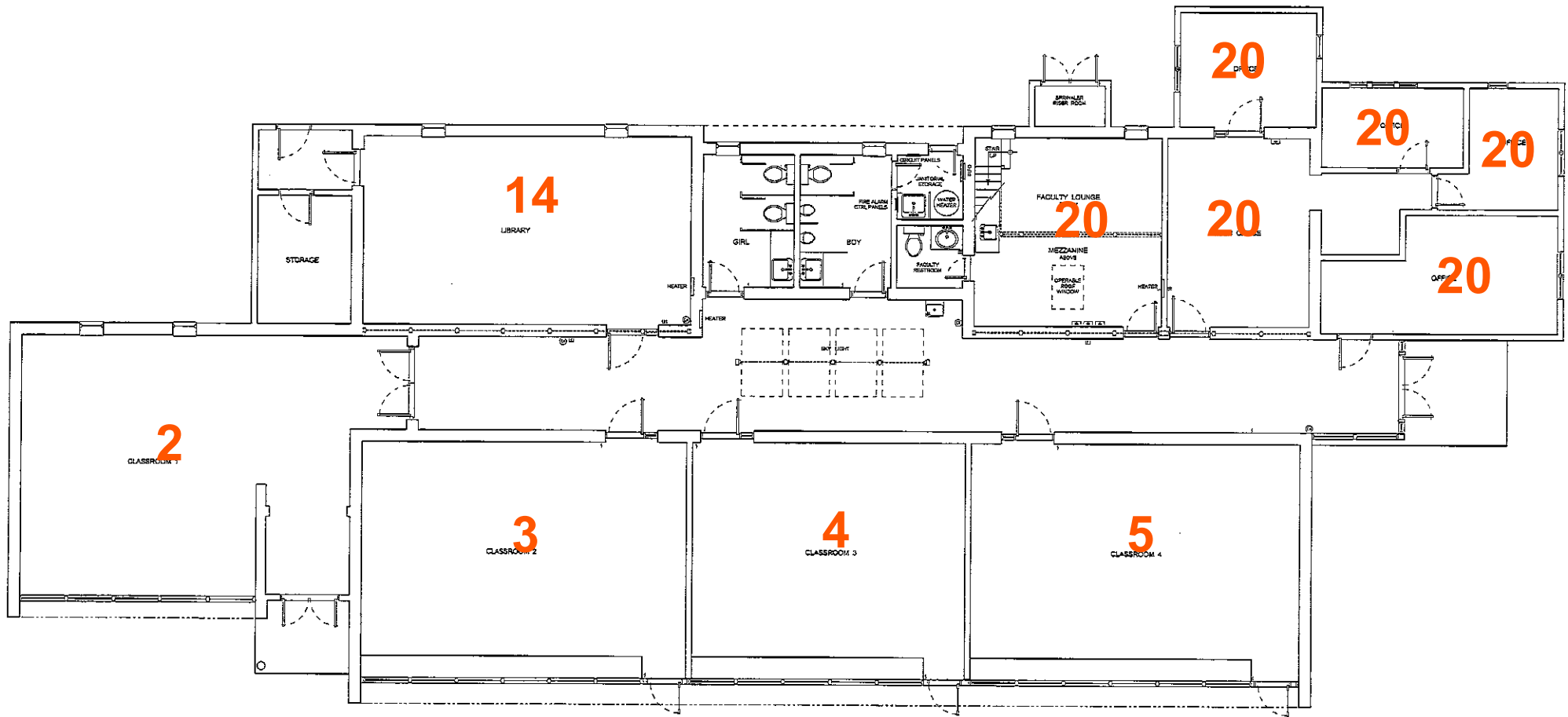
CONTAINS
ROOM
MEASUREMENTS

A.H.J.: S.F. CO. FIRE DEPT.
DISTRICT: HONDO V.F.D.
DESIGN STD.: NFPA-13'D (1999)
OCCUPANCY: EDUCATIONAL / LIGHT HAZARD
*EXIST. STRUCTURE (RETROFIT)
LIMITED-WATER DESIGN w/PUMP & TANKS
PIPE & FITTINGS: CPVC

REVISIONS	BY

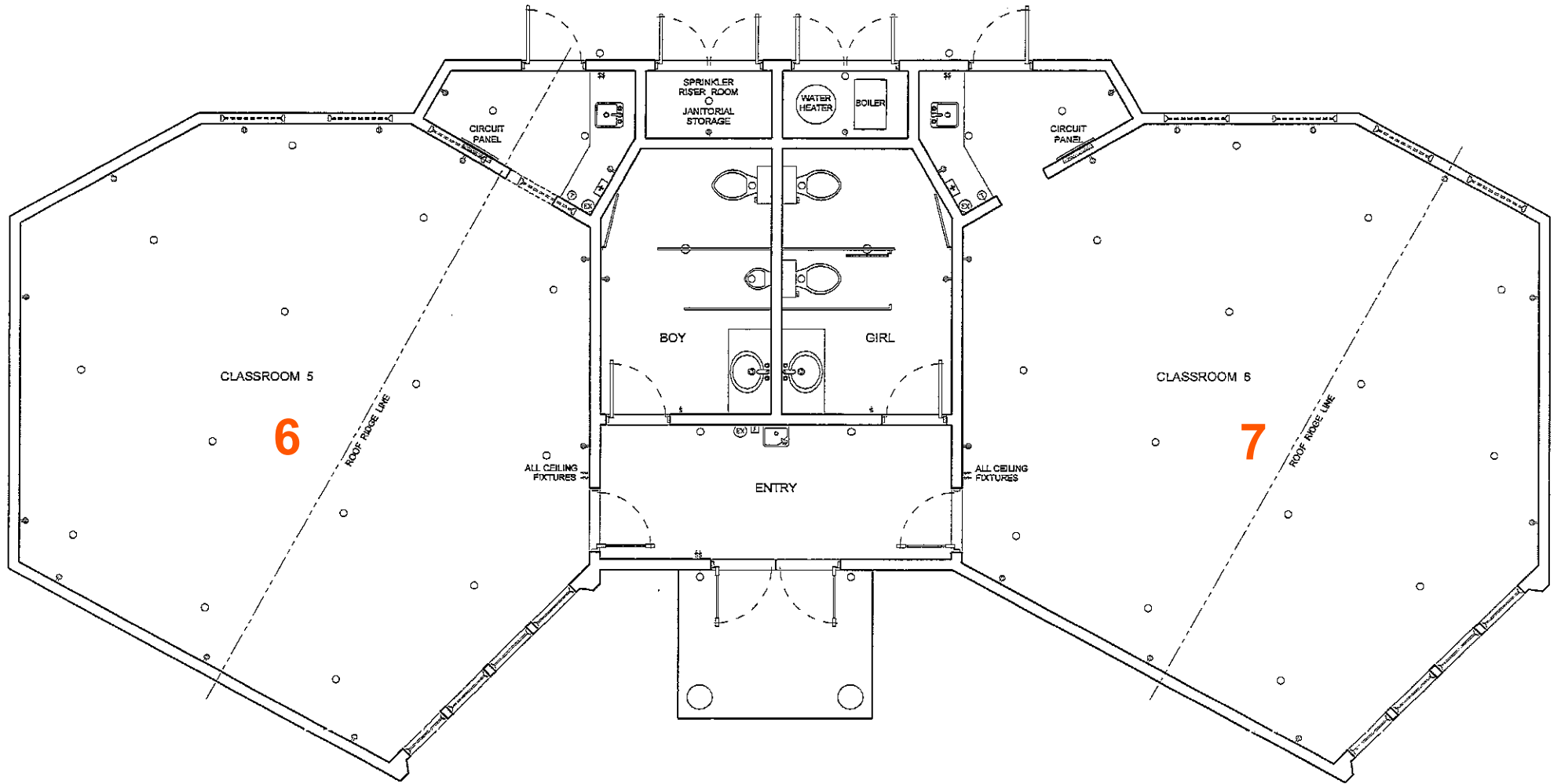
SANTA FE WALDORF SCHOOL
KINDERGARTEN BUILDING
26 PUESTA DEL SOL SANTA FE COUNTY, NM USA

DRAWN J. WATTS
CHECKED W. LEYBA, CFI
DATE MAY 28, 2002
SCALE 1/4" = 1'-0"
JOB NO.
SHEET
FP-1
OF 1 SHEETS



MAIN BUILDING - CLASSROOM 1 TO 4

BUILDING B

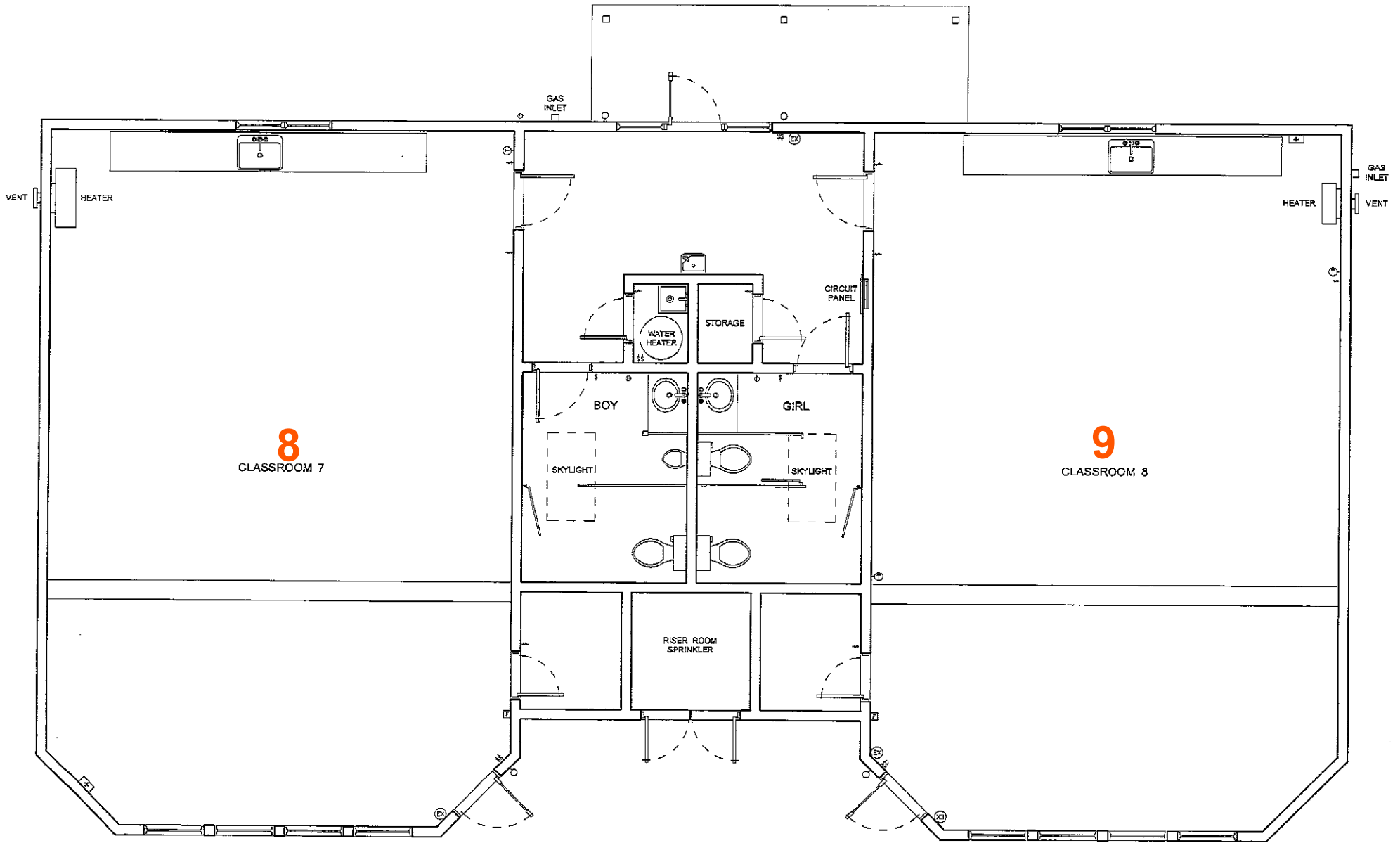


6

7

BUILDING C

CLASSROOM 5 AND 6 BUILDING

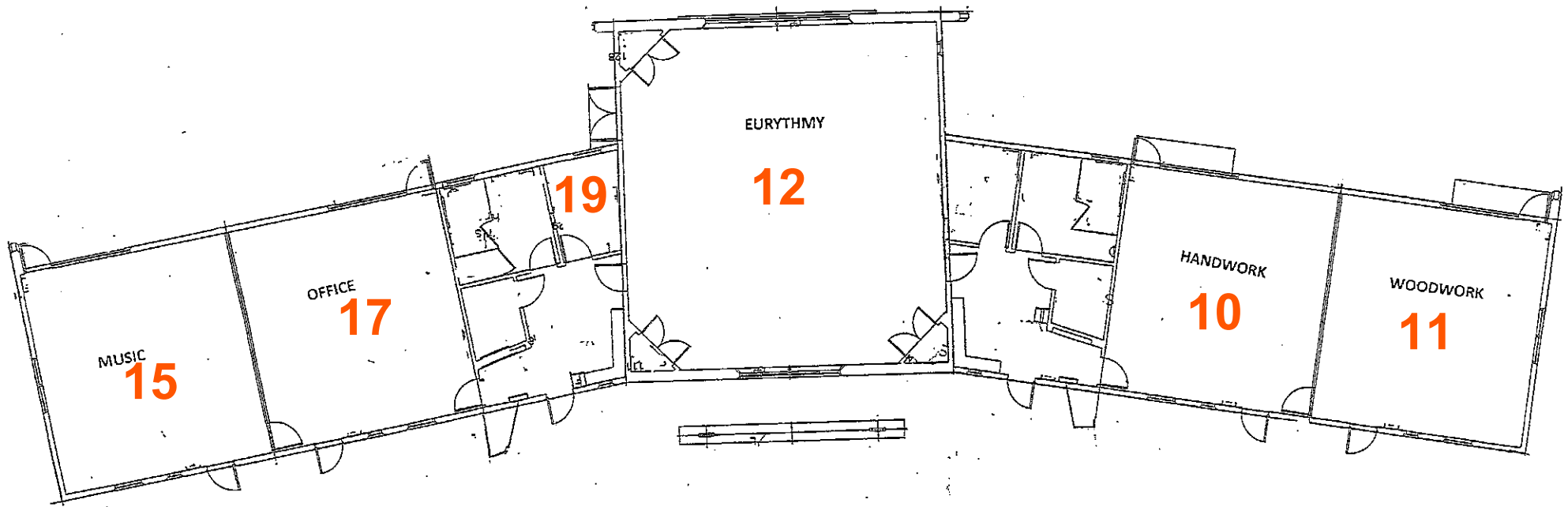


8
CLASSROOM 7

9
CLASSROOM 8

CLASSROOM 7 AND 8 BUILDING

BUILDING D



HOOPER HALL - ARTS BUILDING

BUILDING E

Sun Mountain Community School
Appendix F **910-B5 Worksheets**

2025-2026 PRELIMINARY STATE EQUALIZATION GUARANTEE (SEG) 910B-5 TOOL

Charter Name
School District Geographical Location

Sun Mountain Community School

Santa Fe

PED NO _____

Is this a Charter School? Please enter Y or N	Y
Is this for the 40D Adjustment? Please enter Y or N.	N

Second Reporting Period (80D)	
Third Reporting Period (120D)	
First Reporting Period (40D)	

Early Childhood Education (ECE) Program: 80D/120D AVG MEM

PK	0.00
KF	16.00
Total ECE FTE (PK/2+KF)	16.00

Factor Units
1.440 23.040

Basic Program (Includes A/B, C & C-Gifted, D & D-Gifted):

Grade 1	15.00
Grade 2	16.00
Grade 3	17.00
Grade 4	18.00
Grade 5	0.00
Grade 6	0.00
Grade 7	0.00
Grade 8	0.00
Grade 9	0.00
Grade 10	0.00
Grade 11	0.00
Grade 12	0.00
Total Grades 1-12	66.00
Total FTE MEM	82.00

Factor Units
1.200 18.000
1.180 18.880
1.180 20.060
1.045 18.810
1.045 0.000
1.045 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
75.750

Total Membership Program Units 98.790

Staffing Cost Multiplier (SCM):

	<i>new school #</i>	<i>WEIGHT</i>	<i>SCM</i>
	1.000	1.00	1.000

subject to change based on TCI audit

Adjusted Membership Program Units 98.790

Special Education Program: 80D/120D AVG MEM

A/B MEM	0.00
C & C-Gifted	0.00
D & D-Gifted	0.00
D LEVEL 3Y-4Y	0.00
Adjusted Ancillary FTE	1.25

Factor Units
0.70 0.000
1.00 0.000
2.00 0.000
2.00 0.000
25.00 31.250
31.250

Bilingual Program:

HOURS	80D/120D AVG FTE MEM	Projected 40D New FTE MEM	Actual 40D New FTE MEM
1 (FTE = MEM/6)	0.00	0.00	0.00
2 (FTE = MEM/3)	0.00	0.00	0.00
3 (FTE = MEM/2)	0.00	0.00	0.00
Total	0.00	0.00	0.00

TOTAL FTE MEM Factor Units
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000

Elementary Fine Arts Program:

80D/120D AVG MEM	82.00	Projected 40D New MEM	0.00	Actual 40D New MEM	0.00
------------------	-------	-----------------------	------	--------------------	------

TOTAL MEM Factor Units
82.00 0.055 4.510

Elementary P.E. Program:		80D/120D AVG MEM				Factor	Units	
		0.00				0.060	0.000	
Size Adjustment:						PHASE-OUT	Units	
						Elementary/Mid/Jr. High	0.00	0.000
						Senior High	0.000	
						SCHOOL SIZE ADJUSTMENT UNITS	0.000	
Geographic School District Location	80D/120D AVG FTE MEM							
		0.00						
		0.00						
						DISTRICT SIZE <4,000 ADJUSTMENT UNITS	0.000	
						(Districts Only)		
						DISTRICT SIZE <200 ADJUSTMENT UNITS	0.000	
						(Districts Only)		
Rural Population:			Rural Population	Rural Population	Chartered	Cost	Units	
	Rural Population Formula	80D/120D AVG FTE MEM	Rate	Rate >0.4	After 7/1/2018?	Differential		
	MEM) × (Rural Population) × (0.15) = Units	82.00	0.000	N		0.15	0.000	
At-Risk:		80D/120D AVG FTE MEM				At-risk index	Units	
		82.00				0.175	14.350	

Growth:

23-24	Projected 40D FTE MEM	Actual 40D FTE	Units
		82.00	0.000

National Board Certified Teachers (NBCTs):

OCT 2023 # of NBPTS:	OCT 2024 # of NBPTS:	Factor	Units
0	0	1.500	0.000

Home School Student Program:

(Districts Only)	80D/120D AVG # of Students	80D/120D AVG # of Classes	Factor	Units
	0.00	0.00	0.250	0.000

Home School Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

Charter Schools Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

New District Adjustment:

District eligible?	NO	a. Newly created School District (MEM for current year)	Factor	Units
		0.00	0.147	0.000
		b. District whose MEM decreases as a result of a newly created District (MEM for prior year – MEM for current year)		
		0.00	0.170	0.000

K-12+ Program Tier 1:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.012	0.000

K-12+ Program Tier 2:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.016	0.000

SUBTOTAL PROGRAM UNITS 148.900

Save-Harmless:

2024-2025 40D Subtotal Program Units	0.000	ONLY IF <=200 MEM	Units
			0.000

GRAND TOTAL PROGRAM UNITS (PLUS SAVE HARMLESS) 148.900

× Unit Value \$ 6,241.67

PROGRAM COST \$929,384.66

version 2, fixed to remove duplicate count of K-12+ Units

CHARTER SCHOOL ADMIN. WITHHOLDING (\$18,587.69)

Other Adjustments:

100% Energy Efficiency Renewable Bonds	\$ -	90.00%	\$0.00
Less: 90% Other Adjustments			\$0.00

STATE EQUALIZATION GUARANTEE (SEG) \$910,796.97

2026-2027 PRELIMINARY STATE EQUALIZATION GUARANTEE (SEG) 910B-5 TOOL

Charter Name
School District Geographical Location

Sun Mountain Community School
Santa Fe

PED NO _____

Is this a Charter School? Please enter Y or N	Y
Is this for the 40D Adjustment? Please enter Y or N.	N

Second Reporting Period (80D)	
Third Reporting Period (120D)	
First Reporting Period (40D)	

Early Childhood Education (ECE) Program: 80D/120D AVG MEM

PK	0.00
KF	18.00
Total ECE FTE (PK/2+KF)	18.00

Factor Units
1.440 25.920

Basic Program (Includes A/B, C & C-Gifted, D & D-Gifted):

Grade 1	17.00
Grade 2	19.00
Grade 3	18.00
Grade 4	20.00
Grade 5	20.00
Grade 6	20.00
Grade 7	0.00
Grade 8	0.00
Grade 9	0.00
Grade 10	0.00
Grade 11	0.00
Grade 12	0.00
Total Grades 1-12	114.00
Total FTE MEM	132.00

Factor Units
1.200 20.400
1.180 22.420
1.180 21.240
1.045 20.900
1.045 20.900
1.045 20.900
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
Total Membership Program Units 152.680

Staffing Cost Multiplier (SCM):

	OCT 2025 TCI	WEIGHT	SCM
	0.994	1.00	0.994

subject to change based on TCI audit

Adjusted Membership Program Units 151.764

Special Education Program: 80D/120D AVG MEM

A/B MEM	18.00
C & C-Gifted	3.00
D & D-Gifted	3.00
D LEVEL 3Y-4Y	0.00
Adjusted Ancillary FTE	1.50

Factor Units
0.70 12.600
1.00 3.000
2.00 6.000
2.00 0.000
25.00 37.500
59.100

Bilingual Program:

HOURS	80D/120D AVG FTE MEM	Projected 40D New FTE MEM	Actual 40D New FTE MEM
1 (FTE = MEM/6)	0.00	0.00	0.00
2 (FTE = MEM/3)	0.00	0.00	0.00
3 (FTE = MEM/2)	0.00	0.00	0.00
Total	0.00	0.00	0.00

TOTAL FTE MEM Factor Units
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000

Elementary Fine Arts Program:

80D/120D AVG MEM	132.00	Projected 40D New MEM	0.00	Actual 40D New MEM	0.00
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TOTAL MEM Factor Units
132.00 0.055 7.260

Elementary P.E. Program:		<i>80D/120D AVG MEM</i>				<i>Factor</i>	<i>Units</i>	
		0.00				0.060	0.000	
Size Adjustment:						<i>PHASE-OUT</i>	<i>Units</i>	
						0.00	0.000	
							0.000	
Geographic School District Location		0.00					0.000	
		0.00						
		0.00						
							0.000	
							0.000	
							0.000	
							0.000	
Rural Population:								
Rural Population Formula		<i>80D/120D AVG FTE MEM</i>	Rural Population Rate	Rural Population Rate >0.4	Chartered After 7/1/2018?	Eligible?	Cost Differential	<i>Units</i>
$(MEM) \times (Rural Population) \times (0.15) = Units$		132.00	0.000	N		N	0.15	0.000
At-Risk:								
		<i>80D/120D AVG FTE MEM</i>					<i>At-risk index</i>	<i>Units</i>
		132.00					0.175	23.100

Growth:

23-24	Projected 40D FTE MEM	Actual 40D FTE	Units
		0.00	0.000

National Board Certified Teachers (NBCTs):

OCT 2023 # of NBPTS:	OCT 2024 # of NBPTS:	Factor	Units
0	0	1.500	0.000

Home School Student Program:

(Districts Only)	80D/120D AVG # of Students	80D/120D AVG # of Classes	Factor	Units
	0.00	0.00	0.250	0.000

Home School Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

Charter Schools Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

New District Adjustment:

District eligible?	NO	a. Newly created School District (MEM for current year)	Factor	Units
		0.00	0.147	0.000
		b. District whose MEM decreases as a result of a newly created District (MEM for prior year – MEM for current year)		
		0.00	0.170	0.000

K-12+ Program Tier 1:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.012	0.000

K-12+ Program Tier 2:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.016	0.000

SUBTOTAL PROGRAM UNITS 241.224

Save-Harmless:

2024-2025 40D Subtotal Program Units	ONLY IF <=200 MEM	Units
0.000		0.000

GRAND TOTAL PROGRAM UNITS (PLUS SAVE HARMLESS) 241.224

× Unit Value \$ 6,241.67

PROGRAM COST \$1,505,640.60

version 2, fixed to remove duplicate count of K-12+ Units

CHARTER SCHOOL ADMIN. WITHHOLDING (\$30,112.81)

Other Adjustments:

100% Energy Efficiency Renewable Bonds	\$ -	90.00%	\$0.00
Less: 90% Other Adjustments			\$0.00

STATE EQUALIZATION GUARANTEE (SEG) \$1,475,527.79

2027-2028 PRELIMINARY STATE EQUALIZATION GUARANTEE (SEG) 910B-5 TOOL

Charter Name
School District Geographical Location

Sun Mountain Community School
Santa Fe

PED NO _____

Is this a Charter School? Please enter Y or N	Y
Is this for the 40D Adjustment? Please enter Y or N.	N

Second Reporting Period (80D)	
Third Reporting Period (120D)	
First Reporting Period (40D)	

Early Childhood Education (ECE) Program: 80D/120D AVG MEM

PK	0.00
KF	19.00
Total ECE FTE (PK/2+KF)	19.00

Factor Units
1.440 27.360

Basic Program (Includes A/B, C & C-Gifted, D & D-Gifted):

Grade 1	19.00
Grade 2	21.00
Grade 3	21.00
Grade 4	23.00
Grade 5	23.00
Grade 6	23.00
Grade 7	25.00
Grade 8	24.00
Grade 9	0.00
Grade 10	0.00
Grade 11	0.00
Grade 12	0.00
Total Grades 1-12	179.00
Total FTE MEM	198.00

Factor Units
1.200 22.800
1.180 24.780
1.180 24.780
1.045 24.035
1.045 24.035
1.045 24.035
1.250 31.250
1.250 30.000
1.250 0.000
1.250 0.000
1.250 0.000
1.250 0.000
205.715

Total Membership Program Units 233.075

Staffing Cost Multiplier (SCM):

	OCT 2023 TCI	WEIGHT	SCM
	1.023	1.00	1.023

subject to change based on TCI audit

Adjusted Membership Program Units 238.436

Special Education Program: 80D/120D AVG MEM

A/B MEM	27.00
C & C-Gifted	5.00
D & D-Gifted	4.00
D LEVEL 3Y-4Y	0.00
80D/120D AVG FTE	
Adjusted Ancillary FTE	2.00

Factor Units
0.70 18.900
1.00 5.000
2.00 8.000
2.00 0.000
25.00 50.000
81.900

Bilingual Program:

HOURS	80D/120D AVG FTE MEM	Projected 40D New FTE MEM	Actual 40D New FTE MEM
1 (FTE = MEM/6)	0.00	0.00	0.00
2 (FTE = MEM/3)	0.00	0.00	0.00
3 (FTE = MEM/2)	0.00	0.00	0.00
Total	0.00	0.00	0.00

TOTAL FTE MEM Factor Units
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000
0.00 0.500 0.000

Elementary Fine Arts Program:

80D/120D AVG MEM	Projected 40D New MEM	Actual 40D New MEM
149.00	0.00	0.00

TOTAL MEM Factor Units
149.00 0.055 8.195

Elementary P.E. Program:		<i>80D/120D AVG MEM</i>				<i>Factor</i>	<i>Units</i>	
		0.00				0.060	0.000	
Size Adjustment:						<i>PHASE-OUT</i>	<i>Units</i>	
						0.00	0.000	
							0.000	
Geographic School District Location		0.00					0.000	
		0.00						
		0.00						
							0.000	
							0.000	
							0.000	
							0.000	
Rural Population:								
Rural Population Formula	<i>80D/120D AVG FTE MEM</i>		Rural Population Rate	Rural Population Rate >0.4	Chartered After 7/1/2018?	Eligible?	Cost Differential	<i>Units</i>
$FTE MEM \times (Rural Population) \times (0.15) = Units$	198.00	0.000	N			N	0.15	0.000
At-Risk:								
	<i>80D/120D AVG FTE MEM</i>						<i>At-risk index</i>	<i>Units</i>
	198.00						0.175	34.650

Growth:

	<i>Projected 40D FTE MEM</i>	<i>Actual 40D FTE</i>		<i>Units</i>
	0.00	0.00		0.000

National Board Certified Teachers (NBCTs):

	<i>OCT 2023 # of NBPTS:</i>	<i>OCT 2024 # of NBPTS:</i>	<i>Factor</i>	<i>Units</i>
	0	0	1.500	0.000

Home School Student Program:

<i>(Districts Only)</i>	<i>80D/120D AVG # of Students</i>	<i>80D/120D AVG # of Classes</i>	<i>Factor</i>	<i>Units</i>
	0.00	0.00	0.250	0.000

Home School Student Activities:

<i>(Districts Only)</i>	<i>80D/120D AVG MEM</i>		<i>Factor</i>	<i>Units</i>
	0.00		0.100	0.000

Charter Schools Student Activities:

<i>(Districts Only)</i>	<i>80D/120D AVG MEM</i>		<i>Factor</i>	<i>Units</i>
	0.00		0.100	0.000

New District Adjustment:

<i>District eligible?</i>			<i>Factor</i>	<i>Units</i>
NO	a. Newly created School District			
		<i>(MEM for current year)</i>	0.147	0.000
	b. District whose MEM decreases as a result of a newly created District			
		<i>(MEM for prior year – MEM for current year)</i>	0.170	0.000

K-12+ Program Tier 1:

	<i>Factor</i>	<i>Units</i>
The calculation can be found in the K-12+ Calendar Data Sheet.	0.012	0.000

K-12+ Program Tier 2:

	<i>Factor</i>	<i>Units</i>
The calculation can be found in the K-12+ Calendar Data Sheet.	0.016	0.000

SUBTOTAL PROGRAM UNITS 363.181

Save-Harmless:

<i>2024-2025 40D Subtotal Program Units</i>		<i>ONLY IF <=200 MEM</i>	<i>Units</i>
0.000			0.000

GRAND TOTAL PROGRAM UNITS (PLUS SAVE HARMLESS) 363.181

× Unit Value \$ 6,241.67

PROGRAM COST \$2,266,855.95

version 2, fixed to remove duplicate count of K-12+ Units

CHARTER SCHOOL ADMIN. WITHHOLDING (\$45,337.12)

Other Adjustments:

100% Energy Efficiency Renewable Bonds	\$ -	90.00%	\$0.00
		Less: 90% Other Adjustments	\$0.00

STATE EQUALIZATION GUARANTEE (SEG) \$2,221,518.83

2028-2029 PRELIMINARY STATE EQUALIZATION GUARANTEE (SEG) 910B-5 TOOL

Charter Name
School District Geographical Location

Sun Mountain Community School

PED NO _____

Is this a Charter School? Please enter Y or N	Y
Is this for the 40D Adjustment? Please enter Y or N.	N

Second Reporting Period (80D)	12/1/2023
Third Reporting Period (120D)	2/14/2024
First Reporting Period (40D)	10/9/2024

<u>Early Childhood Education (ECE) Program</u>		80D/120D AVG MEM		
	PK	0.00		
	KF	20.00		
	Total ECE FTE (PK/2+KF)	20.00	Factor	Units
			1.440	28.800
<u>Basic Program (Includes A/B, C & C-Gifted, D & D-Gifted):</u>				
	Grade 1	20.00	1.200	24.000
	Grade 2	22.00	1.180	25.960
	Grade 3	22.00	1.180	25.960
	Grade 4	24.00	1.045	25.080
	Grade 5	24.00	1.045	25.080
	Grade 6	24.00	1.045	25.080
	Grade 7	26.00	1.250	32.500
	Grade 8	26.00	1.250	32.500
	Grade 9	0.00	1.250	0.000
	Grade 10	0.00	1.250	0.000
	Grade 11	0.00	1.250	0.000
	Grade 12	0.00	1.250	0.000
	Total Grades 1-12	188.00		216.160
	Total FTE MEM	208.00	Total Membership Program Units	244.960

<u>Staffing Cost Multiplier (SCM):</u>	OCT 2023 TCI	WEIGHT	SCM	
	1.023	1.00	1.023	
	<i>subject to change based on TCI audit</i>			
			Adjusted Membership Program Units	250.594

<u>Special Education Program:</u>		80D/120D AVG MEM		Factor	Units
	A/B MEM	27.00		0.70	18.900
	C & C-Gifted	6.00		1.00	6.000
	D & D-Gifted	4.00		2.00	8.000
	D LEVEL 3Y-4Y	0.00		2.00	0.000
	Adjusted Ancillary FTE	2.00		25.00	50.000
					82.900

<u>Bilingual Program:</u>		80D/120D AVG	Projected 40D New	Actual 40D New	TOTAL FTE MEM	Factor	Units
HOURS	FTE MEM	FTE MEM	FTE MEM	FTE MEM			
1 (FTE = MEM/6)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
2 (FTE = MEM/3)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
3 (FTE = MEM/2)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
Total	0.00	0.00	0.00	0.00	0.00	0.500	0.000

<u>Elementary Fine Arts Program:</u>	80D/120D AVG MEM	Projected 40D New MEM	Actual 40D New MEM	TOTAL MEM	Factor	Units
	156.00	0.00	0.00	156.00	0.055	8.580

Elementary P.E. Program:		<i>80D/120D AVG MEM</i>				<i>Factor</i>	<i>Units</i>	
		0.00				0.060	0.000	
Size Adjustment:						PHASE-OUT	<i>Units</i>	
					Elementary/Mid/Jr. High	0.00	0.000	
					Senior High		0.000	
					SCHOOL SIZE ADJUSTMENT UNITS		0.000	
Geographic School District Location	<i>80D/120D AVG FTE MEM</i>	0.00						
		0.00						
		0.00						
					DISTRICT SIZE <4,000 ADJUSTMENT UNITS		0.000	
					(Districts Only)			
					DISTRICT SIZE <200 ADJUSTMENT UNITS		0.000	
					(Districts Only)			
Rural Population:								
			<i>Rural Population Rate</i>	<i>Rural Population Rate >0.4</i>	<i>Chartered After 7/1/2018?</i>	<i>Eligible?</i>	<i>Cost Differential</i>	<i>Units</i>
Rural Population Formula	<i>80D/120D AVG FTE MEM</i>							
$(MEM) \times (Rural Population) \times (0.15) = Units$	208.00	0.000	N		N	0.15	0.000	
At-Risk:								
	<i>80D/120D AVG FTE MEM</i>					<i>At-risk index</i>	<i>Units</i>	
	208.00					0.175	36.400	

Growth:

23-24	Projected 40D FTE MEM	Actual 40D FTE	Units
		0.00	0.000

National Board Certified Teachers (NBCTs):

OCT 2023 # of NBPTS:	OCT 2024 # of NBPTS:	Factor	Units
0	0	1.500	0.000

Home School Student Program:

(Districts Only)	80D/120D AVG # of Students	80D/120D AVG # of Classes	Factor	Units
	0.00	0.00	0.250	0.000

Home School Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

Charter Schools Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

New District Adjustment:

District eligible?	NO	a. Newly created School District (MEM for current year)	Factor	Units
		0.00	0.147	0.000
		b. District whose MEM decreases as a result of a newly created District (MEM for prior year – MEM for current year)		
		0.00	0.170	0.000

K-12+ Program Tier 1:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.012	0.000

K-12+ Program Tier 2:

The calculation can be found in the K-12+ Calendar Data Sheet.	Factor	Units
	0.016	0.000

SUBTOTAL PROGRAM UNITS 378.474

Save-Harmless:

2024-2025 40D Subtotal Program Units	ONLY IF <=200 MEM	Units
0.000		0.000

GRAND TOTAL PROGRAM UNITS (PLUS SAVE HARMLESS) 378.474

× Unit Value \$ 6,241.67

PROGRAM COST \$2,362,309.81

version 2, fixed to remove duplicate count of K-12+ Units

CHARTER SCHOOL ADMIN. WITHHOLDING (\$47,246.20)

Other Adjustments:

100% Energy Efficiency Renewable Bonds	\$ -	90.00%	\$0.00
Less: 90% Other Adjustments			\$0.00

STATE EQUALIZATION GUARANTEE (SEG) \$2,315,063.61

2029-2030 PRELIMINARY STATE EQUALIZATION GUARANTEE (SEG) 910B-5 TOOL

Charter Name
School District Geographical Location

Sun Mountain Community School

PED NO _____

Is this a Charter School? Please enter Y or N	Y
Is this for the 40D Adjustment? Please enter Y or N.	N

Second Reporting Period (80D)	12/1/2023
Third Reporting Period (120D)	2/14/2024
First Reporting Period (40D)	10/9/2024

<u>Early Childhood Education (ECE) Program</u>		80D/120D AVG MEM		
	PK	0.00		
	KF	20.00		
	Total ECE FTE (PK/2+KF)	20.00	Factor	Units
			1.440	28.800
<u>Basic Program (Includes A/B, C & C-Gifted, D & D-Gifted):</u>				
	Grade 1	20.00	1.200	24.000
	Grade 2	22.00	1.180	25.960
	Grade 3	22.00	1.180	25.960
	Grade 4	24.00	1.045	25.080
	Grade 5	24.00	1.045	25.080
	Grade 6	24.00	1.045	25.080
	Grade 7	26.00	1.250	32.500
	Grade 8	26.00	1.250	32.500
	Grade 9	0.00	1.250	0.000
	Grade 10	0.00	1.250	0.000
	Grade 11	0.00	1.250	0.000
	Grade 12	0.00	1.250	0.000
	Total Grades 1-12	188.00		216.160
	Total FTE MEM	208.00	Total Membership Program Units	244.960

<u>Staffing Cost Multiplier (SCM):</u>	OCT 2023 TCI	WEIGHT	SCM	
	1.023	1.00	1.023	
	<i>subject to change based on TCI audit</i>			
			Adjusted Membership Program Units	250.594

<u>Special Education Program:</u>		80D/120D AVG MEM		Factor	Units
	A/B MEM	27.00		0.70	18.900
	C & C-Gifted	6.00		1.00	6.000
	D & D-Gifted	4.00		2.00	8.000
	D LEVEL 3Y-4Y	0.00		2.00	0.000
	Adjusted Ancillary FTE	2.00		25.00	50.000
					82.900

<u>Bilingual Program:</u>		80D/120D AVG	Projected 40D New	Actual 40D New	TOTAL FTE MEM	Factor	Units
HOURS	FTE MEM	FTE MEM	FTE MEM	FTE MEM			
1 (FTE = MEM/6)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
2 (FTE = MEM/3)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
3 (FTE = MEM/2)	0.00	0.00	0.00	0.00	0.00	0.500	0.000
Total	0.00	0.00	0.00	0.00	0.00	0.500	0.000

<u>Elementary Fine Arts Program:</u>	80D/120D AVG MEM	Projected 40D New MEM	Actual 40D New MEM	TOTAL MEM	Factor	Units
	156.00	0.00	0.00	156.00	0.055	8.580

Elementary P.E. Program:		<i>80D/120D AVG MEM</i>				<i>Factor</i>	<i>Units</i>
		0.00				0.060	0.000
Size Adjustment:						PHASE-OUT	<i>Units</i>
					Elementary/Mid/Jr. High	0.00	0.000
					Senior High		0.000
					SCHOOL SIZE ADJUSTMENT UNITS		0.000
Geographic School District Location	<i>80D/120D AVG FTE MEM</i>						
		0.00					
		0.00					
					DISTRICT SIZE <4,000 ADJUSTMENT UNITS		0.000
					(Districts Only)		
					DISTRICT SIZE <200 ADJUSTMENT UNITS		0.000
					(Districts Only)		
Rural Population:			<i>Rural Population Rate</i>	<i>Rural Population Rate >0.4</i>	<i>Chartered After 7/1/2018?</i>	<i>Cost Differential</i>	<i>Units</i>
Rural Population Formula	<i>80D/120D AVG FTE MEM</i>						
$(MEM) \times (Rural Population) \times (0.15) = Units$	208.00	0.000	N		N	0.15	0.000
At-Risk:		<i>80D/120D AVG FTE MEM</i>				<i>At-risk index</i>	<i>Units</i>
		208.00				0.175	36.400

Growth:

23-24	Projected 40D FTE MEM	Actual 40D FTE	Units
0.00	0.00	0.00	0.000

National Board Certified Teachers (NBCTs):

OCT 2023 # of NBPTS:	OCT 2024 # of NBPTS:	Factor	Units
0	0	1.500	0.000

Home School Student Program:

(Districts Only)	80D/120D AVG # of Students	80D/120D AVG # of Classes	Factor	Units
	0.00	0.00	0.250	0.000

Home School Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

Charter Schools Student Activities:

(Districts Only)	80D/120D AVG MEM	Factor	Units
	0.00	0.100	0.000

New District Adjustment:

District eligible?			Factor	Units
NO	a. Newly created School District	(MEM for current year)	0.00	0.147
	b. District whose MEM decreases as a result of a newly created District	(MEM for prior year – MEM for current year)	0.00	0.170

K-12+ Program Tier 1:

	Factor	Units
The calculation can be found in the K-12+ Calendar Data Sheet.	0.012	0.000

K-12+ Program Tier 2:

	Factor	Units
The calculation can be found in the K-12+ Calendar Data Sheet.	0.016	0.000

SUBTOTAL PROGRAM UNITS 378.474

Save-Harmless:

2024-2025 40D Subtotal Program Units	ONLY IF <=200 MEM	Units
0.000		0.000

GRAND TOTAL PROGRAM UNITS (PLUS SAVE HARMLESS) 378.474

× Unit Value \$ 6,241.67

PROGRAM COST \$2,362,309.81

version 2, fixed to remove duplicate count of K-12+ Units

CHARTER SCHOOL ADMIN. WITHHOLDING (\$47,246.20)

Other Adjustments:

100% Energy Efficiency Renewable Bonds	\$ -	90.00%	\$0.00
Less: 90% Other Adjustments			\$0.00

STATE EQUALIZATION GUARANTEE (SEG) \$2,315,063.61

Sun Mountain Community School
Appendix G **5 Year Budget Plan**

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	Implementation Year	PROJECTED AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT	
FUND 11000 - Operational Revenue										
11000 REVENUE										
Function-0000 - Revenue										
Cash Assets					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
11000	0000	11111	Unrestricted Cash		\$ -	\$ 88,897.62	\$ 152,283.15	\$ 208,771.55	\$ 306,370.88	
11000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From Local Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
11000	0000	41310	Tuition from Foreign Nationals		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41331	Tuition From School Districts outside the State		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41701	Fees Activities		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41702	Fees Educational		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41705	Fees Users		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41706	Fees Summer School		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	41920	Contributions and Donations From Private Sources		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From State Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
11000	0000	43101	State Equalization Guarantee		\$ 910,796.97	\$ 1,475,527.79	\$ 2,221,518.83	\$ 2,315,063.61	\$ 2,315,063.61	
11000	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43212	Indirect Costs (State Flow-through Grants)		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43213	Indirect Costs (State Direct Grants)		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	0000	43215	Inter-Governmental Contract Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From Federal Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
11000	0000	44103	Impact Aid, Public Law 103-382		\$ -	\$ -	\$ -	\$ -	\$ -	
Other Items					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
11000	0000	46100	Access Board (e-Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	
11000	TOTAL REVENUES: OPERATIONAL FUND				\$ 910,796.97	\$ 1,564,425.41	\$ 2,373,801.98	\$ 2,523,835.16	\$ 2,621,434.49	
FUND 13000-Transportation										
13000 REVENUE										
Function-0000 - Revenue										
Cash Assets						Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
13000	0000	11112	Restricted Cash			\$ -	\$ -	\$ -	\$ -	
Revenue From State Sources						Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
13000	0000	43206	Transportation Distribution			\$ 10,800.00	\$ 18,000.00	\$ 26,400.00	\$ 26,400.00	
13000	TOTAL REVENUES: TRANSPORTATION FUND					\$ 10,800.00	\$ 18,000.00	\$ 26,400.00	\$ 26,400.00	
FUND 14000-Instructional Materials										
14000 REVENUE										
Function-0000 - Revenue										
Cash Assets					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
14000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From State Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
14000	0000	43211	Instructional Materials - 50% Supplementary Allocation		\$ -	\$ -	\$ -	\$ -	\$ -	
14000	TOTAL REVENUES: INSTRUCTIONAL MATERIALS FUND				\$ -	\$ -	\$ -	\$ -	\$ -	
10000	TOTAL: GENERAL FUND REVENUES				\$ -	\$ 910,796.97	\$ 1,575,225.41	\$ 2,391,801.98	\$ 2,550,235.16	\$ 2,647,834.49
FUND 21000-Food Services										
21000 REVENUE										
Function-0000 - Revenue										
Cash Assets					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
21000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From Local Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
21000	0000	41603	Fees Adults/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -	
21000	0000	41604	Fees Students/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -	
Revenue From Federal Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	
21000	0000	44500	Restricted Grants Federal Flow-through		\$ 96,382.80	\$ 155,152.80	\$ 232,729.20	\$ 244,483.20	\$ 244,483.20	
21000	TOTAL REVENUES: FOOD SERVICES				\$ 96,382.80	\$ 155,152.80	\$ 232,729.20	\$ 244,483.20	\$ 244,483.20	
FUND 24101 - FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA										
24101 REVENUE										
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5	

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	Implementation Year	PROJECTED AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT
24101	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24101			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24106 - FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B									
24106 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24106	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24106			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24109 - FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B									
24109 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24109	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24109			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24146 - FEDERAL FLOW-THROUGH GRANTS - CHARTER SCHOOL PROGRAM									
24146 REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24146	0000	44500	Retricted Grants - Federal Flowthrough	\$ 302,400.00	\$ 432,000.00	\$ 135,200.00	\$ -	\$ -	\$ -
24146			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - CHARTER SCHOOL PROGRAM	\$ 302,400.00	\$ 432,000.00	\$ 135,200.00	\$ -	\$ -	\$ -
FUND 24153 - FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE ACQUISITION									
24153 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24153	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24153			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE ACQUISITION		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24154 - FEDERAL FLOW-THROUGH GRANTS - TEACHER/PRINCIPAL TRAINING AND RECRUITING									
24154 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24154	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24154			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - TEACHER/PRINCIPAL TRAINING AND RECRUITING		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24174 - FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECONDARY CURRENT									
24174 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24174	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24174			TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECONDARY CURRENT		\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 26XXX* - LOCAL GRANTS									
26xxx REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX			TOTAL REVENUES: LOCAL GRANTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 26XXX* - LOCAL GRANTS									
26xxx REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX			TOTAL REVENUES: LOCAL GRANTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27114 - STATE FLOW-THROUGH GRANTS - READS TO LEAD									
27114 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27114	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27114	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27114			TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - READS TO LEAD		\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27141 - STATE FLOW-THROUGH GRANTS - TRUANCY/DROPOUT PREVENTION									
27141 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	Implementation Year	PROJECTED AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT	PROJ. AMT
27141	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27141	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27141			TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - READS TO LEAD		\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27149 - STATE FLOW-THROUGH GRANTS - PREK									
27149 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27149	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27149	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27149			TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - PREK		\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27166 - STATE FLOW-THROUGH GRANTS - K-3+									
27166 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27166	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27166	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27166			TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - K-3+		\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27188 - STATE FLOW-THROUGH GRANTS - 4RFUTURE									
27188 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27188	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27188	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27188			TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - 4RFUTURE		\$ -	\$ -	\$ -	\$ -	\$ -
20000			TOTAL REVENUES: SPECIAL REVENUE FUNDS		\$ 302,400.00	\$ 528,382.80	\$ 290,352.80	\$ 232,729.20	\$ 244,483.20
FUND 31200-Public School Capital Outlay									
31200 REVENUE									
Function-0000 - Revenue									
Revenue From State Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31200	0000	43209	PSCOC Awards		\$ 66,830.00	\$ 107,580.00	\$ 161,370.00	\$ 169,520.00	\$ 169,520.00
31200			TOTAL REVENUES: Public School Capital Outlay		\$ 66,830.00	\$ 107,580.00	\$ 161,370.00	\$ 169,520.00	\$ 169,520.00
FUND 31600-Capital Improvemets HB-33									
31600 REVENUE									
Function-0000 - Revenue									
Cash Assets					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31600	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
Revenue From Local Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31600	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31600			TOTAL REVENUES: Capital Improvemets HB-33		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31700-Capital Improvements SB-9 (State Match)									
31700 REVENUE									
Function-0000 - Revenue									
Revenue From State Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31700	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
31700	0000	43204	Prior Year Balances		\$ -	\$ -	\$ -	\$ -	\$ -
31700			TOTAL REVENUES: Capital Improvements SB-9 (State Match)		\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31701-Capital Improvements SB-9 (Local)									
31700 REVENUE									
Function-0000 - Revenue									
Cash Assets					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31701	0000	11111	Unrestricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
Revenue From Local Sources					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31701	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31701			TOTAL REVENUES: Capital Improvements SB-9 (Local)		\$ -	\$ -	\$ -	\$ -	\$ -
30000			TOTAL REVENUES: CAPITAL PROJECTS FUNDS		\$ 66,830.00	\$ 107,580.00	\$ 161,370.00	\$ 169,520.00	\$ 169,520.00
TOTAL REVENUE					\$ 302,400.00	\$ 1,506,009.77	\$ 1,973,158.21	\$ 2,785,901.18	\$ 2,964,238.36

11000	2300	55914	0000	Contracts - Interagency													
11000	2300	55915	0000	Other Contract Services													
				Total: Other Purchased Services				\$ 2,500.00		\$2,000.00		\$2,000.00		\$2,000.00			
				Supplies													
11000	2300	56113	0000	Software													
11000	2300	56115	0000	Board Expenses													
11000	2300	56118	0000	General Supplies and Materials													
				Total: Supplies				\$ -		\$0.00		\$0.00		\$0.00			
				Property													
11000	2300	57331	0000	Fixed Assets (more than \$5,000)													
11000	2300	56119	0000	Supply Assets (\$5,000 or less)													
				Total: Property				\$ -		\$0.00		\$0.00		\$0.00			
11000	2300			TOTAL: GENERAL ADMINISTRATION				\$ 40,150.00	0.00	\$53,082.50	0.00	\$24,000.00	0.00	\$24,200.00	0.00	\$14,400.00	0.00
				Function-2400 - School Administration													
				Personnel Services - Compensation													
11000	2400	51100	1112	Salaries Expense: Head of School				\$ 88,000.00	1.00	\$90,000.00	1.00	\$102,000.00	1.00	\$104,040.00	1.00	\$105,060.00	1.00
11000	2400	51100	1211	Salaries Expense: Pedagogical Director/Dean of Faculty						\$42,000.00	0.50	\$80,000.00	1.00	\$81,600.00	1.00	\$82,400.00	1.00
11000	2400	51100	1217	Salaries Expense: Office Administrator				\$ 30,000.00	0.75	\$31,800.00	0.75	\$40,000.00	1.00	\$40,800.00	1.00	\$41,200.00	1.00
11000	2400	51100	1511	Salaries Expense: Data Processing-Registrar													
11000	2400	51300	1112	Additional Compensation													
				Total: Personnel Services - Compensation				\$ 118,000.00	1.75	\$163,800.00	2.25	\$222,000.00	3.00	\$226,440.00	3.00	\$228,660.00	3.00
				Personnel Services - Employee Benefits													
11000	2400	52111	0000	Educational Retirement				\$ 21,417.00		\$ 29,729.70		\$ 40,293.00		\$ 41,098.86		\$ 41,501.79	
11000	2400	52112	0000	ERA - Retiree Health				\$ 2,360.00		\$ 3,276.00		\$ 4,440.00		\$ 4,528.80		\$ 4,573.20	
11000	2400	52210	0000	FICA Payments				\$ 7,316.00		\$ 10,155.60		\$ 13,764.00		\$ 14,039.28		\$ 14,176.92	
11000	2400	52220	0000	Medicare Payments				\$ 1,711.00		\$ 2,375.10		\$ 3,219.00		\$ 3,283.38		\$ 3,315.57	
11000	2400	52311	0000	Health and Medical Premiums				\$ 9,350.04		\$ 12,021.48		\$ 16,028.64		\$ 16,028.64		\$ 16,028.64	
11000	2400	52312	0000	Life				\$ 60.48		\$ 77.76		\$ 103.68		\$ 103.68		\$ 103.68	
11000	2400	52313	0000	Dental				\$ 420.84		\$ 541.08		\$ 721.44		\$ 721.44		\$ 721.44	
11000	2400	52314	0000	Vision				\$ 158.76		\$ 204.12		\$ 272.16		\$ 272.16		\$ 272.16	
11000	2400	52315	0000	Disability				\$ 182.70		\$ 234.90		\$ 313.20		\$ 313.20		\$ 313.20	
11000	2400	52500	0000	Unemployment Compensation				\$ 554.75		\$ 713.25		\$ 951.00		\$ 951.00		\$ 951.00	
11000	2400	52710	0000	Workers Compensation Premium				\$ 531.00		\$ 737.10		\$ 999.00		\$ 1,018.98		\$ 1,028.97	
11000	2400	52720	0000	Workers Compensation Employer's Fee				\$ 16.10		\$ 20.70		\$ 27.60		\$ 27.60		\$ 27.60	
11000	2400	52912	0000	Employee Assistance Programs													
				Total: Personnel Services - Employee Benefits				\$ 44,078.67		\$60,086.79		\$81,132.72		\$82,387.02		\$83,014.17	
				Purchased Professional and Technical Services													
11000	2400	53330	0000	Professional Development				\$ 875.00		\$ 1,125.00		\$ 1,500.00		\$ 1,500.00		\$ 1,500.00	
11000	2400	53414	0000	Other Services													
11000	2400	53711	0000	Other Charges													
				Total: Purchased Professional and Tech Services				\$ 875.00		\$1,125.00		\$1,500.00		\$1,500.00		\$1,500.00	
				Purchased Property Services													
11000	2400	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment													
11000	2400	54610	0000	Rental - Land and Buildings													
11000	2400	54620	0000	Rental - Equipment and Vehicles													
11000	2400	54630	0000	Rental - Computers and Related Equipment				\$ 4,200.00		\$ 4,200.00		\$ 4,200.00		\$ 4,200.00		\$ 4,200.00	
				Total: Purchased Property Services				\$ 4,200.00		\$4,200.00		\$4,200.00		\$4,200.00		\$4,200.00	
				Other Purchased Services													
11000	2400	55813	0000	Employee Travel - Non-Teachers													
11000	2400	55913	0000	Contracts - Interagency/REC													
11000	2400	55914	0000	Contracts - Interagency													
11000	2400	55915	0000	Other Contract Services													
				Total: Other Purchased Services				\$ -		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies													
11000	2400	56113	0000	Software				\$ 400.00		\$ 400.00		\$600.00		\$900.00		\$1,350.00	
11000	2400	56118	0000	General Supplies and Materials				\$ 250.00		\$ 250.00		\$ 375.00		\$ 375.00		\$ 375.00	
				Total: Supplies				\$ 650.00		\$650.00		\$975.00		\$1,275.00		\$1,725.00	
				Property													
11000	2400	57331	0000	Fixed Assets (more than \$5,000)													
11000	2400	56119	0000	Supply Assets (\$5,000 or less)													
				Total: Property				\$ -		\$0.00		\$0.00		\$0.00		\$0.00	

11000	2400	TOTAL: SCHOOL ADMINISTRATION					\$ 167,803.67	1.75	\$229,861.79	2.25	\$309,807.72	3.00	\$315,802.02	3.00	\$319,099.17	3.00
		Function-2500 - Central Services														
		Personnel Services - Compensation														
11000	2500	51100	1113	Salaries Expense: Administrative Associates												
11000	2500	51100	1114	Salaries Expense: Administrative Assistants												
11000	2500	51100	1115	Salaries Expense: Operations Director						\$90,000.00	1.00	\$91,800.00	1.00	\$92,700.00	1.00	
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants												
11000	2500	51100	1220	Salaries Expense: Business Office Support												
11000	2500	51100	1511	Salaries Expense: Data Processing												
		Total: Personnel Services - Compensation					\$ -	0.00	\$0.00	0.00	\$90,000.00	1.00	\$91,800.00	1.00	\$92,700.00	1.00
		Personnel Services - Employee Benefits														
11000	2500	52111	0000	Educational Retirement						\$ 16,335.00		\$ 16,661.70		\$ 16,825.05		
11000	2500	52112	0000	ERA - Retiree Health						\$ 1,800.00		\$ 1,836.00		\$ 1,854.00		
11000	2500	52210	0000	FICA Payments						\$ 5,580.00		\$ 5,691.60		\$ 5,747.40		
11000	2500	52220	0000	Medicare Payments						\$ 1,305.00		\$ 1,331.10		\$ 1,344.15		
11000	2500	52311	0000	Health and Medical Premiums						\$ 5,342.88		\$ 5,342.88		\$ 5,342.88		
11000	2500	52312	0000	Life						\$ 34.56		\$ 34.56		\$ 34.56		
11000	2500	52313	0000	Dental						\$ 240.48		\$ 240.48		\$ 240.48		
11000	2500	52314	0000	Vision						\$ 90.72		\$ 90.72		\$ 90.72		
11000	2500	52315	0000	Disability						\$ 104.40		\$ 104.40		\$ 104.40		
11000	2500	52500	0000	Unemployment Compensation						\$ 317.00		\$ 317.00		\$ 317.00		
11000	2500	52710	0000	Workers Compensation Premium						\$ 405.00		\$ 413.10		\$ 417.15		
11000	2500	52720	0000	Workers Compensation Employer's Fee						\$ 9.20		\$ 9.20		\$ 9.20		
11000	2500	52912	0000	Employee Assistance Programs												
		Total: Personnel Services - Employee Benefits					\$ -		\$0.00		\$31,564.24		\$32,072.74		\$32,326.99	
		Purchased Professional and Technical Services														
11000	2500	53330	0000	Professional Development						\$500.00		\$500.00		\$500.00		
11000	2500	53414	0000	Other Services												
11000	2500	53711	0000	Other Charges												
		Total: Purchased Professional and Tech Services					\$ -		\$0.00		\$500.00		\$500.00		\$500.00	
		Purchased Property Services														
11000	2500	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	2500	54610	0000	Rental - Land and Buildings												
11000	2500	54620	0000	Rental - Equipment and Vehicles												
11000	2500	54630	0000	Rental - Computers and Related Equipment												
		Total: Purchased Property Services					\$ -		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
11000	2500	55400	0000	Advertising				\$500.00		\$500.00		\$500.00		\$500.00		
11000	2500	55813	0000	Employee Travel - Non-Teachers												
11000	2500	55913	0000	Contracts - Interagency/REC												
11000	2500	55914	0000	Contracts - Interagency												
11000	2500	55915	0000	Other Contract Services												
		Total: Other Purchased Services					\$ -		\$500.00		\$500.00		\$500.00		\$500.00	
		Supplies														
11000	2500	56113	0000	Software												
11000	2500	56118	0000	General Supplies and Materials												
		Total: Supplies					\$ -		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
11000	2500	57331	0000	Fixed Assets (more than \$5,000)												
11000	2500	56119	0000	Supply Assets (\$5,000 or less)												
		Total: Property					\$ -		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	TOTAL: CENTRAL SERVICES					\$ -	0.00	\$500.00	0.00	\$122,564.24	1.00	\$124,872.74	1.00	\$126,026.99	1.00
		Function-2600 - Operation and Maintenance of Plant														
		Personnel Services - Compensation														
11000	2600	51100	1113	Salaries Expense: Administrative Associates												
11000	2600	51100	1114	Salaries Expense: Administrative Assistants												
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants												
11000	2600	51100	1219	Salaries Expense: Duty Personnel												
11000	2600	51100	1614	Salaries Expense: Maintenance												
11000	2600	51100	1615	Salaries Expense: Custodial												
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards												
		Total: Personnel Services - Compensation					\$ -	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Other Purchased Services																	
13000	2700	55111	0000	Transportation Per-Capita Feeders													
13000	2700	55112	0000	Transportation Contractors				\$60,000.00		\$60,000.00		\$64,000.00		\$64,000.00			
13000	2700	55200	0000	Property/Liability Insurance													
13000	2700	55813	0000	Employee Travel - Non-Teachers													
13000	2700	55815	0000	Bus Driver Institute Training													
13000	2700	55816	0000	Bus Driver In-Service Training													
13000	2700	55913	0000	Contracts - Interagency/REC													
13000	2700	55914	0000	Contracts - Interagency													
13000	2700	55915	0000	Other Contract Services													
Total: Other Purchased Services								\$60,000.00	\$60,000.00	\$64,000.00	\$64,000.00	\$64,000.00	\$64,000.00	\$64,000.00			
Supplies																	
13000	2700	56113	0000	Software													
13000	2700	56118	0000	General Supplies and Materials													
13000	2700	56210	0000	Natural Gas (Vehicles)													
13000	2700	56211	0000	Gasoline													
13000	2700	56212	0000	Diesel Fuel													
13000	2700	56213	0000	Propane (Vehicles)													
13000	2700	56214	0000	Lubricants/Anti-Freeeze													
13000	2700	56215	0000	Tires/Tubes													
13000	2700	56216	0000	Maintenance Supplies/Parts													
Total: Supplies								\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			
Property																	
13000	2700	57311	0000	Vehicles General													
13000	2700	57312	0000	Buses													
13000	2700	57313	0000	Heavy Equipment													
13000	2700	57331	0000	Fixed Assets (more than \$5,000)													
13000	2700	57332	0000	Supply Assets (\$5,000 or less)													
Total: Property								\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			
13000	2700	TOTAL: STUDENT TRANSPORTATION						\$60,000.00	0.00	\$60,000.00	0.00	\$64,000.00	0.00	\$64,000.00	0.00		
13000		TOTAL: PUPIL TRANSPORTATION FUND						\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$64,000.00	\$0.00	\$64,000.00	\$0.00		
14000 INSTRUCTIONAL MATERIALS EXPENDITURES																	
Function-1000 - Instruction																	
Supplies																	
14000	1000	56107	0000	Instructional Materials Credit - 50% Textbooks													
14000	1000	56108	0000	Instructional Materials 25% of 56111													
14000	1000	56109	0000	Instructional Materials On Line Digital Subscriptions													
14000	1000	56111	0000	Instructional Materials Cash - 50% Textbooks													
14000	1000	56113	0000	Software													
Property																	
14000	1000	57331	0000	Fixed Assets (more than \$5,000)													
14000	1000	57332	0000	Supply Assets (\$5,000 or less)													
14000	1000	TOTAL: INSTRUCTION						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Function-2200 - Support Services - Instruction																	
Supplies																	
14000	2200	56114	0000	Library And Audio-Visual													
14000	2000	TOTAL: SUPPORT SERVICES - INSTRUCTION						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
14000		TOTAL: INSTRUCTIONAL MATERIALS						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
10000		TOTAL: GENERAL FUND EXPENDITURES						\$ 985,112.15	9.95	\$1,530,522.26	14.00	\$2,344,400.43	22.50	\$2,413,384.28	22.50	\$2,424,188.50	22.50
20000 - SPECIAL REVENUE FUND EXPENDITURES																	
21000 FOOD SERVICES EXPENDITURES																	
Function-3100 - Food Service Operations																	
Personnel Services - Compensation																	
21000	3100	51100	1113	Salaries Expense: Administrative Associates													
21000	3100	51100	1114	Salaries Expense: Administrative Assistants													
21000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants													
21000	3100	51100	1617	Salaries Expense: Food Service													
Total: Personnel Services - Compensation								\$ -	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
Personnel Services - Employee Benefits																	

21000	3100	52111	0000	Educational Retirement															
21000	3100	52112	0000	ERA - Retiree Health															
21000	3100	52210	0000	FICA Payments															
21000	3100	52220	0000	Medicare Payments															
21000	3100	52311	0000	Health and Medical Premiums															
21000	3100	52312	0000	Life															
21000	3100	52313	0000	Dental															
21000	3100	52314	0000	Vision															
21000	3100	52315	0000	Disability															
21000	3100	52500	0000	Unemployment Compensation															
21000	3100	52710	0000	Workers Compensation Premium															
21000	3100	52720	0000	Workers Compensation Employer's Fee															
21000	3100	52912	0000	Employee Assistance Programs															
				Total: Personnel Services - Employee Benefits						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
				Purchased Professional and Technical Services															
21000	3100	53330	0000	Professional Development															
21000	3100	53411	0000	Auditing															
21000	3100	53413	0000	Legal															
21000	3100	53414	0000	Other Services															
21000	3100	53711	0000	Other Charges															
				Total: Purchased Professional and Tech Services						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
				Purchased Property Services															
21000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment															
21000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds															
21000	3100	54313	0000	Maintenance & Repair - Vehicles															
21000	3100	54411	0000	Electricity															
21000	3100	54412	0000	Natural Gas (Buildings)															
21000	3100	54413	0000	Propane/Butane (Buildings)															
21000	3100	54414	0000	Other Energy (Buildings)															
21000	3100	54415	0000	Water/Sewage															
21000	3100	54416	0000	Communication Services															
21000	3100	54610	0000	Rental - Land and Buildings															
21000	3100	54620	0000	Rental - Equipment and Vehicles															
21000	3100	54630	0000	Rental - Computers and Related Equipment															
				Total: Purchased Property Services						\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
				Other Purchased Services															
21000	3100	55813	0000	Employee Travel - Non-Teachers															
21000	3100	55913	0000	Contracts - Interagency/REC															
21000	3100	55914	0000	Contracts - Interagency															
21000	3100	55915	0000	Other Contract Services						\$ 88,560.00	\$ 142,560.00	\$ 213,840.00	\$ 234,000.00	\$ 234,000.00	\$ 234,000.00	\$ 234,000.00	\$ 234,000.00	\$ 234,000.00	\$ 234,000.00
				Total: Other Purchased Services						\$ 88,560.00	\$142,560.00	\$213,840.00	\$234,000.00	\$234,000.00	\$234,000.00	\$234,000.00	\$234,000.00	\$234,000.00	\$234,000.00
				Supplies															
21000	3100	56113	0000	Software															
21000	3100	56116	0000	Food						\$ 2,190.00	\$2,465.00	\$4,356.00	\$4,576.00	\$4,576.00	\$4,576.00	\$4,576.00	\$4,576.00	\$4,576.00	
21000	3100	56117	0000	Non-Food															
21000	3100	56118	0000	General Supplies and Materials						\$ 1,500.00	\$2,200.00	\$2,600.00	\$2,700.00	\$2,700.00	\$2,700.00	\$2,700.00	\$2,700.00	\$2,700.00	
				Total: Supplies						\$ 3,690.00	\$4,665.00	\$6,956.00	\$7,276.00	\$7,276.00	\$7,276.00	\$7,276.00	\$7,276.00	\$7,276.00	\$7,276.00
				Property															
21000	3100	57331	0000	Fixed Assets (more than \$5,000)															
21000	3100	57332	0000	Supply Assets (\$5,000 or less)						\$ 4,132.80	\$7,927.80	\$11,933.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20
				Total: Property						\$ 4,132.80	\$7,927.80	\$11,933.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20	\$3,207.20
21000	3100			TOTAL: FOOD SERVICES OPERATIONS						\$ 96,382.80	0.00	\$155,152.80	0.00	\$232,729.20	0.00	\$244,483.20	0.00	\$244,483.20	0.00
24101				FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA EXPENDITURES															
				Function-1000 - Instruction															
				Personnel Services - Compensation															
24101	1000	51100	1411	Salaries Expense: Teachers-Grades 1-12															
24101	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical															
24101	1000	51100	1416	Salaries Expense: Teachers-Other Instruction															
24101	1000	51100	1610	Salaries Expense: Substitutes Professional Development															
24101	1000	51100	1711	Salaries Expense: Instructional Assistants-Grades 1-12															
				Total: Personnel Services Compensation						\$ -	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

26101	SE NM Educational Resource Center
26102	Exxon Education Foundation
26103	ENLACE-UNM
26104	Bill & Melinda Gates Foundation
26105	Newspaper Association of America
26106	US West
26107	REC/District Fiscal Agent
26108	Proctor & Gamble & NAESP
26109	JF Maddox Foundation
26110	Greenville Foundation
26111	(ITFS/FCC)
26112	Johnson & Johnson
26113	LANL Foundation
26114	NM Association of Classroom Teachers
26115	Carnegie Corp
26116	Intel Foundation
26117	Jordan Fundamentals Grant
26118	ABEC - Job Mentor
26119	Heifer International
26120	Catching The Dream
26121	Kellogg Fund/Kellogg Foundation
26122	Private Fund Math/Science Pilot
26123	PNM Foundation Inc
26124	Taos Youth to Careers Mentoring
26125	Wallace Foundation
26126	Milken Family Foundation
26127	Rural Vision/MDC
26128	Texico Foundation
26129	No NM Network for Rural Ed
26130	Middle Rio Grande Bus & Ed Collab
26131	Community Education
26132	Coca Cola
26133	US West Foundation
26134	Civic Activities
26135	Toyota, Inc
26136	SCIAD
26137	Reading is Fundamental
26138	Challenge Foundation
26139	Ron McDonald (Amigo)
26140	National Council of La Raza
26141	Daniels Fund
26142	General Electric
26143	Save the Children
26144	Teacher Line Project (KNME-TV)
26145	NEA Foundation
26146	Hubbard Foundation
26147	Center for Ed & Study of Diverse Pop
26148	Walton Family Foundation, Inc
26149	Coleman Foundation
26150	Burlington Res/Meridian Oil Foundation
26151	SEDL
26152	Integrating Multiple Perspectives
26153	Paso del Norte Health Foundation

26154	Building Trades Advisory Board - SFPS
26155	Center for Services Learning Opp in Ed
26156	Turner Foundation
26157	Indian Health Services USPHS
26158	Direct Action for Youth Foundation
26159	Frost Foundation
26160	Challenge Grant-Trails Project
26161	Corporation for Public Broadcasting
26162	Team Builders Counseling Services
26163	Golden Apple Foundation
26164	GTE Foundation
26165	Rural Challenge
26166	General Mills Foundation
26167	Toyota TAPESTRY
26168	National Assoc of School Nurses
26169	San Juan Mesa Wind Project
26170	Microsoft Settlement Funds
26171	Rio Rancho Education Foundation
26172	Spectrum Imaging Systems
26173	Healthy School Communities.
26174	Parents Reaching Out
26175	Qwest Foundation for Education
26176	New Mexico Community Foundation
26177	Elementary & Middle School Initiative
26178	Keep New Mexico Beautiful, Inc.
26179	A plus for Energy
26180	Rural Healthy Schools Coalition AASA
26181	Center for Native Education
26182	Northern NM Network - Teacher Incentive Fund
26183	Jobs for America Graduates - JAG New Mexico
26184	Clovis Municipal Schools Foundation
26185	Coalition of Essential Schools/Mentor Grants
26186	ABC Community Schools Partnership
26187	Amy Biehl High School Foundation
26188	Center for Educational Initiatives
26189	Los Alamos Public Schools Foundation
26190	APS Foundation
26191	ENMR Plateau- Education Foundation School Grant
26192	Toyota Family Literacy Program
26193	McCarthy Dressman Education Foundation
26194	McGruff Neighborhood Initiatives
26195	Friends of Mountain Mahogany Foundation
26196	Institute for Educational Leadership
26197	Washington TRU Solutions LLC
26198	Albuquerque Community Foundation
26199	Spaceport GRT Grant - Sierra County
26200	Conoco/Phillips School Grant
26201	Pump up the Volume in Preschool
26202	SES After School Tutoring
26203	East Mountain Hs Foundation
26204	Spaceport GRT Grant - Dona Ana County
26205	Chevron School Grant
20206	Tucumcari Band-Aides

26207	CNM Foundation
26208	Partners for Developing Futures
26209	Met Life Foundation
26210	APS Homeless Grants
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26212	DOE i3 Reading Recovery
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Procedures

Sun Mountain Community School Proposed Financial Policies and Procedures

The School Board of Sun Mountain Community School (SMCS) will adopt the following financial policies and procedures to ensure the most effective use of public and private funds to support the school's mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. Enacting these policies and procedures, the intent is to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, these policies comprise a set of internal controls to ensure effective, efficient operations, segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As Sun Mountain Community School grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis.

Throughout this document a contracted financial services group (theoretically The Vigil Group, and referred to as 'financial management') will be referenced. The proposed growth plan of SMCS will contract this third-party business management for the first two fiscal years, hiring an Operations Director in Year 3. If and when the Board decides to implement the Operations Director or to contract different financial management, the policies and procedures will be revised at that time.

ACCOUNTING

I. Proposed Fiscal Year

- a. The fiscal year for Sun Mountain Community School is July 1 through June 30.

II. GAAP

- a. The accounting procedures used by Sun Mountain Community School shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. The school will also follow the GASB, which is The Governmental Accounting Standards Board and is the source of generally accepted accounting principles used by state and local governments in the United States.

III. Accounting Basis

- a. SMCS will use the modified accrual basis of accounting. This requires that revenues will be recognized as they are received, and expenditures will be recognized as they are paid. Additionally, payroll expenditures will be recognized as they are incurred.
- b. Year-end audited Financial Statements will be prepared on a full accrual basis.

IV. Restricted Grant Tracking

- a. SMCS shall maintain its general ledger using grant fund codes for the purposes of tracking restricted revenues and expenses.

V. Capitalization and Depreciation

- a. SMCS will capitalize and depreciate annually all assets of \$5,000 or more as required by the State of New Mexico.
- b. All assets purchased with an individual value less than \$5,000, will be recognized as non-depreciable assets and will be expensed in the year incurred. Only single items that are equal or greater than \$5,000 will be depreciated. Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives as follows:
 - i. Leasehold improvements: Lease term or 10 years, whichever is shorter.
 - ii. Can only install leasehold improvements if an approved lease-purchase is in place.
 - iii. Facility purchases: up to 30 years.
 - iv. Building and site improvements if there is a lease-purchase in place.
 - v. Computers and associated technology: 3 years.
 - vi. Furniture & equipment: 5 years.
- c. Repair and maintenance costs, which do not extend the useful life of an asset, are recognized as expenses.
- d. Throughout the year, items will be recognized as expenses. They will be reviewed at year-end for possible capitalization and depreciation. Depreciation will be calculated from when the item was purchased and will be treated as placed in service at that time unless otherwise specified.
- e. Items will be tagged when placed in service by the Office Administrator or Head of School.
- f. As part of the annual close, staff will conduct an inventory of all assets, noting condition and location. The Office Administrator and Head of School will review inventory and approve it.
- g. Assets sold, retired, lost, or stolen and related amounts of accumulated depreciation will be eliminated from the asset accounts, and any resulting gain or loss will be recognized within that year.
- h. Nothing in this practice is to prevent SMCS from maintaining an estimated impact of capitalization and depreciation on operating income and fund balance for the year on interim financial statements.

VI. Bank Reconciliations

- a. A reconciliation of all bank accounts, whether checking or savings accounts, will be performed monthly by the contracted financial management. The financial manager does not have the ability or authority to disburse funds or approve expenses.

- b. SMCS will provide the financial management with either online access or paper copies of the monthly statements no later than the 5th business day of the following month.
- c. All bank statements and reconciliations will be reviewed by the Head of School and School Board Treasurer. The school will have access to all bank reconciliations.
- d. Un-cleared checks older than one year will be reviewed for reissuance, voidance, or escheatment proceedings in compliance with New Mexico State law.
- e. All checks will have printed on the face of the check "void after one year from date."
- f. Financial irregularities discovered during the banking reconciliation process will be brought to the attention of the Head of School and Board Treasurer.

VII. Financial Record Retention and Destruction

- a. All financial records will be retained as per the State of New Mexico Records Retention Law. Records include but are not limited to transaction ledgers, bank statements, canceled and voided checks, payroll records, audits, and tax filings.
- b. SMCS will have access to all accounting records at all times.
- c. Hard copies will be retained at the school when appropriate and feasible, otherwise there will be an electronic version of the record that the school will have access to.
- d. Nothing in this section will be considered to supersede the organization's broader record retention and destruction policies.
- e. All paper documents must be housed on site at the school.

BANKING

I. Checking Accounts

- a. The Board shall authorize the creation of a non-speculative, public funds checking account with a federally insured banking institution for the purposes of school operations. The checking account will be held by a NM institution.
- b. An account bearing interest will not be considered speculative per NM State Law. Any other interest-bearing account must follow the restrictive NM State banking laws for public entities.
- c. The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit and receipt of all funds. Authorized signatories to this account shall be the Head of School, Board Treasurer, and Board President.
 - i. Checks under \$5,000 will require the signature of the Head of School.
 - ii. Checks of \$5,000 or more will require the signature of the Head of School AND Board Treasurer.
 - iii. Checks payable to the Head of School must be signed by the Board Treasurer. Checks of \$5,000 or more payable to the Head of School will require the signature of Board Treasurer AND Board President.

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- iv. Under no circumstances should the recipient of a check also be a signatory on his or her own check.
- d. No additional checking accounts shall be established without board approval.
- e. Board approval is also required to close a public fund checking account.

II. Federal Deposit Insurance

- a. Sun Mountain Community School recognizes that deposits are only insured up to \$250,000 per qualified banking institution and its bank balance may otherwise exceed the \$250,000. Any balances in any account that will exceed the FDIC insured \$250,000.00 must be collateralized per NM State Law regarding the protection of public funds.

III. Deposits of Receipts

- a. SMCS will deposit all funds received within 24 hours or one banking day. In line with this:
 - i. The Office Administrator will receive financial mail daily, receipt all checks or other payments, will endorse all checks with a deposit only stamp, and forward them to the Head of School. Any checks or money orders received in person will also be given to the Office Administrator to be receipted.
 - ii. Cash payments will be strongly discouraged. SMCS will direct individuals to use ACH or other services to make a payment electronically to the school as an alternative. If this is not possible, all cash payments received will also be receipted using a cash receipt book with 3 copies. The original copy will be given to the payor, the first copy will be kept with the deposit slip in which the money is deposited and the second copy will be retained in the receipt book. The Head of School will review the cash receipt book each week and affirm that the total collected matches the supporting documentation.
 - iii. Checks and cash waiting to be deposited will be stored in a secure location.
 - iv. The Office Admin will restrictively endorse (“For Deposit Only”) the checks or money orders to the checking account and deposit them, along with any cash collections. The Head of School will then forward on a completed log and copy of associated backup to the financial management, including any revenue coding.

PURCHASES

I. Authorization of Expenditures

- a. All purchases of goods and services shall be consistent with the most recently board-approved budget.
- b. All purchase orders will be signed by the Head of School and acknowledged or initialed by the Board Treasurer.

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- c. These expenditures shall not require additional Board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000, or if the term will go past one year.
- d. All expenditures over \$10,000 must be approved by the Board Treasurer, who will review to assure that the purchase follows the requirements of the NM State Procurement Code, and the Head of School who will review to determine whether it is consistent with the board-approved budget. The Head of School is the only staff person authorized to sign contracts.
- e. All contracts that cross fiscal years, or extend beyond one year, must contain the required State of New Mexico law language regarding cancellation for non-appropriation. Additionally, no long-term contracts may extend beyond 4 years (or 48 months) per New Mexico State Law.
- f. Nothing in this section shall prevent the Head of School from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of the school or disrupt the school's educational program. All Budget Adjustments must be approved through a vote by the School Board during a scheduled Board meeting open to the public.

II. Contracts and Bidding

- a. All professional services shall be contracted. The Head of School will review and approve all contracts prior to the contract being signed by a member of the Board.
- b. The Head of School can execute single-year contracts for professional services that will not exceed or are not likely to exceed \$10,000.
- c. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000 or the term will extend for a period greater than one year, Board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the Head of School, and multi-year contracts shall not be prohibited as long as the term of the contract does not exceed 4 years or 48 months.
- d. All multi-year contracts will contain the State required non-appropriations clause in the contract.
- e. Should a contract require Board approval per the above, but timing or other circumstances require execution prior to being approved at a Board meeting, the Head of School, with the approval of both the Board President and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next Board meeting.
- f. Unless otherwise expressly required by conditions of a funding source, SMCS shall not be required to conduct a formal bid process for contracted services less than \$60,000. However, the Head of School shall make good faith efforts to secure multiple quotes and proposals to ensure a prudent, cost-effective use of funds. The following bidding practices will be followed in accordance with New Mexico Purchasing Compliance:

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- i. Any goods that range from \$1-\$20,000 the school will select the best value for their money.
 - ii. Any goods that range from \$20,000 - \$60,000 will need 3 written quotes.
 - iii. Any good equal to or more than \$60,000 will require an RFP or an ITB.
- g. Nothing in this section shall require or be interpreted to require SMCS to choose or select the lowest cost provider of goods or contracted services, and SMCS will have discretion in what criteria it gives most weight when selecting vendors and providers.
- h. Any purchases with Federal funds will follow the rules or regulations governing expenditure of federal funds, shall supersede the above when otherwise contradictory.

III. Purchasing

- a. Sun Mountain Community School will follow New Mexico Procurement Code.
- b. The Chief Procurement Officer for SMCS will be the Office Administrator, who does not have the authority to sign checks to pay for purchases.

IV. Invoice Processing and Requests for Payment

- a. On a weekly basis, the Head of School will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips, address any inconsistency with vendors and compare everything against the purchase orders and resolve any discrepancies.
- b. Each week, the Office Admin will collate and code all invoices received, including both expense and grant fund coding.
- c. The financial manager will then generate a payment approval report, which lists all invoices submitted for processing, and it will request payment by the school.
- d. The School will pay vendor invoices within vendor terms. If no terms are written on the vendor invoice, the School will pay the invoice within 30 days of the date of the invoice. If the school is cash strapped, the Head of School will discuss when the invoice has to be paid with the vendor.
- e. The school will implement accounts payable policies and procedures in accordance with NM State Law and financial managers will abide by these policies.

V. Payment Approvals and Payroll Processing

- a. Payments under \$5,000 must be approved by one of the following authorized positions: Board President, Board Treasurer.
- b. Payments for \$5,000 or more must be approved by the Board President AND Board Treasurer.
- c. All payroll will be based on the salary schedule established by SMCS and approved by the Board.
- d. For recurring payments, such as rent, when the amount is fixed, annual approval is allowed.

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- e. All expenses need to be reviewed monthly by the Head of School and Board Treasurer.
- f. Once the financial managers receive all the required approvals, the financial managers will issue payments with the required authorizer signatures. Financial managers will then generate a check register and send it back to the school as record of issuance. The check register will be collated with all the check registers for a month and included in the board packet.

VI. Procurement Card Usage

- a. Subject to Board approval, the school may establish a procurement card account.
- b. All purchases made with a procurement card must have an approved PO in place.
- c. The use of a procurement card shall be allowed with a maximum authorized purchase limit of \$5,000 per card holder.
- d. Procurement cards shall only be issued to the Head of School.
- e. An individual purchase should not exceed \$1,000, except with the approval by the Board Treasurer. Total charges in a month shall not exceed the purchase card limit.
- f. Authorized purchase card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Purchase card statements will not be considered as sufficient supporting documentation.
- g. Purchase card transactions will be reported to the board monthly.

VII. Sales Tax Exemption

- a. SMCS will apply for tax exempt status with the State of NM, Taxation and Revenue Department and will be exempt from sales tax on goods purchased for their own internal use.
- b. The Office Admin or Head of School will ensure all vendors have a copy of a tax-exempt certificate.
- c. Prior to submission to the financial manager, the Office Admin will ensure all invoices have sales tax removed on goods.

VIII. Electronic Payments

- a. To preserve payment approval processes and internal controls, electronic methods (wire or ACH) shall not be permitted for payment of any expenses or reimbursements, except for payroll and associated employer and employee liabilities.
- b. Any exception will require approval by the Board Treasurer.

IX. Non-Travel Related Employee Reimbursements

- a. Employees, except for the Head of School, will limit purchases made with personal funds that will be submitted for reimbursement to no more than \$500

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at a given time, except if the purchases are meals or incidental expenses during school-related travel.

- b. Employee's will follow school approved purchasing policies before purchasing items expected to be reimbursed by the school.
- c. Should an employee need to make a purchase with personal funds on behalf of the school for more than \$500, prior approval by the Head of School will be required.
- d. Employees shall submit a reimbursement request with supporting documentation no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission will be grounds for non-reimbursement.
- e. Under no circumstances shall the purchase of alcohol, entertainment or personal expenses be reimbursed.
- f. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

X. Travel-Related Employee Reimbursements

- a. All employees must receive approval by the Head of School for all school-related travel.
- b. All employees must sign a travel policy form, before travel, acknowledging that they understand the reimbursement guidelines for travel reimbursements.
- c. All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.
- d. Travel arrangements should be made by the Office Admin or Head of School and paid for directly by the school by check or procurement card.
- e. Meals during school-related travel are considered reimbursable. Meals should be modest but otherwise appropriate with the circumstances and will not exceed state required maximums. Itemized receipts are required to be submitted if reimbursement is expected.
- f. Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts are required to be submitted if reimbursement is expected.
- g. Employees shall submit a reimbursement request with supporting documentation to the Head of School or Office Admin no later than one month from each purchase. A bank or credit card statement will not be considered adequate documentation, and lack of adequate documentation or timely submission will be grounds for non-reimbursement.
- h. Under no circumstances shall the purchase of alcohol, entertainment or personal expenditures be reimbursed.

XI. Employee Mileage Reimbursements

- a. All employees will be reimbursed at 85% of the IRS standard mileage rate effective January 1 of the previous year per mile for use of their own vehicle for school-related travel. If mileage is expected to exceed 100 miles or more, it must be pre-approved by the Head of School.
- b. All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
- c. Per IRS guidance, mileage of an employee driving from his or her residence to the school or vice versa is not considered reimbursable.
- d. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

XII. Personal Use of School Funds

- a. Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or in case of a Board member, removal.

PAYROLL

I. New Employees

- a. The Head of School shall hire all employees at both headcount and compensation levels consistent with the approved salary schedule.
- b. New employees shall complete an application for employment and all necessary paperwork for payroll addition.
- c. New employees shall be fingerprinted and background checked consistent with state law. Fingerprint and background clearance must be received by the school before any employee may start work.
- d. Employees shall accrue paid time off (PTO) based on the personnel policies of the school.
- e. Each employee shall have a job description that they read, review, and sign-off on before starting their employment.

II. Timekeeping for Hourly Employees & Payroll Changes

- a. The Office Admin shall track or implement an electronic system for the accurate and timely preparation of timesheets for hourly employees.
- b. Based on policies and timelines delineated separately by the financial manager, the Head of School will submit hourly information prior to each pay day, along with any payroll changes for all staff including salary or rate changes, deduction changes, or other payroll items.

III. Payroll Processing and Accounting

- a. Once the financial manager receives the payroll changes from the Head of School, they will enter the information into the payroll processing system.

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- b. The financial manager will generate a payroll preview or Excel worksheet summary and send it to the Head of School for approval.
- c. Once payroll has been approved and issued, the financial manager will upload the payroll information to the accounting system and reconcile the payroll activity to the banking activity.

IV. Independent Contractor Vs. Employee

- a. Unless otherwise specified, Sun Mountain Community School shall treat individuals as employees unless he or she meets the IRS test for classification as an independent contractor.
- b. If someone is determined to be an independent contractor, he or she will need to provide a W-9, as well as proof of insurance depending on the nature of his or her work on behalf of the school.
- c. All independent contractors shall be formally engaged under a contract that is approved by the Head or School or the Board, based on the contract approval criteria previously enumerated.
- d. Payments to an independent contractor shall be made pursuant to an invoice for services generated by the independent contractor to the school.
- e. Sun Mountain Community School, with the financial management's assistance, will generate a 1099-Misc for all independent contractors that received \$600 or more in the prior tax year and meet the IRS requirement as a contractor requiring a 1099.

AUDITS & TAX FILINGS

I. Annual Audit

- a. Annually SMCS shall engage an independent accounting firm, appointed by the State of New Mexico, to perform an audit of the prior year financial statements. The audit shall be performed, and the audit report shall be generated in advance of the NM State Auditor's submission deadline with adequate review time by the audit committee and board.
- b. The audit shall include all work named in the contract with the authorizer as pertains to the school for the year being audited.
- c. Prior to submission of the audit report, the financial manager and the Finance Committee will review the audit and respond to any management points, findings, material weaknesses, or significant deficiencies identified during the audit. To the extent appropriate, any official change in policies or procedures necessary to address any issue identified during the audit will be brought before the School Board for review after the audit is released to the public.

DONATIONS & PHILANTHROPY

I. Tax Exempt Status & Charitable Solicitation

- a. Sun Mountain Charter School intends to establish a supporting foundation that has received recognition of its 501 (c) 3 status as a tax-exempt nonprofit organization, which has completed all required annual return filings with IRS, and has completed and maintained all required registration as a charitable organization within the State of New Mexico. SMCS may engage in charitable solicitations for tax deductible donations as permitted by local, state, and federal law.
- b. Nothing in this section shall prevent SMCS from utilizing a fiscal sponsor as an intermediary to solicit and receive donations on its behalf to the extent permitted by local, state, and federal law.

II. Donations

- a. The Head of School, separate from the depositing process, will log all cash donations, recording date of donation, donor's name, donor's contact information, and donation amount.
- b. The Head of School will provide the donor with a written acknowledgement of the donation in compliance with IRS acknowledgement requirements.

III. Donated Stock and Securities

- a. Sun Mountain Community School shall sell all gifts of stock or securities as soon as possible to convert them into cash and transfer to the school's checking account. The value of the gift will be recorded based on the cash proceeds less any brokerage sale fees.

FINANCIAL REPORTING & PLANNING

I. Budget Approval

- a. The annual budget shall be approved by the School Board no later than June 1st prior to the start of each new fiscal year.
- b. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.
- c. Quarterly, or as necessary, the Board will adopt an amended budget as expenses and revenue projections change, or as student counts are updated.
- d. The annual budget and budget modifications will be reported to the authorizer and state by the required deadlines.

II. Monthly Financial Statements

- a. The financial manager shall prepare a budget vs. actuals report, balance sheet, statement of cash flow, checking account register and purchasing order register as well as a financial synopsis each month.

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- b. The Finance Committee and the School Board shall review these materials on a regular basis.

III. Interim Financial Reports

- a. The financial manager shall prepare and submit the required financial reports to the PED on the timeline required by the PED.

ADDITIONAL PRACTICES & FINANCIAL MATTERS

I. Conflict of Interest

- a. Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter.
- b. For more information on the school's Conflict of Interest Policies, please consult the school's Bylaws.

II. Related Party Transactions

- a. The financial manager will identify, recognize, and evaluate any related party transactions.

III. Whistleblower Policy

- a. The financial manager's policy shall extend to financial matters and improprieties.

IV. Debt

- a. The financial manager will not take on any debt outside Accounts Payable invoices and approved Lease Purchase Agreements.
- b. To the extent that a supporting organization does, any debt, whether loans, notes, or lines of credit must be reviewed by the School Board. Information about covenants, restrictions, and other requirements associated with the debt must be reviewed at time of approval.
- c. The Finance Committee in conjunction with the financial management will review ongoing compliance with incurred debt of the supporting organization, as well as strategies to reduce debt and associated borrowing expense as expeditiously as possible.
- d. The financial manager will avoid utilizing vendor financing.

V. Political Contributions & Advocacy

- a. The financial manager will not make any direct or indirect contribution of funds, assets, or resources to a political party or individual serving in or seeking public office.

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- b. Nothing in this section is to prevent the financial manager from seeking membership with charter association or charter advocacy organizations, local or otherwise, that may be engaged in political campaign activities.
- c. Nothing in this section is to prevent the financial manager from engaging in lobbying, provided it complies with NM State Law or IRS guidance that a substantial part of the financial manager's activity is NOT devoted to attempting to influence legislation.
- d. The financial manager will not pay for lobbying with school funds.

VI. Approvals and Authorizations

- a. Throughout the financial policies and procedures, various requirements for approvals and authorizations by the Head of School, Board Treasurer, and Board President are enumerated. Considering current technological and business practices, an approval shall be deemed valid and in compliance with the financial policies and procedures if it comes in the form of email approval, written in the affirmative of the specific matter or attachment or set of attachments, from the approver's school email account or if unavailable, his or her regularly-used email account. Silent assent over email or verbal approval by phone will not be deemed valid.
- b. Board approval or authorization shall be deemed valid if provided pursuant to Board action at an official meeting of the School Board of the financial manager.

VII. Confidentiality

- a. Confidential information includes information gained during employment with or service of Sun Mountain Community School that is otherwise not common knowledge including, but not limited to, student records, and personnel records, information. All employees and Board members must maintain confidentiality to the extent that is allowed by law.

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Attachment 1

Sun Mountain Community School

Santa Fe Waldorf Graduates and their Success in College Placement

College Matriculations for Santa Fe Waldorf High School Students 2005-2018

Acadia University, Nova Scotia Am. Acad. Dramatic Arts, CA Antioch College, OH Austin College, TX Babson College, MA Bard College, NY Beloit College, WI Berkshire College of Music, MA Boston University, MA Bucknell University, PA California College of the Arts Chapman University, CA Clark University, MA College of Santa Fe, NM Colorado College Connecticut College Cornell College, IA Earlham College, IN	Eastern NM University, Portales Eckerd College, FL Elon University, NC Emory University, GA Emory & Henry College, VA Eugene Lang College, NY Evergreen State University, OR Fashion Inst. of Technology, NY Florida Gulf Coast University Fort Lewis College, CO Green Mountain College, VT Grinnell College, IA Hampshire College, MA Hanover College, IN Hendrix College, AR Johnston College, CA Lawrence University, WI Lesley University, MA	Lewis and Clark College, OR Liverpool Inst. of Performing Arts, GB McNally Smith Coll. of Music, MN Middlebury College, VT New York University/Tisch Ohio Wesleyan University Pratt Institute, NY Prescott College, AZ Senneca Polytechnic, NY Rhode Island School of Design Ringling College of Art & Design, FL Rochester Ins. Tech., NY Rollins College, FL Santa Fe Comm. Coll., NM Sarah Lawrence College, NY Savannah College Art Design, GA Seattle University, WA Sewanee: Univ. of South, TN	Smith College, MA St. John's College, MD&NM Stanford University, CA Syracuse University, NY Univ. of CO, Boulder Univ. of Denver, CO Univ. of Massachusetts Univ. of Miami, FL Univ. of New Mexico Univ. of Oregon Univ. of Redlands Univ. of WI, Madison Virginia Intermont College Wesleyan Univ., CT Western State Colorado Univ. Wheaton College, MA Whitman College, WA Willamette Univ., OR
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Merit Scholarships:

- 2006 - Gates Millennium Scholarship Winner
- 2007 - Two National Merit Finalists
- 2009 - National Merit Finalists
- 2011 - National Merit Finalists
- 2017 Daniel Fund Scholarship Winner
- 2019 Daniel Fund Scholarship Winner

	SAT Reading Ave. & Range	SAT Writing Ave. & Range	# Testers	ACT Composite Ave. & Range	# Testers
Class of 2013	523 , 340-690	517 , 330-640	12	19 , 10-25	3
Class of 2014	555 , 470-670	518 , 440-650	4	NA	0
Class of 2015	546 ,	516 , 510-520	5	23 , 19-27	5
Class of 2016	480-620	525 , 360-660	12	23 , 17-28	14
Class of 2017	543 490 –	NA	4	25 , 23-33	8
Class or 2018	660	NA	11	25 , 21-30	7
Class of 2019	616 ,				
Class of 2020	500-710 (ERW) 642 , 500-710 (ERW)				

Attachment 2

Sun Mountain Community School

INTERDISCIPLINARY PROGRAM THEMES & SUMMARY

K-8TH GRADE

KINDERGARTEN

Central theme: Sense of belonging and developing capacity.

Movement/ Physical Education/ Games: free movement outdoors and in nature (uneven surfaces), access to varied playground equipment, large play areas for running and free gross motor activities including climbing. Organized movement: obstacle courses, games and dancing at circle time. Skipping, hopping, crawling, crab walking, scooting and similar developmental movement activities. Eurythmy (movement and speech).

Language Arts: Cultivation of expressive and receptive language abilities, ability to engage in a range of conversational skills, promotion of foundational reading skills, introduction to basic concepts of print. Cultivation of phonemic awareness and rhyming. Vocabulary development. Alphabet principle. Early writing skills, cultivation of oral narration, drawing/illustration and Kid Writing.

Mathematics: Sorting, organizing, patterning, sequencing, matching, arranging by several attributes, counting, one-to-one correspondence, directionality of count, determination of quantity, shape recognition and classification, simple measurement, concepts of relative position. Subitization, numerical representations, simple object based addition and subtraction.

Aesthetic Expression/ Visual/ Performing Arts: Dancing and creative movement at circle time and during cultural/seasonal festivals. Free and thematic drawing, watercolor painting, story illustrations, collages, nature art including outdoors. Handwork, finger knitting, weaving, sewing, stringing, woodworking. Singing in unison, melodic instruction with recitation and chants, simple instruments (kinder lyre, glockenspiel), nature's music with water, rocks, wooden sticks, wind pipes and other items. Acting out of stories, dramatic play with props and dress up.

Science: Learning to engage observation skills, exploring, nature walks, gardening, nature-based crafts (dyeing, dehydration, collections). Cooking.

Earth Sciences/ Geography: Children's garden and surrounding forest, nature walks.

Social Studies: Multicultural stories; cultural festivals & foods, concepts of governance/ self-governance, hierarchies.

World Language: Spanish or other language songs, poems, counting/clapping chants. Bilingual sharing during conversation times.

Eurythmy: Joyful movement.

GRADE 1

Central theme: Fairy tales, fables and myths from around the world.

Math: Number patterns, manipulate numbers up to 24 with the four processes of addition, subtraction, multiplication, and division, counting by 2, 5 and 10 to 100, Geometrical shapes manipulation, Non-standard measurement, Classification by multiple categories, Roman numerals.

Language Arts: Letters of the alphabet; word families; exercises in reading, writing, narration and composition, speech; story properties; drama.

Science: Nature studies and nature walks.

Geography: School campus.

World Language: Spanish songs and poems. Short stories paralleling stories told in main lesson told over and over, in different ways. Practical sign language signs for the classroom taught (these will get introduced in the first and second grade and then will become part of class culture).

Art: Form drawing, watercolor painting, crayon illustration, beeswax sculptures.

Music: Pentatonic flute, singing in unison

Handwork: Knitting

Movement: Circle games, creative movement, obstacle courses, string games, outdoor play of climbing, swinging, running, skipping, jumping rope, hopping, free play, dancing

Eurythmy: Guidance into form and space through imagination.

GRADE 2

Central Theme: Legends, saints, fables

Math: Place value (1–1,000), addition and subtraction of large numbers by carrying and borrowing, regrouping, number patterns, all four arithmetical operations, multiplication tables

Language Arts: Phonetics; reading and writing letters; words and sentences; drama; reading in groups; library time

Science: Animal behavior, gardening, nature studies and nature walks

Geography: School campus.

Foreign Language: Spanish songs and poems. Short stories paralleling stories told in main lesson told over and over, in different ways. Further practical sign language signs for the classroom taught (these will get introduced in the first and second grade and then will become part of class culture) and sign language alphabet.

Art: Form drawing, watercolor painting, block crayon illustrations, beeswax sculptures.

Music: Recorder, singing in unison and in rounds

Handwork: Crocheting

Movement: Circle games, creative movement, obstacle games, ball games, singing games, rhythmical clapping games, games/activities with animal themes, jump rope, hopscotch, balance beam, gymnastics, imitating movements of the teacher, dancing

Eurythmy: Moving from unity into cooperative duality.

GRADE 3

Central Theme: Old Testament Stories

Math: Calculate with time, money, measurement; continued practice with the four arithmetical processes and the multiplication tables.

Language Arts: Reading, composition and grammar, cursive writing, spelling, drama, library time

Science: Farming and gardening (first, many day farm trip)

Geography: School campus.

Foreign Languages: Spanish beginning vocabulary. Short stories paralleling stories told in main lesson told over and over. Students get guidance in telling the stories themselves. Spelling words practiced in sign language.

Art: Watercolor technique, block crayon drawing, beeswax sculptures.

Music: Recorder, choral singing, string instruments

Handwork: Knitting and crocheting

Movement: Circle games, games involving a ball in throwing, catching & kicking, running, skipping, swinging, climbing, games with bases, jump rope, stop and go activities, tag games, circus arts, dancing

Eurythmy: Awakening to one's self within one's surroundings.

GRADE 4

Central Theme: Norse mythology, Native American stories, the animal kingdom

Math: Fractions, long division, averages, factoring, simple geometric forms

Language Arts: Grammar, composition, research project, drama

Science: Animal physiology, environmental science

History & World Cultures: New Mexico history.

Geography: Santa Fe, New Mexico, and map making.

Foreign Languages: Spanish vocabulary development. Spanish storytelling. Used in NM history classes.

Art: Watercolor, form drawing, clay modeling, colored pencil drawing dashing-technique.

Music: Recorder, choral singing, string ensemble, scales, notation.

Handwork: Embroidery

Movement: Games involving throwing, catching, & kicking, running, skipping, swinging, climbing, relays, games of cooperation, running & tossing games, balance beam, gymnastics, kickball, lead up games for volleyball, basketball, softball, circus arts, yoga, dancing

Eurythmy: Challenge, skill, and precision nurture a newfound sense of selfhood.

GRADE 5

Central Theme: Ancient cultures of India, Persia, Egypt and Greece

Math: Fractions, mixed numbers, decimals, beginning geometry

Language Arts: Composition, grammar and syntax, research, drama

Science: Botany

History & World Cultures: History of ancient cultures

Geography: North America, and map making.

Foreign Languages: Spanish beginning grammar. Spanish story writing (reflecting central theme topics). Storytelling continues.

Art: Colored pencil, drawing and shading.

Music: String ensemble with an option to begin a wind instrument, choral singing

Handwork: Circular knitting

Woodwork: Carving

Movement: training for the 5th grade Olympics, gymnastics, team games, lead up games for football, basketball, volleyball, soccer & softball, circus arts, games involving throwing, catching, & kicking, running, yoga, dancing

Eurythmy: Practiced skills develop into the beauty of rhythm and form.

GRADE 6

Central Theme: Early Europe & Asia.

Math: Percentages, business math (interest and discounts), statistics, geometry, Math Skills class twice per week.

Language Arts: Grammar and composition, letter writing (business and personal), drama, English Skills class twice per week.

Science: Geology, astronomy and physics, with lessons in acoustics, optics, heat, and magnetism.

History & World Cultures: History of Rome; the Middle Ages Europe & Asia through the Mongolian Empire. The beginnings of Buddhism, Christianity, and Islaam.

Geography: North and South American geography and its empires. Geography relating to Roman, Mongolian, and Islamic empires.

Foreign Languages: Spanish reading and letter writing. Play acting conversations.

Art: Color wheel, three dimensionality in drawing, painting.

Music: String or wind ensembles, choral singing.

Handwork: Sewing

Woodwork: Carving.

Movement: Archery, ultimate frisbee, football, basketball, volleyball, softball, soccer, gymnastics, circus arts, yoga, dancing

Eurythmy: Finding security in structure and lawfulness.

Social inclusion/community service.

GRADE 7

Central Theme: The Age of Exploration

Math: Beginning algebra, geometry, Math Skills class three times per week.

Language Arts: Creative and expository writing, research, drama, poetry and prose, English Skills class two times per week.

Science: Physics, inorganic chemistry, mechanics, physiology, anatomy.

History & World Cultures: Renaissance history in Europe and the Ming Dynasty, the Reformation, the Age of Exploration, New Mexico History.

Geography: Africa and its empires. European, Latin American, and Asian geography as it relates to Age of Explorers.

Foreign Languages: Spanish verb tenses, reading, and writing. Field trips to Spanish speaking markets.

Art: Perspective drawing, veil painting, portraiture, sculpture.

Music: Orchestra or recorder ensemble, choral singing.

Handwork: Quilting

Woodwork: Box making. Marionettes.

Movement: Archery, ultimate frisbee, football, basketball, volleyball, softball, soccer, gymnastics, circus arts, yoga, dancing

Eurythmy: Exploring the expression of soul moods in language and music.

Social inclusion/community service.

GRADE 8

Central Theme: The Age of Revolutions

Math: Algebra I, geometry, Math Skills class three times per week

Language Arts: Poetry, essays, compositions, research papers, drama, English Skills class three times per week

Science: Physics, organic chemistry, physiology, computer science.

History & World Cultures: American, French, Mexican, Chinese, and Industrial Revolutions;

Geography: Oceania.

Foreign Languages: Spanish, with the study of grammar, composition, and culture three times per week.

One act play performed. Spanish speaking field trips.

Art: Composition and proportion, pastels, clay modeling.

Music: Orchestra or recorder ensemble, choral singing.

Handwork: Machine sewing. Costumes for marionettes.

Woodwork: Marionette play.

Movement: Archery, ultimate frisbee, football, basketball, volleyball, softball, soccer, gymnastics, circus arts, yoga, dancing

Eurythmy: The fundamental laws of Eurythmy become the mode for elaborating spatial and soul elements in movement.

Social inclusion/community service.

8th Grade Project: Waldorf eighth graders undertake a long-term project that pursues a student-selected subject or skill. Typically, this involves the support of a student-identified mentor and culminates in a physical product, a lengthy essay and a public presentation of what a student has learned.

Attachment 3

Sun Mountain Community School

Sun Mountain Community School

Waldorf-inspired Kindergarten Educational Program

2024

This document contains the Waldorf-inspired kindergarten pedagogy, methodology, its correspondence to the Aligned New Mexico Kindergarten Standards by Domain and Critical Indicators, and supporting research.

The Waldorf Kindergarten and Academic Learning Overview

Approach:

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation (pre-academic) skills and experiences. Waldorf-inspired schools recognize that the young child learns primarily through imitation and example, and that their learning is best supported in a home-like setting grounded in practical activities that are of immediate interest.

Teachers focus on allowing children to fully develop their imagination, curiosity and ability to use their senses when observing the world, and build self-confidence while interpreting the world in preparation for the higher levels of cognitive thinking developed in the later grades. The gesture of early learning is to promote children's engagement with the world around them.

Waldorf kindergarten works with a developmental picture of the young child, and builds experiences on the wonderings and questions that have already arisen in children. Activities and approaches remain in the developmentally appropriate place and scale. Once a question has arisen in the group, the teacher will go deeply to explore while posing questions like "I wonder", or "What do you see", or "I noticed that too", respecting children's process and allowing it to develop with self-interpretation and wonder, free of informational downloads.

Kindergarten program lays a strong foundation for the formal academic curriculum of the grades. Pre-academic material is not presented through formal lessons, but rather is embedded in the activities and rhythms of each day. Foundation pre-academic subjects of Waldorf-method kindergarten are as follows:

Movement/ Physical Education/ Games (corresponds to Physical Development, Health and Well Being) : free movement outdoors and in nature (uneven surfaces), access to varied playground equipment, large play areas for running and free gross motor activities including climbing. Organized movement: obstacle courses, games and dancing at circle time. Skipping, hopping, crawling, crab walking, scooting and similar developmental movement activities. Eurythmy (movement and speech).

Language Arts: Cultivation of expressive and receptive language abilities, ability to engage in a range of conversational skills, promotion of foundational reading skills, introduction to basic concepts of print. Cultivation of phonemic awareness and rhyming. Vocabulary development. Alphabet principle. Early writing skills, cultivation of oral narration, drawing/illustration and Kid Writing.

Mathematics: Sorting, organizing, patterning, sequencing, matching, arranging by several attributes, counting, one-to-one correspondence, directionality of count, determination of quantity, shape recognition and classification, simple measurement, concepts of relative position. Subitization, numerical representations, simple object based addition and subtraction.

Aesthetic Expression/ Visual/ Performing Arts (Corresponds to Aesthetic Creativity): Dancing and creative movement at circle time and during cultural/seasonal festivals. Free and thematic drawing, watercolor painting, story illustrations, collages, nature art including outdoors. Handwork, finger knitting, weaving, sewing, stringing, woodworking. Singing in unison, melodic instruction with recitation and chants, simple instruments (kinder lyre, glockenspiel), nature's music with water, rocks, wooden sticks, wind pipes and other items. Acting out of stories, dramatic play with props and dress up.

Science (Corresponds to Science Conceptual Understandings): Learning to engage observation skills, exploring, nature walks, gardening, nature-based crafts (dyeing, dehydration, collections). Cooking.

Earth Sciences/ Geography/ Social Studies: Children's garden and surrounding forest, nature walks. Multicultural stories, traditional and native interpretations of natural phenomena; cultural festivals & foods

Foreign Language: Spanish or other language songs, poems, counting/clapping chants. Bilingual sharing during conversation times.

Domain 1: PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING

Physical Development, Health, and Well Being: Pedagogy Overview

Salutogenic (health-promoting) approach in all aspects of education informs kindergarten activities. General health is promoted, spatial orientation and stamina are strengthened during long nature walks, and calming effects of the natural environment are experienced on a daily basis. Natural lighting allows for unaltered experience of seasonal shifts in sunlight, while protecting the developing eye from the negative effects of artificial lighting. Nurturing media-free classrooms with direct access to outdoors, natural air, light, toys and furnishings offer sensory-friendly health-promoting settings. Nutritional wholesome made-from-scratch warm school snacks are embedded into the kindergarten curriculum to provide proper nutrition and support healthy development (Magnazi et al, 2023, Gross et al 2015). Midday rest, self-care practices, habits for self-advocacy and social-emotional wellbeing are carefully established by the class teacher to support overall health.

There are no formal physical education classes, instead physical development is supported by a host of measures woven into the daily life of kindergarten. Fine motor skills receive daily support during art, crafting, cooking (chopping), sewing, weaving, finger knitting and woodworking sessions.

Domain 1, Outcome 1, Indicators 1.1 and 1.2

Movement-rich environment, long nature walks over uneven surfaces, developmental movement, obstacle courses and activities, daily organized and free movement times build healthy movement, promote balance, spatial awareness, and stability. *(Corresponds to Aligned New Mexico Kindergarten Standards, Physical Education Standards, Indicator 1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters).*

A variety of outdoor settings (a spacious playground, access to the surrounding ecosystem with its uneven surfaces and tree climbing opportunities, large gardens) foster a healthy sense of movement. Outdoor spaces contain obstacle courses, areas for safe running and chasing, and for practicing sequential motor skills (running to jumping), sledding, rolling down the hill, climbing, marching and long walks.

Indoor environment includes access to furnishing and items that promote balance and agility, such as balance beams, varied surfaces including elevated areas. All these approaches support children's age-appropriate physical development and correspond to Aligned New Mexico Kindergarten Standards: Physical Education Standards, *Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms, K-4 Benchmark 1: Demonstrate competency in selected motor skills: K-2.1 travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature gait, and K-2.2. demonstrate skills of chasing, fleeing and dodging to avoid others, and K-2.3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).*

Activities such as group developmental movement time, with corresponding social engagement, singing and clapping games, support evolution of patterned movement such as marching, hopping, galloping, side gliding etc as well as foster skills for spatial and social awareness. Circle time activities promote other types of organized movement and improve gross motor control with dancing and circle games. Hand-eye coordination and balance are promoted during circle/ group games involving passing objects, playing catch, running and stopping games, obstacle course navigation over elevated and uneven surfaces. *(Corresponds to Aligned New Mexico Kindergarten Standards: Physical Education Standards, Content Standard 1: Demonstrates Competency in many movement forms and proficiency in a few movement forms, K-4 Benchmark 3: Demonstrate competency in selected skills utilizing age-appropriate equipment, and K-3.3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc)*

Domain 1, Outcome 2, Indicator 2.1

Manual coordination is fostered through fine motor skill interdisciplinary activities in art sessions, crafting, woodworking, snack preparation and nature exploration activities, giving rise to nimble fingers, hand-eye coordination and detailed work.

Domain 2: LITERACY

Literacy Pedagogy Overview

In Kindergarten, rich language arts activities permeate every minute of the day. Carefully considered and artistically implemented, evidence-based methods support acquisition of early literacy, speech and language skills.

Enlivened speech, singing, recitations, rhymes and circle games, arts and crafts, re-enactment of stories and dramatic play as well as time dedicated to pre-writing activities and drawing lay the foundation for strong Language Arts achievements.

Daily group singing and use of simple music instruments begins music instruction which correlates to later increased reading performance (Butlaff, 2000) and tunes the ear for receptive language. In addition to singing, daily poetry recitations and nursery rhymes are spoken and/or acted out. Research shows demonstrated increase in the areas of rhyming, phonemic awareness, vocabulary knowledge, word recognition, as well as overall motivation (Hart, 2014)

Melodic instruction, singing and chanting promote language development, the foundation of literacy. Chanting is considered a shared language experience, is achieved by modeling and imitation of language, and helps develop rhyming ability, phonological awareness, vocabulary, and assist children in remembering concepts (Richards, 2010).

Teachers model rich authentic speech when telling or reading stories, and create conversation opportunities and communication-promoting behaviors (such as sharing of news, conversations about questions of the day, discussions, observations, introducing artistic activities etc) which significantly impacts growth of children's vocabulary (Cabell et al., 2015; Justice et al., 2018).

Storytelling using oral tradition, melodic instruction, singing, and optional puppetry tune the receptive language capacities and promote rich imaginative perception. Books are used to supplement language arts learning, exchanges are based on stories both heard and read out loud. Stories are told in a manner that supports the follow-up of acting out, which develops narration skills and increases story comprehension. (Williamson/Stevern 1992)

Ample dramatic play opportunities lay groundwork for narration, symbolic decoding and speech development and show a significant effect on language in kindergarten age children (Pellegrini/Galda 1982 and Goodman, 1990). Dramatic play, defined as play in which children use language in the service of a pretend role, is the most cognitively demanding type of play and is cultivated daily in Waldorf-inspired kindergarten. Research links abundant complex dramatic play to developing stronger early writing skills, as both require symbolic functioning, and is associated with writing fluency. (Pellegrini 1980)

Practical arts cultivate fine motor skills and executive skill, both critical for writing, and for

academic success in literacy (Cameron, 2012). Tool use (cutting, sewing, cooking, woodworking etc) tunes the eye and hand for fine activities and outcomes. (Grissmer, David, et al.: 2010)

Daily book time is offered in a small group setting, and children peruse the books for enjoyment and self-interpretation, as well as practice early literacy skills, find high-frequency words and practice verbal interpretation.

Particular attention is given to mastering nursery rhymes, which supports phonological and print-related skills, including emergent reading (Dunst, Meter, & Hamby, 2011) and rich foundation for vocabulary development (Atta-Alla, 2012). Selected other works of literature (fairy tales, poetry) are used in a similar manner to expand expressive language and vocabulary. (XXX)???)

Early writing and composition are cultivated through increasingly complex drawing and corresponding narration. Studies show a significant correlation between drawing ability and the ability to write the alphabet (Steffani et al 2009). Practice of dictating while annotating the drawings demonstrates a tendency for producing more words, more sentences and more idea units. (Norris et al, 1998) Copying of meaningful text is offered when appropriate, increasing writing proficiency. (Lopez-Escribano et al, 2022). Writing activities are incorporated into child-led play for authentic, meaningful use of self-expression recommended as best practice. (Rowe, 2018)

Visual discrimination is practiced as a foundational pre-reading skill, shown to reveal a significant support for letter identification abilities, and better phonemic awareness (Woodrome et al 2009) Added focus on auditory discrimination is foundation to the ability to read and must be mastered before reading instruction (Connell 1968). Copying and pre-writing activities are cultivated as precursors for reading, aligning with Montessori research that shows a solid benefit of such approach (Ryan, 2015). Principles of the alphabet are introduced with all upper cases letters. Reading or word recognition are not taught at kindergarten level and are first introduced in First Grade.

Literacy Methodology:

Domain 2, Outcome 5, Indicators 5.2 and 5.3

The following Kindergarten practices in combination support children in achieving age-appropriate receptive and expressive language and vocabulary development (*Domain 2: Literacy, Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary, Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions and Indicator 5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes*):

- Cultivation of speech, listening, questioning, answering, wondering, reflecting and commenting in daily communal sharing of events, sequential group conversations and reflections around meal times/ during art sessions, participation in re-enactment of stories with corresponding memorization of a variety of language forms (poetry, song, fairy-tale, oral tradition, free form etc) and movement-based circle time cultivate children's ability to take full possession of language, its use and nuance. *(Corresponds to Aligned New Mexico Kindergarten Standards: L.K. 4 With guidance and support from adults, explore word relationships and nuances in word meanings and L.K.5. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings)*
- Storytelling using oral tradition, melodic instruction, singing, and optional puppetry tune the receptive language capacities and promote rich imaginative perception. Books are used to supplement language arts learning, exchanges are based on stories both heard and read out loud. Ample time is given to each story, as these are repeated over a period of time, engaging students into deeper levels of listening, story comprehension, learning vocabulary, asking questions and making inferences, commentary and interpretation. Children act out stories, draw and narrate them and are supported in creating directed thematic fantasy play events based on free interpretation of material. *(Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RL.K.4 Ask and answer questions about unknown words in a text., RI. K.4 With prompting and support, ask and answer questions about unknown words in a text., L.K. 3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content)*

Domain 2, Outcome 6, Indicator 6.1

The following practices support acquisition of literacy skills in Domain 2, Outcome 6: The child communicates experiences, ideas and feelings through speaking or ASL (American Sign Language, Indicator 6.1: *Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences:*

- Daily teacher-led kindergarten practice of communal sequential conversations around the table promotes social interactions, teaches listening skills, comprehension of spoken language and cultivates diverse skills of asking questions, reflecting, commenting, responding and composing one's own contribution. Conversations are quite extensive (20-25 minutes) and focus on sharing of daily life news and events, and shared and different attributes of each child to promote social understanding and embracing of diversity (topics such as Who Lives in Your House, My Pet, My House/Houses, Favorite Food, How I Spent My Weekend etc) ESL children have opportunities to model their

sharing, receive support in narrating their contributions. Additionally, ample dramatic play offers opportunities for narration, authentic exchanges, symbolic decoding and speech development. Acting of stories invites audiences, often an older grade or peers from their class, further increasing expressive capacity of speakers. (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups and SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail*)

- Aforementioned daily conversations follow a clearly established protocol of timing, duration, rotation, topic selection, and involvement and inclusion of all children. The process promotes development of listening skills, and of socially acceptable responses. (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)*)
- Daily, a portion of Circle Time is dedicated to group conversation and involves modeling, prompting and support to engage each child in a productive, sustained conversation with multiple exchanges. Multiple exchange conversations are also modeled during conflict resolution events, during assigning class helpers and tasks, and throughout the day pertaining to the functioning of the classroom. (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core SL.K.1.B Continue a conversation through multiple exchanges and SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*)

Domain 2, Outcome 7, Indicator 7.2

The following practices support acquisition of foundational reading skills (*Domain 2: Literacy Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills, Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts..*)

- Unique practice of sharing meaningful stories over a period of time promotes listening, vocabulary development, story comprehension and appreciation of details. Daily Story Time and Book Time (two separate events) are dedicated to listening to stories presented orally or “read aloud”, to perusing the books in small groups, and to teacher-led conversation times about the story, key details and events. Attention is given to creating a culture of asking questions about something that is not fully understood. Children learn to identify beginning, middle and end of the story, name main characters, discuss what happens in the story or how the main character feels etc (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core RL.K.1 With prompting and support, ask and answer questions about key details in a text, and RL.K.10 Actively engages in group reading activities with purpose and understanding, and RI.K.1 With prompting and support, ask and answer questions*

about key details in a text. RI.K.10 Actively engages in group reading activities with purpose and understanding and SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood).

Domain 2, Outcome 7, Indicator 7.3, Rubrics 7.3a and 7.3b

Children are introduced to foundational reading skills and learn about books, stories, print organization, printed language and connection between spoken and written language through the following practices: (Domain 2: Literacy, Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.)

Daily book time in large and small groups promotes the culture of reading. Daily structured “Read aloud”, oral storytelling focused on introducing concepts of print in an imaginative way, melodic instruction, games and verses are used alongside books and blackboard hand-drawn illustrations to convey concepts of language (directionality, recognition of structure of print, identification of book elements) in an artistic manner. Children work with retelling stories they hear in class, act them out or use puppets. *(Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core RI.K.5 Identify the front cover, back cover, and title page of a book, RF.K.1 Demonstrate understanding of the organization and basic features of print, RF.K.1.A Follow words from left to right, top to bottom, and page by page, RF.K.1.C Understand that words are separated by spaces in print and RL.K.2 With prompting and support, retell familiar stories, including key details).*

Domain 2, Outcome 7, Indicator 7.4, Rubrics 7.4a and 7.4b

In Kindergarten, rich language arts activities permeate every minute of the day. Carefully considered and artistically implemented, evidence-based methods support acquisition of early literacy, speech and language skills, and support achievement of Indicator 7.4 *Hears and discriminates the sounds of language in words to develop phonological awareness.*

Particular attention is given to mastering nursery rhymes, which supports phonological and print-related skills, including emergent reading (Dunst, Meter, & Hamby, 2011) and rich foundation for vocabulary development (Atta-Alla, 2012). In addition to singing, daily poetry recitations and nursery rhymes are spoken and/or acted out. Research shows an increase in the areas of rhyming, phonemic awareness, vocabulary knowledge, word recognition, as well as overall motivation (Hart, 2014). Teachers offer daily robust finger games and clapping games to cultivate understanding of words as units of speech, syllables and phonemes. *(Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes), RF.K.2.A Recognize and produce rhyming words and RF.K.2.B Count, produce, blend, and segment syllables in spoken words.)*

Domain 2, Outcome 7, Indicator 7.5, Rubrics 7.5a and 7.5b

Daily pre-writing activities, storytelling introducing the alphabet, basic concepts of print, and phonetic games of increasing complexity advance children to **partially** meet requirements of Rubric 7.5a: *Shows an understanding of alphabetic knowledge and Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.*

Visual discrimination is practiced as a foundational pre-reading skill, shown to reveal a significant support for letter identification abilities, and better phonemic awareness (Woodrome et al 2009) Added focus on auditory discrimination is foundation to the ability to read and must be mastered before reading instruction (Connell 1968). Copying and pre-writing activities are cultivated as precursors for reading, aligning with Montessori research that shows a solid benefit of such approach (Ryan, 2015) and is called by Montessori pedagogy “explosion into writing”. (Citation is needed)

Principles of the alphabet are introduced through melodic instruction, visually rich artistic renditions and imaginative stories, covering all upper cases letters, their names, sounds and writing. (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards, RF.K.1 Demonstrate understanding of the organization and basic features of print and RF.K.3.A Demonstrates basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.*)

Lower-case letters are used informally in writing and on posted materials, and are named and included without an expectation of children learning these quite yet. Instead, the focus is on developing a proper writing convention, naming and recognition for upper-case letters.

*NOTE: **Partially** corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. - **Uppercase letters are taught and mastered at kindergarten level, lowercase is introduced in First Grade when writing skills are better established. Reading (recognition and naming of lowercase letters) follows writing.***

Reading or word recognition are not taught at kindergarten level and are first introduced in First Grade, when writing skills are better established .

*NOTE: **Partially** corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words and RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels and RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). - **Decoding, combining of letters into familiar combinations, high-frequency words, sequencing of letters and creation of words by manipulation of individual letters is taught and practiced in First Grade.***

Domain 2, Outcome 8, Indicator 8.3

Early writing and composition are cultivated through increasingly complex drawing and corresponding narration to facilitate the understanding of how to apply early stages of drawing and writing to convey meaning (Indicator 8.3).

Waldorf pedagogy focuses on developing a strong foundation for drawing, and studies show a significant correlation between drawing ability and the ability to write the alphabet (Steffani et al 2009). Practice of dictating while annotating the drawings demonstrates a tendency for

producing more words, more sentences and more idea units. (Norris et al, 1998) Copying of meaningful text is offered when appropriate, increasing writing proficiency. (Lopez-Escribano et al, 2022). Multi-page illustration of stories introduce basics of organization of text (beginning, middle, end), plot (details and sequence), types of stories (informational, how-to, poetic, imaginative, descriptive etc) and support introduction of conventions for English writing standards. Writing activities that are incorporated into child-led play for authentic, meaningful use of self-expression recommended as best practice. (Rowe, 2018)

Storytelling, acting and drawing are integrated in the kindergarten curriculum. Teachers model rich vocabulary and diverse voices when selecting stories, and additionally model proper grammar during group conversation times and throughout the day. Children are offered prompts for drawing, creating increasingly more complex and rich visual narratives arising from inner images and acting/imagination. Dictation and conversational exchanges are used to capture the narrative as text. Annotating drawings side by side with children, teachers model composition, writing, and conventions of English writing standards, convey meaning, and permanence of print (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Common Core State Standards L.K.3 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*)

Teachers prompt descriptive language and demonstrate proper English grammar. Drawing, as an early form of writing, is cultivated and taught in kindergarten. Children acquire familiarity with craft and structure of writing, composition, organization, and word choices. (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)* and *W.K.2 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 and W.K.3 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.*)

Visual discrimination is practiced as a foundational pre-reading skill during circle games, sorting and organizing activities, and through using the blackboard. Natural and organic objects, as well as objects of practical value are used with sorting activities, to keep these meaningful and grounded in real life. Copying and pre-writing activities are cultivated as precursors for reading, aligning with Montessori research that shows a solid benefit of such approach (Ryan, 2015).

Principles of the alphabet are introduced with all upper case letters, using melodic instruction (singing, chanting, rhymes), circle games, visual and tactile methods. Explicit phonic instruction and practice are embedded into the daily literacy activities. Art and drawing activities include working with the alphabet, and exploring geometric, spatial and organic shapes that lead into

writing and reading of letters. The introduction to the alphabet starts with the first letter of children's own name, and progresses from there into knowing initial letters that belong to the peers in the classroom, and then delves into encountering all other letters that form individual names. Sound-letter relationships are explored at that time, leading to ability to engage in spelling simple words. "Kid Writing" is supported with its use of invented spelling as a pathway to reading success (Feldgus, E. et al 2017, Ouellette and Sénéchal, 2017) (*Corresponds to Aligned New Mexico Kindergarten Standards: English Language Arts Common Core State Standards L.K.2 L.K.1.A Print many upper- and lowercase letters and L.K.4 L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.*)

Domain 3: MATHEMATICS

Mathematics Pedagogy Overview

In kindergarten, all math is applied math and math is a living art.

The approach is "rich in Informal methods to represent math concepts generally before linking those concepts to specific formal math vocabulary and symbols" (Teaching Math to Young Children Guide, 2013).

In a developmentally appropriate way, kindergarten uses math for investigations and real world problem solving and is grounded in woodworking, gardening, crafts, practical work and domestic arts. Cooking, baking and food preparation, setting up the classroom and tending to all relevant supplies including organizing and stocking, crafting with fiber arts require pre-planning, executive function, organizing, sorting, matching, measuring, evaluating, making predictions, assessment, and counting. "By carefully planning a variety of experiences with mathematical ideas in mind, teachers cultivate and extend children's mathematical sense and interest". (NAEYC/NCTM Statement). The activities lay the foundation for intuitive mathematical thinking, while the teachers bring these concepts to consciousness.

Similarly, NAEYC (NAEYC/NCTM Statement) stresses that "Children's confidence, competence, and interest in mathematics flourish when new experiences are meaningful and connected with their prior knowledge and experience", therefore practical real-life experiences hold the strongest connection with prior knowledge and is the most vibrant ground for learning mathematics. Sustained, deep interaction with mathematical ideas is promoted by this grounding across multiple undertakings, aligning with best practices (NAEYC/ NCTM Statement) Executive function is strengthened by engaging with real-life projects requiring on-the-spot response, and is a strong predictor of success in math in elementary school (Michel et al, 2020).

Melodic instruction, Rhythmical Counting, clapping games and sounds (music, marching, movement) are used to introduce number sense (Ogletree et al, 1970), as well as number words. Numeral recognition and use for quantification, in alignment with the best practices (Teaching Math to Young Children Guide, 2013), starts after children learn to subitize (know the count of items just by looking at them) small collections, practice counting, compare the magnitude of collections.

Woodworking and crafting activities lay the foundation for geometrical and spatial concepts, shape

recognition and comparison, creating opportunities to identify and create patterns(Moorhouse, 2021). Cooking, baking and woodworking equally demand direct comparisons using informal measurement tools, and offer an opportunity to collect and organize information while sorting and classifying ingredients or supplies.

Clapping games, counting songs, rhythmical counting games, finger plays, gross motor movement and introductory music instruction form a constellation of multisensory approaches that work with multiple intelligences, and reach out to special student populations (Geist/ NAEYC)

Mathematics Methodology Overview

Domain 3, Outcome 9, Indicator 9.1

Children are introduced to the use of numbers and counting as means for solving problems and determining quantity through daily practical activities pertaining to running of the classroom (*NM Early Learning Guidelines, Domain 3, Outcome 9 The Child Understands numbers, ways of representing numbers, and relationships between quantities and numerals, Indicator 9.1. Uses numbers and counting as means for solving problems and determining quantity*) by the following methods:

Counting is practiced daily for real-life occasions (when taking attendance, setting up the classroom with supplies). Classrooms are set up to go through daily rotations of table-setting (while counting) with multiple objects (symbols of each child's name, silverware, napkins, cups - all of which require preparation, pre-planning, counting and one-to-one correspondence to set up). Children assist with organizing a considerable amount of such supplies, Combined number in a set of each item for a classroom of 20 children is 100 per week (i.e. 20 items per day, 5 days per week equals 100 total per each item). Art supplies, such as painting rags are matched by color and function (i.e. for washing brushes or for cleaning surfaces), baskets of crayon sticks, paint brushes and cups, sewing, woodworking and crafting supplies all undergo organization with matching by color, size, type and use while counting. This tremendous volume of real-life items is managed by children as an introduction to applied math and math-related skills. Teachers support the grounding of this intuitive process into conscious skill. (*Corresponds K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality and K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger, and K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.*)

Specifically, working with organizing correct sets of supplies for each occasion sets firm understanding of basics of counting (such as arrangement of objects, order in which they are counted). (*Corresponds to K.CC.B.4.B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted and K.CC.B.4.C Understand that each successive number*

name refers to a quantity that is one larger. Corresponds to K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects).

Melodic instruction, Rhythmical Counting, clapping games and sounds (music, marching, movement) are used to introduce number sense (Ogletree et al, 1970).

Repertoire includes songs that introduce counting forward (early form of addition) and backwards (i.e. reducing the original number by one with each round, laying ground to subtraction).

Children enjoy daily counting songs that introduce counting backwards (i.e. reducing the original number by one with each round, laying ground to subtraction), finger counting (an early form of addition), directionality of counting using finger pointing, rhythm of counting with clapping games and sounds (music, marching, movement), storytelling/ acting out of stories involving counting and verbal explanations (i.e. Wolf and the Seven Kids, or Mother Nature’s Four Children etc). Daily gross motor activities (jumping rope counting songs, skipping and hopping counts) lay a strong auditory foundation for rote counting and sequencing.

Children may draw themed drawings representing addition of new storytime objects (three bears, or six swans) that are the same as others, to illustrate corresponding fairy tales or stories. Domestic arts activities described above cultivate applied understanding of practical addition and subtraction when figuring out supply sets when peers may be missing (subtraction) or when extra sets are needed for visitors (addition). *(OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem)*

Domain 3, Outcome 9, Indicator 9.3, Rubrics 9.3a and 9.3b

As children progress in their pre-academic math skills, they begin to seek ways of representing quantities by using numerals. Children’s emerging interest is supported as described below (NM Early Learning Guidelines, Domain 3, Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.)

Melodic instruction, Rhythmical Counting, clapping games and sounds (music, marching, movement) are used to introduce number sense (Ogletree et al, 1970), as well as number words. Numeral recognition and use for quantification, in alignment with the best practices (Teaching Math to Young Children Guide, 2013), starts after children learn to subitize (know the count of items just by looking at them) small collections, practice counting, compare the

magnitude of collections. Daily counting songs, clapping games, applied math during practical domestic activities support assimilation of number words. Finger counting is practiced until it is well mastered, and recognition of the number represented by fingers is achieved. Roman numerals are introduced and practiced with movement, clapping, drawing etc (*Corresponds to NM Kindergarten Standard Indicator 9.3: Progresses in understanding of number words and numeral recognition skills, Rubric 9.3a: Rote counts in sequence and Rubric 9.3b: Names and identifies written numerals.*)

During jump rope and skipping times, counting in tens is introduced in an authentic real-life setting and is practiced as rote recitation with the whole class. (*Corresponds to Aligned New Mexico Kindergarten Standards: Mathematics Common Core State Standards K.CC.A.1 Count to 100 by ones and by tens*)

Written numerals are introduced, grounding abstract representation in concrete symbols, by using Roman Numerals and symbols (dots, lines, designs). Arabic numerals 1-20 are introduced as convention, children experience naming and identifying these. Writing of Arabic numerals is practiced in Grade One, when writing skills are better established. Concept of Zero is introduced in Grade Four, during studies of Ancient India and mathematical thinking that gave rise to that concept. (*Note: **Partially** corresponds to Aligned New Mexico Kindergarten Standards: Mathematics Common Core State Standards K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). - Written numerals are introduced, grounding abstract representation in concrete symbols, by using Roman Numerals and symbols (dots, lines, designs). Arabic numerals 1-20. Writing of Arabic numerals is practiced in Grade One, when writing skills are better established. Concept of Zero is introduced in Grade Five, during studies of Ancient India and mathematical thinking that gave rise to that concept*

Domain 3, Outcome 10, Indicator 10.1

Woodworking and crafting activities lay the foundation for geometrical and spatial concepts, shape recognition and comparison, creating opportunities to identify and create patterns (Moorhouse, 2021)(*Outcome 10: The child demonstrates understanding of geometrical and spatial concepts*). Cooking, baking and woodworking equally demand direct comparisons using informal measurement tools, and offer an opportunity to collect and organize information while sorting and classifying ingredients or supplies. Development of these skills are additionally supported by gross motor movement, organized circle games, assisting in the organization of the classroom, free style drawing with corresponding evolution of the spatial perceptions and concepts.

Manipulatives, handmade, related to crafting activities, or gathered from nature, give the children an opportunity to explore geometrical shapes. Stacking, sorting, arranging, matching, patterning are practiced during play time, and during crafting sessions. Songs, games, circle time activities engage the whole class into exploring the three-dimensional space qualities of circle, curve and straight line. Large movement (arms and legs, ribbons, wands) as children engage body-in-space during circle time guides exploration of roundedness, directionality, linear shapes, proximity and position etc. (*Corresponds to Aligned New Mexico*

Kindergarten Standards: Mathematics Common Core State Standards K.G.A Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to and K.G.C. Identify shapes as two-dimensional (lying in a plane, or "flat") or three-dimensional "solid" and K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Through drawing, arts, woodworking and crafting sessions, children creatively engage with building and sculpting, free style. As they develop their own perceptions of the environment, they start bringing shapes in the world into their creations. *(Corresponds to Aligned New Mexico Kindergarten Standards: Mathematics Common Core State Standards K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes and K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?)*

Domain 3, Outcome 11, Indicator 11.3

Woodworking and crafting activities lay the foundation for geometrical and spatial concepts, shape recognition and comparison, creating opportunities to identify and create patterns (Moorhouse, 2021). Cooking, baking and woodworking equally demand direct comparisons using informal measurement tools, and offer an opportunity to collect and organize information while sorting and classifying ingredients or supplies. *(NM Early Learning Guidelines, Domain 3, Outcome 11: The child demonstrates an understanding of non-standard units to measure and make comparisons.)*

In weekly gardening, crafting, woodworking and cooking, children are offered opportunities to make things that are big or small, just right, find a match to the other container or item, using liquid, solid substances, and two- and three-dimensional items as well as dry goods (grain, beans etc). During these times, children work with their teacher to compare objects and to observe how they are bigger/smaller, taller/ shorter or heavier/lighter, more full/less full etc. *(Corresponds Aligned New Mexico Kindergarten Standards: Mathematics Common Core State Standards K.M D.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object and K.M. D.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.)*

Domain 3, Outcome 12, Indicator 12.1

Critical part of early math skills is the ability to investigate, organize and create representations. Children participate in daily practical activities pertaining to running of the classroom, where this aspect of early math is practiced. *(NM Early Learning Guidelines, Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes.)*

Investigation, organization and numerical representation is practiced daily using situations of actual practical necessity during art, science and domestic activities such as setting up chairs, silver ware, towels, cups, napkins etc for snacks, organizing classroom art supplies, setting up chairs for story time,

or counting floor tiles to accommodate dismissal line-up etc. During these activities children may help with sorting laundry of mixed items, assist with organizing mixed art supplies, match art projects with classmates' symbols or pegs, organize mixed dishes after washing these etc. As a result, children will be sorting and classifying a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics such as sorting laundry by type (napkins), classifying these by color, size and use or organizing paint brushes by size vs. type, crayons by color, size or number in each container). As these practical applications have an instant effect on the life of the classroom, children eagerly practice sorting, counting and organization of the categories by count. *(Corresponds to Aligned New Mexico Kindergarten Standards: Mathematics Common Core State Standards K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count)*

Domain 4: AESTHETIC CREATIVITY

Aesthetic Creativity Pedagogy Overview

Multiple forms of handwork, crafting, woodworking, and dramatization are present in the daily life of the class. Singing, active participation in cultural and seasonal festivals, dancing and expressive movement create an atmosphere of joyful expression of feelings, imagination and creativity.

Creative movement is part of the daily circle time, and is initially modeled by the teacher. Accompanied by singing, recitation, use of musical instruments and props, creative movement follows rhythm and melody, helps the child in self-expression and supports their alignment with the social aspects of class life.

Music activities include singing in unison, melodic instruction with recitation and chants, kinderlyre (type of string instrument), glockenspiel (type of xylophone), group-produced nature's music with water, rocks, wooden sticks, wind pipes and other items as form of self-expression.

Dramatization is embedded into the free play time with free access to puppets, open ended toys and objects, including dress up, supporting furnishings and room decorations. Music instruments and decorations are used to support dramatization. Children also act out stories during storytime, trading roles and changing the narrative to express their own understanding of the plot. Emotional aspects, moods and feelings are a part of such dramatizations.

Handwork includes finger knitting, sewing, stringing, braiding, and weaving. Artistic explorations of the world and feelings are supported by wet-on-wet watercolor painting and beeswax modeling. Expression of ideas, experiences of self, family, community are supported by crayon drawing, narration, contribution to cultural and seasonal festivals, and woodworking

Aesthetic Creativity Methodology Overview

Domain 4, Outcome 13, Indicator 13.1

Creativity and self-expression are cultivated in kindergarten, encouraging the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades learning. Artistic engagements are brought to the class as a group activity, although each child is absorbed in his or her own work. *(NM Early Learning Guidelines, Domain 4: Aesthetic Creativity, Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic)).*

Creative movement is part of daily life, and is initially modeled by the teacher. Accompanied by singing, recitation, use of musical instruments and props, creative movement follows rhythm and melody, helps the child in self-expression at circle time, during free play or dramatic play time, and is practiced even during nature walks. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Dance: K-4 Benchmark 2A: Use the elements of movement to express imaginative, literary and personal themes and K-4 Benchmark 3A: Explore connections between the elements of dance and other arts disciplines).*

Music activities include singing in unison, melodic instruction with recitation and chants, kinderlyre (type of string instrument), glockenspiel (type of xylophone), group-produced nature's music with water, rocks, wooden sticks, wind pipes and other items as form of self-expression. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Dance K-4 Benchmark 2A: Understand how music expresses ideas.)*

Kindergarten children attend school-wide performances, cultural and seasonal festivals, community art events and class plays and artistic assemblies for older grades. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Dance K-4 Benchmark 8B: Participate in appropriate school programs.)*

Dramatization is embedded into the free play time with free access to puppets, open ended toys and objects, including dress up, supporting furnishings and room decorations. Music instruments and decorations are used to support dramatization. Children also act out stories during storytime, trading roles and changing the narrative to express their own understanding of the plot. Emotional aspects, moods and feelings are a part of such dramatizations. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Theater Arts: K-4 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc. and K-4 Benchmark 3B: Select movement, music, or visual elements to enhance a dramatization.)*

Handwork includes finger knitting, sewing, stringing, braiding, and weaving. Artistic explorations of the world and feelings are supported by wet-on-wet watercolor painting and beeswax modeling. Expression of ideas, experiences of self, family, community are supported by crayon drawing, narration, contribution of art to cultural and seasonal festivals. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Visual Arts: K-4 Benchmark 2A: Create art work that expresses ideas, feelings and experiences about self, family, community and the world)*

Domain 5: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Scientific Conceptual Understandings Pedagogy

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. When enlivening a child's interest in scientific understanding of the world, the teacher models curiosity, reverence to nature, loving ways of observing, questioning, and experimenting. The skills of validating observations and findings are not presented through formal academic lessons, but are included in the activities and rhythms of each day. Teachers focus on allowing children to fully develop their imagination, curiosity and ability to use their senses when observing the world, and build self-confidence while interpreting the world in preparation for the higher levels of cognitive thinking developed in the later grades. The gesture of early science learning is to promote children's engagement with the world around them. On the school's 13 acre campus, children walk, look, explore and cast their eyes towards the horizon. The inquiry will not go beyond the question that has already arisen in children and will remain in the developmentally appropriate place and scale. Once a question has arisen in the group, the teacher will go deeply to explore while posing questions like "I wonder", or "What do you see", or "I noticed that too", respecting children's process and allowing it to develop with self-interpretation and wonder, free of informational downloads.

Multiple Intelligences are engaged when encountering the worlds and its phenomena, with the teacher cultivating every way of perceiving and interpreting the world to allow for inclusive and affirming social life of young learners. Children blend art and science in their search for meaning, and when processing experiences of the physical and natural worlds.

Kindergarteners go for frequent nature walks to experience the natural world in all of its variety and its different seasons. The Gardening curriculum supports scientific explorations. A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Teacher models respect and interest towards the environment, weather, landform.

Selected stories are used to explore the earth's phenomena through the lens of native or traditional perspectives. Respect to a child's consciousness and their view of the world informs a teacher's choices when encountering phenomena. Phenomena observable by children through their senses can be explained at this age, and children are free to form their own interpretations of sensory experiences.

Similarly, Social Studies in kindergarten are supported by carefully considered selection of stories, often drawing wisdom from traditional and native people, fairy tales, folktales and literature, depicting natural and cultural processes of humanity on the scale of family, tribe, village or small setting. Environmental processes are highlighted in the same manner. Social Studies proceed with listening and celebrating strong mytho-poetic images that ignite children's interest in the surrounding world, foster development of cultural self-identity, and promote diversity across culture and ability.

Environment is encountered on the daily basis, with the teacher taking children out on nature walks and exploring land form, weather, man-made and natural impacts on the environment, natural resources and

ecosystems. Open-ended toys in the classroom allow for reconstruction of land form, natural and man-made elements and acting out stories that allow children to form ideas, explore hypothesis and ways in which people live.

Scientific Conceptual Understandings Methodology

Domain 5, Outcome 14, Indicators 14.1 and 14.3

In creating life-long habits of scientific inquiry, the kindergarten teacher offers activities that highlight the phenomena in the environment, moderates nature-based experiences and brings all of these up for sensory investigation, modeling the process of investigation while maintaining a sense of wonder and open-mindedness. *(Corresponds to NM Early Learning Guidelines, Domain 5, Scientific Conceptual Understandings, Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions, Indicator 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations and Indicator 14.3 Makes predictions and forms hypotheses).*

Ample indoor and outdoor opportunities are supported by the teacher to seed free play with science investigations. For example, children pile up on the see-saw and try to figure out how to out-do peers on the other side. The teacher supports their investigation and respects their free process. The teacher focuses on social cohesion and safety as children begin to add weight on either side of the seesaw in the form of logs or buckets of sand while working out the details of their own experiment, and figuring out what it will take to create a desired outcome. At group time children are invited to share their experiences and process it authentically, informally, and free of prompting *(Corresponds to Aligned New Mexico Kindergarten Standards: Science Standards K-4 Benchmark 1: Use scientific methods to observe, collect, record, analyze, predict, interpret and determine the reasonableness of data, K.1. Use observation and questioning skills in science inquiry (e.g., What happens when something is pushed or pulled?))*

Every sense and sensory perception is carefully supported and cultivated: sense of taste, sight, auditory perception, smell and aroma, and sense of touch. To provide a solid foundation for sense development as the basis of future scientific inquiry, teachers rely on nature and outdoor experiences just as much as the classroom.

For example, music wind instruments, streamers or kites may be employed on a windy day, making the invisible but perceptible movement of wind visible to the eye. Two colors offered during a painting session express the result of blending them, or the intensity of color hues that are achieved by using more or less pigment. Smell and aroma of plants are explored during gardening sessions, and in the kindergarten kitchen, during daily meal preparation. Plants are harvested and dried for tea making, offering yet another layer of sensory experiences of variety of taste. Movement of the garden pollinators, life cycles of bugs and

beetles in the flower beds are observed and marveled at. Indoor and outdoor water play, mud and sand play, and nature walks on campus offer ample interactions with various textures and densities of materials. There is a variety of plant and animal life to encounter, and multiple open-ended interactions with all aspects of physical and natural worlds available for self-interpretation (such as drainage, various types of soil, diversity of plants, shadows and light, clouds and air movement etc).

Children are encouraged to express their wonderings, make predictions and form hypotheses. The teacher will create an open space and provide artistic support following nature walks and gardening days, such as beeswax modeling, creating collections, making art installations with found objects, or looking up a story about an animal encountered. Sense of wonder is protected at this age. Children enjoy searching for meaning and developing self-interpretations of the phenomena, while their teachers respect the child's consciousness and their view of the world. Accurate scientific explanations are secondary to developing curiosity, courage in expression of ideas, and zest for exploring the world and forming personal world-view.

On occasion, the teacher will work with a story describing phenomena from a native/traditional people's perspective. For example, when observing bird migration at the onset of cold weather, a story of Shingebiss may be shared, offering one form of explanation (Chippewa People, undated). *(Corresponds to Aligned New Mexico Kindergarten Standards: Science Standards K-4 Benchmark 1: Use scientific methods to observe, collect, record, analyze, predict, interpret and determine the reasonableness of data, K.2. Ask and answer questions about surroundings and share findings with classmates.)*

The teacher creates an open space and provides artistic support following nature walks and gardening days, such as beeswax modeling, creating collections, making art installations with found objects, or looking up a story about an animal encountered. Sense of wonder is protected at this age. At group time, children are offered opportunities to share their creations or found objects and communicate their observations and share details about their surroundings. *(Corresponds to Aligned New Mexico Kindergarten Standards: Science Standards K-4 Benchmark 1: Use scientific methods to observe, collect, record, analyze, predict, interpret and determine the reasonableness of data, K.3. Record observations and data with pictures, numbers, and/or symbols, and Benchmark II: Use scientific thinking and knowledge and communicate findings: K.1. Communicate observations and answer questions about surroundings)*

Domain 5, Outcome 16, Indicator 16.1 - Science Standards

Waldorf kindergarten outdoor play is grounded in nature, gardening curriculum and seasonal festivals. Ecological awareness starts with long nature walks in every weather, to experience the natural world in all of its variety and its different seasons. Natural lighting in the classroom adds another dimension of awareness of seasonal changes. Weather and seasons are reflected in all artistic activities, circle time songs, and in rich seasonal festival life which requires preparation conducive to living into one's environment and community even more deeply. Children make lanterns to mark the start of the shortest days of the year, celebrate the increase of the day light by candle dipping, and sing songs celebrating the return of migratory birds - blending arts, social activities and scientific observations. Changes in outdoor temperature are immediate in classrooms with solar aspect and glazing. Gardening activities further highlight changes in

weather, air movement and solar gain. (*Corresponds to Aligned New Mexico Kindergarten Standards: Science Standards, Outcome 16: The child acquires scientific knowledge related to earth science*).

A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Teacher models respect and interest towards the environment, weather, landform. Selected stories are used to explore the earth's phenomena through the lens of native or traditional perspectives. Respect to a child's consciousness and their view of the world informs a teacher's choices when encountering phenomena. Phenomena observable by children through their senses can be explained at this age, and children are free to form their own interpretations of sensory experiences, such as observing the drainage of rainwater and changes in volume after precipitation. (*Aligned New Mexico Kindergarten Standards: Science. Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems, K.1. Observe that changes in weather occur from day to day and season to season and K.2. Observe that the sun warms the land and water, and they warm the air.*)

Solar system, the universe and interconnections among them is studied in later grades, allowing kindergarten students to make their full connection to the immediate surroundings and to the sense-perceptible phenomena first.

Processes and interactions of Earth's systems, structure and formation of Earth atmosphere and the processes that shape them are explored in later grades, when a solid grasp is established with cause and effect, and the child's world expands sufficiently beyond the immediate. (*Note: **not corresponding** to Aligned New Mexico Kindergarten Standards: Science. Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems, K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.*) - **Earth systems are studied in Grade Four Geography, and Solar System is introduced and deeply studied in middle school.**

Domain 5, Outcome 16, Indicator 16.1 - Social Studies Standards

Social Studies in kindergarten are supported by carefully considered selection of stories, often drawing wisdom from traditional and native people, fairy tales, folktales and literature, depicting natural and cultural processes of humanity on the scale of family, tribe, village or small setting. Environmental processes are highlighted in the same manner. Social Studies proceed with listening and celebrating strong mytho-poetic images that ignite children's interest in the surrounding world, foster development of cultural self-identity, and promote diversity across culture and ability.

Environment is encountered on the daily basis, with the teacher taking children out on nature walks and exploring land form, weather, man-made and natural impacts on the environment, natural resources and ecosystems. Open-ended toys in the classroom allow for reconstruction of land form, natural and man-made elements and acting out stories that allow children to form ideas, explore hypotheses and ways in which people live. (*Corresponding to Aligned New Mexico Kindergarten Standards, Science*

Standards, Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments, K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present and K.2. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, and weather.)

Domain 6: SELF, FAMILY, AND COMMUNITY

Self, Family, and Community Pedagogical Approach

In Waldorf Kindergarten, a great emphasis is placed on creating routines and class traditions around cultural expectations of mutual care, conflict resolution/ solution seeking, management of shared resources, inclusion, kindness and self-control. Children are guided to develop a strong cohesion among peers, with the teacher leading by example to establish a culture of compassion and a sense of belonging for all children.

Children participate in all practical aspects of the classroom, care of shared possessions, receive daily rotating responsibilities and chores pertaining to fostering a sense of belonging, meaningful contribution, and love for their environment. A strong sense of community is developed, and everyone's contribution to self-care and to the life of community is celebrated and acknowledged.

Social cohesion is fostered by the teacher who creates class culture of sharing, inclusivity, care for others and positive speech.

Conflict resolution skills are modeled and supported by the teacher, demonstrating values of listening, responding, negotiation and compromise.

Individual feelings and emotions are explored in a variety of ways (teacher modeling solutions, encouraging self-advocacy and self-regulation strategies, fostering recognition of emotion of others, assisting with choice of words and communication around healthy boundaries). The teacher guides children towards developing good habits for managing their own conflicts (1, 2, and 3).

Emotions and effects of personal actions are brought to foreground through the use or acting of relevant stories to highlight that which causes problems or upsets, and the ways of solving it. Therapeutic stories are shared when the group culture needs to shift, to provide children with a narrative of encountering a challenging behavior, finding a compassionate gesture or understanding, and seeking a positive way forward (Perrow, 2008 & 2012). A sense of citizenship is promoted as each child develops ways to contribute to the group life in a meaningful way through loving concern, positive action and positive behavior. *(Corresponds to Domain 6, Self, Family, and Community, Outcome 18: The child develops self-control)*

In Waldorf Kindergarten, a great focus is placed on creating strong positive connections between students and the related school personnel who act as trusted adults. Authority figures from the school administration are frequent guests in the classroom, establishing concrete connections with children as trusted adults.

Self, Family, and Community Methodology Overview

Domain 6, Outcome 18, Indicator 18.1

In Waldorf Kindergarten, a great emphasis is placed on creating routines and class traditions around cultural expectations of mutual care, conflict resolution/ solution seeking, management of shared resources, inclusion, kindness and self-control. Children are guided to develop a strong cohesion among peers, with the teacher leading by example to establish a culture of compassion and a sense of belonging for all children. *(Corresponds to Aligned New Mexico Kindergarten Standards, Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).*

Throughout the day, opportunities arise for practicing self-control around shared resources: when waiting in line, when taking turns speaking/ listening, or when participating in chores. The teacher shares group games that help children internalize good habits around impulse control, giving and taking, sharing objects and communicating boundaries, and a variety of expectations of conduct in society or group of peers. Attention is given to completing assignments and to high quality of work. *(Corresponds to Aligned New Mexico Kindergarten Standards: Social Studies Standards K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community and K.2. Explain what is meant by “good citizenship,” to include: a. taking turns and sharing, b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others)*

Domain 6, Outcome 19, Indicator 19.1

Children participate in all practical aspects of the classroom, care of shared possessions, receive daily rotating responsibilities and chores pertaining to fostering a sense of belonging, meaningful contribution, and love for their environment. A strong sense of community is developed, and everyone’s contribution to self-care and to the life of community is celebrated and acknowledged. *(Corresponds to Aligned New Mexico Kindergarten Standards, Indicator 19.1.Cares for personal and group possessions)*

Good habit formation around sharing is promoted through classroom culture of inclusivity, care for others, and care for the environment. Children internalize routines and gestures of care (helping with clean up, organization of shared items, office runs, taking inventory) in daily and weekly rhythm of relevant activities, through inspirational storytelling (Perrow, 2012), and imaginative language (i.e. I am looking for a Helping Child! I need Loving Hands to clean the art supplies). *(Corresponds to Aligned New*

Mexico Kindergarten Standards: Social Studies Standards K-4 Benchmark III-D: Understand rights and responsibilities of “good citizenship” as members of a family, school and community and K.2. Explain what is meant by “good citizenship,” to include: a. taking turns and sharing, b. taking responsibility for own actions, assignments, and personal belongings within the classroom and respecting the property of others)

Domain 6, Outcome 20, Indicator 20.1

Social cohesion is fostered by the teacher who creates class culture of sharing, inclusivity, care for others and positive speech. *(Corresponds to Aligned New Mexico Kindergarten Standards, Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.)*

Abstract concepts like “cooperation”, “kindness”, “patience”, “respect”, “inclusion” are brought to children's attention through daily practice, teacher’s example and encouragement when guiding conflict resolution or when encountering positive behaviors. Social games of turn-taking at circle time and outdoors promote impulse control and sharing turns when accessing playground equipment. Therapeutic stories offer strong images of positive and inclusive conduct (Perrow, 2012). Waldorf kindergartens refer to all children as “friends” and demonstrate positive encounters when engaging with new peers, and with peers with different abilities.

Image-rich speech communicates the value of class culture, by requesting Golden Helping Hands, Golden Words and Golden Hearts, and by setting positive habits of speech and conduct to foster inclusivity and build a community-supported sense of belonging for every child.

Culture of care for others (helping with personal belongings, dressing to go outside etc) permeates every aspect of the day. Children are supported when offering help to others with differences, and by learning practical aspects and language of inclusivity provided by their teacher. Circle games foster development of flexibility when encountering an unfamiliar or new game partner until the skill is firmly in place of engaging with a variety of partners and teaching them or learning from them. *(Corresponds to Aligned New Mexico Kindergarten Standards: Physical Education Standards, K-4 Benchmark 2: work cooperatively and productively with a partner or small group: K-2.1. invite a peer to take his turn at a piece of apparatus before repeating turn; and K-2.2. assist partner by sharing observations about skill performance during practice. Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will: K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities: K-2.1. work productively with a variety of partners.)*

Domain 6, Outcome 20, Indicator 20.2

Conflict resolution skills are modeled and supported by the teacher, demonstrating values of listening, responding, negotiation and compromise.

(Corresponds to Aligned New Mexico Kindergarten Standards, Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts)

The teacher gradually fosters a sense of self-agency in conflict resolution, first by modeling and supporting the process for all involved parties, then by offering silent support and witness as children attempt their own negotiations, and then promoting opportunities for independent attempt. Using storytelling (Perrow, 2008 and 2012), teachers may introduce new approaches to conflict resolution. These skills are gradually internalized by all children and become a part of class culture. Children learn to independently negotiate, find compromises, share solutions when supporting others, and to set boundaries in a socially acceptable way. *(Corresponds to Aligned New Mexico Kindergarten Standards: Physical Education Standards, Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings, K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:*

K-2.1. demonstrate the elements of socially acceptable conflict resolution; and K-2.2. demonstrate effective communication skills.)

Domain 6, Outcome 21, Indicator 21.2

In Waldorf Kindergarten, a great focus is placed on creating strong positive connections between students and the related school personnel who act as trusted adults. Authority figures from the school administration are frequent guests in the classroom, establishing concrete connections with children as trusted adults. *(Corresponds to Aligned New Mexico Kindergarten Standards, Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed)*

Children may visit the principal's office, invite the front desk person for tea, do office runs and familiarize themselves with school personnel.

Kindergarteners attend school-wide assemblies and festivals, and are introduced to the key persons in the school governance by witnessing their role in the community. When discussing the subject, the teacher may use a story (Perrow, 2008 and 2012) to introduce several levels of authority that exist in children's world, starting with parents, family members and beyond and touch on the role of the government and its officials *(Corresponds to Aligned New Mexico Kindergarten Standards: Social Studies Standards, Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels K-4 Benchmark III-A: Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments. K.1. Identify authority figures and describe their roles (e.g., parents, teachers, principal, superintendent, police, public officials).*

Emergency protocols are introduced to kindergarten children in the developmentally appropriate way, stressing that children are loved and that trusted adults are present and diligent. During campus walks, the teacher will point out to places where trusted adults may be located, and discuss pertinent safety protocols and purposes. *(Corresponds to Aligned New Mexico Kindergarten Standards: Health Standards, Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will: K-4 Benchmark IV: describe how physical, social and emotional environments influence personal health: K.3. know how to access help (e.g., dial 911 in an emergency, trusted adult).*

Domain 7: APPROACHES TO LEARNING

Approaches to Learning: Pedagogical Approach

Life-long learning habits are created in Kindergarten. Promotion of impulse control, gradual delayed gratification, evolution of flexibility when it comes to fulfilling various wants and wishes, developing ability to accept teacher's requests even when not particularly interested in their implementation ("I can do this" attitude), staying on task even when distractions arise, striving to do the best ("I'll do my best, teacher!"), and learning to re-do work to meet quality expectations are priorities in cultivating proper approaches to learning.

Sense of belonging, safety and inclusion is cultivated, initiative is promoted within the established boundaries, social skills nurtured to foster friendships and sense of cohesion in the group, and all of these skills support the rise of increased independence on the part of the child. Acquiring the skills of concentration, conflict resolution, courtesy, social habits, and classroom habits are important goals providing a strong foundation for future learning and for life.

Storytelling using oral tradition, melodic instruction, singing, and optional puppetry are delivered in a manner that supports the follow-up of acting out. Ample dramatic play opportunities give rise to abundant role-play. Dramatization is embedded into the free play time with free access to puppets, open ended toys and objects, including dress up, supporting furnishings and room decorations. Music instruments and decorations are used to support dramatization. Children also act out stories during storytime, trading roles and changing the narrative to express their own understanding of the plot. Emotional aspects, moods and feelings are a part of such dramatizations.

Approaches to Learning Methodology Overview

Domain 7, Outcome 24, Indicator 24.2

Life-long learning habits are created in Kindergarten. Promotion of impulse control, gradual delayed gratification, evolution of flexibility when it comes to fulfilling various wants and wishes, developing

ability to accept teacher's requests even when not particularly interested in their implementation ("I can do this" attitude), staying on task even when distractions arise, striving to do the best ("I'll do my best, teacher!"), and learning to re-do work to meet quality expectations are priorities in cultivating proper approaches to learning.

Children develop an increased sense of capacity by practicing tasks and activities over and over, and with capacity comes the sense of independence during activities. Strong rhythm of the week and of the day with predictability of the schedule, flow and expectations fosters independence during routines.

Cultivated and supported social cohesion creates independence during play. Children are encouraged to offer help to their peers, begin to play cooperatively, and show capacity to overcome problems
(Corresponds to Aligned New Mexico Kindergarten Standards: Indicator 24.2: Develops increasing independence during activities, routines, and play and K-4 Benchmark 4: work independently and on-task for short periods of time K-2.1. demonstrate independent work habits during short-term activity)

Domain 7, Outcome 25, Indicator 25.3

Storytelling using oral tradition, melodic instruction, singing, and optional puppetry are delivered in a manner that supports the follow-up of acting out. Ample dramatic play opportunities give rise to abundant role-play. Dramatization is embedded into the free play time with free access to puppets, open ended toys and objects, including dress up, supporting furnishings and room decorations. Music instruments and decorations are used to support dramatization. Children also act out stories during storytime, trading roles and changing the narrative to express their own understanding of the plot. Emotional aspects, moods and feelings are a part of such dramatizations. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Indicator 25.3 Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.)*

Creative movement is part of daily life, and is initially modeled by the teacher. Accompanied by singing, recitation, use of musical instruments and props, creative movement follows rhythm and melody, helps the child in self-expression at circle time, during free play or dramatic play time, and is practiced even during nature walks. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Dance: K-4 Benchmark 2A: Use the elements of movement to express imaginative, literary and personal themes and K-4 Benchmark 3A: Explore connections between the elements of dance and other arts disciplines).*

Dramatization is embedded into the free play time with free access to puppets, open ended toys and objects, including dress up, supporting furnishings and room decorations. Music instruments and decorations are used to support dramatization. Children also act out stories during storytime, trading roles and changing the narrative to express their own understanding of the plot. Emotional aspects, moods and feelings are a part of such dramatizations. *(Corresponds to Aligned New Mexico Kindergarten Standards: Visual and Performing Arts, Theater Arts: K-4 Benchmark 2A: Develop classroom dramatizations that express various moods or emotions (e.g. happy, sad, funny, scary, mysterious, etc. and K-4 Benchmark 3B: Select movement, music, or visual elements to enhance a dramatization.)*

Domain 7, Outcome 27, Indicator 27.1

Life-long learning habits are created in Kindergarten. The teacher cultivates persistence and focus in children by offering daily project time, encouraging children to develop strategies for solving problems, and habits that promote focus and commitment to tasks at hand. The teacher cultivates children's tolerance for frustration or challenge, and promotes self-directed attempts at finding solutions. Children are encouraged to offer help to their peers as their capacities for solving problems or achieving desired outcomes in projects and activities increase. As children become teachers, they are guided in their emerging capacity to overcome problems by fostering pre-planning in the decision-making process. *(Corresponds to Aligned New Mexico Kindergarten Standards: Indicator 24.2: Develops increasing independence during activities, routines, and play and K-4 Benchmark 4: work independently and on-task for short periods of time K-2.1. demonstrate independent work habits during short-term activity and Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.*

K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems and K.1. list steps in the decision-making process.)

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Attachment 4

Sun Mountain Community School

Sun Mountain Community School

Educational Program Language Arts

Grades 1st-8th
2024

Teacher resources: The Roadmap to Literacy will be used as the basic text for teaching the language arts. Additionally, the LETRS Scope and Sequence for Word Study, Reading, and Spelling will be used for lesson planning.

1st Grade Language Arts

The language arts curriculum is delivered through fairy tales and nature stories. Traditional tales from Grimm's and other multicultural sources are used. Stories are told by the teacher, these stories develop auditory memory, and a capacity to develop inner pictures. The telling of stories also supports the development of a rich vocabulary, and the contextual development of English grammar. The fairy tale portrays archetypal models of human behavior and engages a wide range of feelings. The story is retold by the children through various modalities including speech, drama, visual art, modeling, music and writing. Explicit phonemic awareness and phonics skills are taught so that students begin decoding and encoding basic words. The children begin to read their first words and sentences from short writings of these stories.

Objectives:

1. Speak the name and sound of the letters
2. Write the upper and lower case forms of the letters with correct spatial orientation
3. Use capitalization and ending punctuation
4. Listen with understanding to a story
5. Participate in class discussion retelling story
6. Compose sentences from story content
7. Have basic phonemic awareness skills
8. Develop decoding skills of cvc words as well as consonant blends, begin more complex spelling pattern study
9. Read simple sentences
10. Follow two step oral directions
11. Participate in rhyming exercises
12. Participate in speech recitation work

Assessment:

1. Oral and written practice, leading to teacher records of student mastery
2. The teacher will observe and support active listening and record student mastery
3. Teacher will consciously invite all children in recall activities and create a record of student mastery
4. Practice, teacher observation and recording of student capacity
5. The PAST: Phonological Awareness Screening Test
6. LETRS Phonics and Word-Reading Survey

2nd Grade Language Arts

The 2nd grade Language Arts curriculum is delivered through fables and the biographies of incredible humans. Language arts blocks begin with a review of letter blends and word families. Sight words and the fifty most used words are introduced. Games such as letter-blend scramble and bingo help solidify skills. Sentences are created from the story content, written in their main lesson books and then read. Poems, both memorized and those written on the board, are written in the students main lesson books.

Simple dictation and punctuation including commas, exclamation and question marks are introduced. These grammar concepts are also practiced kinesthetically through movement and speech to enliven the lessons and enhance memory.

Language Arts lessons include the five essential components of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The Roadmap to Literacy as well as LETRS materials including the scope and sequence for teaching language arts are used as teacher resources. Students continue reading from simple decodable readers. Individual reading during the year is supported with books checked out weekly from the library. Cursive writing is introduced in a format similar to form drawing. The letters are separated into families, depending on how they are written.

Objectives

- 1) Develop spelling skills
- 2) Learn 100 sight words
- 3) Develop further phonemic awareness and phonics skills
- 4) Deepen their facility with punctuation, capitalization and grammar and begin developing an understanding of syntax in writing.
- 5) Further develop decoding and encoding skills

Assessment

- 1) Dictation, composition of sentence writing from stories,
- 2) Games with letter blends, word scramble, group and individual word recognition
- 3) Ability to recall and share a story they have heard including overall themes and details
- 4) The PAST: Phonological Awareness Screening Test
- 5) LETRS Phonics and Word-Reading Survey
- 6) Reading fluency

3rd Grade Language Arts

The Language Arts blocks in 3rd grade utilize creation and origin stories from around the world, nature stories, and stories that reflect traditional living practices to work with grammar, punctuation, spelling rules, cursive writing practice, and literacy. The Shelters of the World block blends the exploration of homes and their relationship to the land, while honing cursive writing, spelling, grammar and punctuation.

Language Arts lessons include the five essential components of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Students write in their main lesson books from teacher provided written material, as well as individual composition. Reading out loud, both individually and in groups, is a daily practice, as well as recitation, spelling practice, vocabulary work (spoken and written), handwriting practice with the cursive alphabet, and punctuation exercises.

Objectives:

1. Develop interest/new thoughts relative to story content Begin developing syntax, grammar, sentence style and voice in writing
2. Develop clear speaking skills
3. Develop attentive listening ability
4. Develop ability to express thoughts/feelings/observations on paper
5. Learn poems and lines through recitation and class play

6. Develop reading and auditory comprehension
7. Develop grammar and punctuation skills
8. Further develop decoding and encoding skills
9. Know 220 sight words
10. Begin reading for information

Assessment:

1. Discussion/questions during main lesson/class
2. Copied writing of block content
3. Individual composition
4. Performance on spelling/grammar/punctuation exercises and lists
5. Verbal expression
6. Classroom participation/interest and engagement
7. The PAST: Phonological Awareness Screening Test
8. LETRS Phonics and Word-Reading Survey
9. Reading fluency

4th Grade Language Arts

The narrative content of the fourth grade, from which the practices of reading and writing stem, includes Norse mythology and the geography, history, and mythology of New Mexico. The Norse myths give the students a range of personalities to explore as their own individualities and personalities are developing. Questions of good and evil arise in connection to the stories of the gods and goddesses, initiating conversations within the class regarding consequences of deeds. These stories deeply engage the fourth grader, providing incentive behind their exploration through reading and writing. The study of New Mexican geography and history gives the students a sense of time and space and orientates them to their surroundings through story and on-site experiences. Although New Mexican history is taught throughout the grades in accordance with NM social studies standards, these stories are given special focus in fourth grade. Through the story content of the Norse myths students work with parts of speech, punctuation, individual writing, sentence structure, types of sentences, verb tenses, spelling, and paragraph writing.

Objectives:

1. Spelling
2. Individual writing
3. Relationship of geography and history to surroundings
4. Develop reflective thoughts in relations to material presented
5. Speech
6. Develop individual written expression both creative writing or recounting accurately
7. Fluency, Vocabulary, and Comprehension
8. Use of dictionary including order of words, meaning of words, parts of speech
9. Dictation
10. Reading in class
11. Beginning writing with ink
12. Class play
13. Letter writing

Assessment:

1. Spelling pattern understanding and use

2. Individual composition
3. Editing skills
4. Lesson book material and discussion
5. Classroom participation in conversation and field trips that required verbal or written reflection
6. Daily speech participation articulation of sounds and expression
7. General writing practice with a specific theme
8. Activities that emphasize a specific aspect of grammar through group or individual work
9. Word games, conversations, participation, and understanding in an activity
10. Reading fluency, vocabulary and comprehension
11. Handwriting
12. Participation, speech, social awareness in a collaborative endeavor
13. Writing Evaluation Checklist

5th Grade Language Arts

The study of ancient civilizations supports the language arts skills lessons in the fifth grade. This includes ancient India, Persia, Mesopotamia, Egypt and Greece. Fifth graders continue to develop their understanding of the writing process as they write longer and more complex compositions. Research skills are introduced in grade 3, further developed in grade 4 and made more strategic in grade 5. Note taking is explicitly taught. The students are taught the use of a topic sentence, supporting examples or statements, and a concluding sentence. This process is used either in an expository paragraph or summary of a story heard in class. They learn to differentiate between active and passive voice and direct and indirect speech. Fifth graders continue to practice parts of speech, spelling and usage of words. Fifth graders read books together as a class. Many poems are recited to support the curriculum and a class play is produced.

Objectives:

1. Write Independently
2. Strengthen reading and comprehension
3. Develop vocabulary and usage
4. Attention to spelling
5. Improve detail in writing
6. Organize and write a report
7. Speech development
8. Use dictionary and thesaurus

Assessment

1. Spelling assessment
2. Main lesson books
3. Classroom participation
4. Reading aloud in class
5. Written work
6. Participation in speech and theatrical work
7. Timely completion of reading assignments
8. Writing Evaluation Checklist

6th Grade Language Arts

The culture of Rome is studied with its emphasis on the material, the practical, and above all the order of

the law. Just as the noble Greek qualities of beauty, grace, and balance were the hallmarks of fifth grade, this year the class looks to those intrepid characters of the late Middle Ages, the knights, who at their best held forth the noble virtues of integrity, steadfastness, and chivalry as a beacon of light for civilization. These are the stories that form the content for 6th grade Language Arts.

The intention of Language Arts is to promote the continued development of the faculties of reading fluency, speech, elocution, and composition skills. This is accomplished in a variety of ways including weekly classes in English grammar studies, daily recitation work, continuous reading assignments throughout the year, and weekly, sometimes daily, composition work.

Objectives:

1. Deepen skills in sentence development
2. Understand the role of paragraphs in composition
3. Identify parts of speech and their roles in sentence construction
4. Identify main parts of a sentence including subject, predicate, object, indirect object, and prepositional phrase
5. Practice note taking and outlining as preparation for written summary compositions

Assessment

1. In class question and answer sessions
2. Evaluation of all written work
3. In class oral reading sessions
4. Evaluation of lesson book entries
5. Daily work with recitation/elocution skills through poetry
6. Working with the creation and performance of a drama production
7. Reading comprehension assessment
8. Writing Evaluation Checklist

7th Grade Language Arts

The period from the end of the Middle Ages to the beginning of modern history is now at the center of history lessons and becomes the content of a great deal of language arts practice. New Mexico history is also the focus of a lesson block. The curriculum offers budding adolescents new perspectives, particularly by directing their attention into the world. This is true for the Language Arts curriculum in this grade. They learn and practice how the tool of writing can be used in a variety of ways.

Beginning in 7th grade, however, Language Arts is not limited to writing about stories or report-topics they have heard and love. Seventh grade has a writing block dedicated to the creative writing process, wherein the full palette of moods and their combinations can be explored in their linguistic expression, in addition to further mastering their use of grammar. This block helps students understand their inner life more clearly. The students are interested in individualizing what they say and finding their own voice and style without revealing too much about their own inner feelings. Furthermore, in Language Arts track classes, students will learn to write with the intention to motivate. In their science classes, they will learn how to use writing to record their scientific observations.

A class play is chosen out of the historical context of the seventh grade curriculum. All of the students participate in the acting, set and costume design, and/or lighting. Some of the passages in the play become poems that the entire class learns; other recitation is practiced on a regular basis. Poetry is brought to expression through speaking and listening with the goal of comprehension and appreciation.

Reading texts widens the students' horizons with regard to other peoples and cultures. The history lessons provide a good orientation for reading material, especially stories related to the exploration and the Renaissance. The students are also encouraged to do independent research into topics that support the classroom work.

Speaking and Listening:

1. Daily speech practices
2. Perform in a class play
3. Learn and recite poems individually and as part of a group
4. Give oral reports on a variety of subjects in various blocks

Reading material:

5. Give a written summary of a book, highlighting main characters or events in the narrative
6. Use books as reference resource for independent study
7. Use a dictionary and thesaurus

Writing:

8. Write in different styles including an account of a scientific experiment, a personal diary, a description evoking a specific mood, an adventure story, a short poem
9. Make notes summarizing a spoken presentation, following a recall session
10. Write an essay on a theme discussion summarizing the main points or highlighting a chosen aspect

Grammar:

11. Understand the main parts of a sentence
12. Use conditional forms and "If" clauses
13. Review common grammar mistakes.

Assessment:

Speaking and Listening:

1. Clear speech, use of gestures, ability to learn lines
2. Ability to listen, ability to hold own part in a group
3. Knowledge of material displayed by speaking freely using notes only as a prompt

Reading material:

4. Writing fulfilling given expectations
5. Observations, reading of work

Writing:

6. Checking drafts of writing and final copies
7. Checking notes
8. Reading essays

Grammar:

9. Observation of writing assignments

8th Grade Language Arts

The English language is the result of many streams; the English language is not static, it is ever changing. The eighth graders strive to know who they are. They ask the question, "Who am I?" Stories and creative writing offer them a venue to explore this question. Much of human truth is revealed through these imaginary pictures. Students see human victories and foibles. The language arts block is one to meet the

soul mood of the eighth grader. Our language has roots; it has connections to something beyond today.

Throughout the block the students read a variety of stories, mostly classic short stories by American authors. Class discussions focus on the author's craft, the mood of the work, the themes of the story. Creative writing activities grow from the body of work read. Poetry is also used to emphasize different writing styles and techniques. Grammar is reviewed. Vocabulary work is important; the students work to create the most "vivid" pictures. Specific habits are practiced to create interesting sentences over statement sentences.

The curriculum recognizes that the child of this age is dominated by emotion, and at the same time is beginning to develop the intellectual forces that enable him to understand the world causally. Through appreciation of literature on the one hand, and through oral and written expression on the other, the student begins to bring the feeling of life to consciousness.

8th grade will have an English track class at least 3 times per week to delve further into all aspects of writing as well as literature.

Objectives:

1. Read a variety of short stories
2. Learn and practice the five major elements of a short story (character, setting, plot, conflict, theme)
3. Keep a journal/quick written responses
4. Review mechanics of writing: grammar, punctuation descriptive phrases, metaphor, simile, personification, symbol, imagery, irony mood and tone
5. Develop pre writing and editing skills
6. Write original short story

Assessment:

1. Classroom participation
2. Participation in discussions
3. Written compositions
4. Quizzes and block exams
5. Block review
6. Independent project, research paper and presentation

Attachment 5

Sun Mountain Community School

Sun Mountain Community School

Math Educational Program

Grades 1st-8th

2024

First Grade

Daily reviews and math games are a part of math blocks as well as morning circle time.

Block #1

- Quality of the numbers 1-12, with Roman and Arabic numerals. Find an image for every number with the one going question: Where is there only one of something in the world? Where is there two?
- Roman numerals.
- Counting up to 100, forwards and backwards.
- Rhythmic counting by 2s, 4s, and 10s, forwards and backwards.
- Regrouping.
- Writing. Practice writing numbers 1-12.
- The five structure.
- A row of numbers.
- The four processes are briefly introduced orally, using carefully worded questions.

Block #2

- The four processes, using signs now written down.
- Counting comfortably up to 100.
- Rhythmic counting and skip counting, by 2s, 4s, 3s, 5s, and 10s, forwards and backwards.
- Regrouping.
- Writing numbers up to 24.

Block #3

- Practicing counting.
- The four processes. All students are becoming fluent with the four processes up to 10 and comfortable up to 24.
- Strategies. Working with regroupings inside an equation.
- Learning the “easy” additional facts. All addition facts up to 10, as well as all of the doubles (i.e. $6+6$, $7+7$, etc.)
- Working with manipulatives.
- Number lines.
- Patterns with numbers.

Second Grade

Daily reviews and math games are a part of math blocks as well as morning circle time.

Block #1

- Times tables, 2-12
- Place value, up to 1000.
- The four processes. Addition and subtraction, fluent up to 24, comfortable up to 100.
- Stepping. Start at any given number between 100 and 1000 and have the whole class count forward and backward. Then do it in small groups and individually.
- Clapping and stamping with the times tables.

Block #2

- Time orientation. Making a clock.

- The times/division tables.
 - Review 2-7s times/division tables.
 - Introduce 8's and 9's times/division tables.
- The four processes. More difficult problems in mental math and written.
- Review place value.
- Making a calendar.

Block #3

- The times tables.
 - Review 209's times/division tables.
 - Introduce 10's, 11's, and 12's times/division tables.
 - Create a times table square.
- The four processes.
 - Make sure concepts of multiplication and division are clear.
- Fact families. Begin by working with an equation and the idea that every arithmetic fact has three other facts within its "family". Build up to fact families in the 1000s.

Third Grade

Daily reviews and math games are a part of math blocks as well as morning rhythm.

Block #1

- Strong review of place-value.
- Review regrouping numbers. Work with manipulatives.
- Vertical addition and subtraction (carrying and borrowing). Over the course of 3rd grade, a teacher will build to adding 2 4-digit numbers and subtracting 2 3-digit numbers.

Block #2

- Introducing the US measurement system. Work with manipulatives and self and group discoveries of conversions.
 - Linear measurement.
 - Weight.
 - Volume and liquid measurement.
 - Origins.
 - Practical use.
 - Estimation.
 - Unit conversions.
- Money.
- Review vertical addition and subtraction.
- Division with remainders.

Block #3

- Vertical multiplication. Limited to a single digit multiplier.
- Measurement practise.

Fourth Grade

Daily mental reviews and math games are a part of math blocks as well as morning rhythm.

Block #1

- Introduction to fractions.
- Terminology. Introduce new words like numerator, denominator, and equivalent.
- Equivalent fractions.
- Adding and subtracting fractions with like denominators.
- Vertical multiplication. Progress to two and three digit multipliers.
- Working with manipulatives.
 - Fractions with food.
 - Fractions with paper.
 - Fractions with envelopes.

Block #2

- Introduce adding and subtraction fractions with unlike denominators.
- Practice Least Common Multiples (LCM).
- Finding common denominators, first with manipulatives, then without.
- Flexible long division.

Block #3

- Review of Block #1 and #2 material.
- Multiplication with fractions.
- Mixed numbers and improper fractions.

Fifth Grade

Quarter #1

- Factors and multiples.
- (Common) Fractions: review and further work with 4th grade fractions
- Four processes. Vertical arithmetic (addition, subtraction, long multiplication, and long division).
- Freehand geometry (main lesson)
- Mental math and arithmetic facts using our *Arithmetic Fact Speed Sheets*.
- Problem solving, discovery, and puzzles.

Quarter #2

- Review of the U.S. measurement system.
- Wonder of Number (divisibility rules, prime numbers, patterns)
- Four processes. Vertical arithmetic (addition, subtraction, long multiplication, and long division).
- Mental math and arithmetic facts using our *Arithmetic Fact Speed Sheets*.
- Problem solving, discovery, and puzzles.

Quarter #3

- Decimal fractions and the metric system (main lesson)
- Four processes. Vertical arithmetic (addition, subtraction, long multiplication, and long division).
- Word problems.

- Mental math and arithmetic facts using our *Arithmetic Fact Speed Sheets*.
- Problem solving, discovery, and puzzles.

Quarter #4

- Four processes. Vertical arithmetic (addition, subtraction, long multiplication, and long division).
- Decimal fractions – continuation from main lesson.
- Wonder of Number (powers of two, square and triangular numbers, sum and difference theorems, aliquot sums and sequences).
- Mental math and arithmetic facts using our *Arithmetic Fact Speed Sheets*.
- Problem solving, discovery, and puzzles.

5th Grade Weekly Curriculum

WEEK-BY-WEEK TOPIC SUMMARY FOR GRADE 5

Note:

- This topic summary is intended for parents and tutors, to just give a quick sense of what is coming up.
- Mental math is not listed here, although up through grade 7, it is practiced during most lectures and sometimes for individual work.

WEEK 1

Lecture Topics (new topics)

Beginning-of-the-Year Pep Talk

Factors; Multiples; Prime Numbers; Arithmetic and mental math with zeroes

Individual Work (skills and review)

Arithmetic Facts Practice (Speed sheets); Mental Math

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles

WEEK 2

Lecture Topics (new topics)

Greatest Common Factor (GCF); Least Common Multiple (LCM); Flexible Long Division

Individual Work (skills and review)

Arithmetic Facts Practice (Speed sheets); Mental Math; Create Summary Pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Laws of Common Factors and Common Multiples; Flexible Long Division

WEEK 3

Lecture Topics (new topics)

What is a Fraction? Equivalent fractions; Simple Division with remainders; Making Change

Individual Work (skills and review)

Arithmetic Facts Practice (Speed sheets); Mental Math

Group Assignments (puzzles, problem-solving, discovery, etc.)

Making Change; Long Division Problems; Puzzles

WEEK 4

Lecture Topics (new topics)

Review of first three weeks

Individual Work (skills and review)

Vertical addition, subtraction, and multiplication practice

Group Assignments (puzzles, problem-solving, discovery, etc.)

Making change puzzles; Adding fractions that have different denominators

WEEK 5

Lecture Topics (new topics)

Adding fractions with different denominators; Multiplying two 2-digit numbers

Individual Work (skills and review)

Vertical addition, subtraction, and multiplication practice; Adding fractions

Group Assignments (puzzles, problem-solving, discovery, etc.)

Making change puzzles; Other puzzles;

WEEK 6 (FIRST WEEK OF FREEHAND GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Fractions of whole numbers (e.g., $\frac{2}{3}$ of 35); Reducing fractions; Intro Mixed Numbers
Geometry: Drawing circles; Angles (right, obtuse, acute); triangles; rectangles

Individual Work (skills and review)

Vertical addition, subtraction, and multiplication practice; simple fraction practice;
Creating pages of geometric drawings

Group Assignments (puzzles, problem-solving, discovery, etc.)

Money problems; Halfway problems; Magic Square

WEEK 7 (SECOND WEEK OF FREEHAND GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Geometric drawings; Adding, subtracting, and multiplying fractions

Individual Work (skills and review)

Vertical addition, subtraction, and multiplication practice; Fraction practice;
Creating pages of geometric drawings

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discovering the trick for multiplying fractions; Puzzles

WEEK 8 (THIRD WEEK OF FREEHAND GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

More complicated geometric drawings; Review all fraction work

Individual Work (skills and review)

Vertical addition, subtraction, and multiplication practice; Fraction practice;
Creating pages of geometric drawings

Group Assignments (puzzles, problem-solving, discovery, etc.)

Number puzzles

WEEK 9

Lecture Topics (new topics)

Making conversion tables for US Measurement (length, weight, volume)

Individual Work (skills and review)

US Measurement – measuring lots of objects; Vertical addition, subtraction, and multiplication practice;
Starting with a large number and then counting backwards and forwards by 1's, 10's, 100's, and 1000's

Group Assignments (puzzles, problem-solving, discovery, etc.)

Division of a String; Discovering Prime Numbers

WEEK 10

Lecture Topics (new topics)

Prime Numbers, Reading a (US measurement) Ruler with fraction markings;
What does it mean to say that 210 is divisible by 35?

Individual Work (skills and review)

Making a (US measurement) Ruler; Write out the 9's table all the way up to 400

Group Assignments (puzzles, problem-solving, discovery, etc.)

US Measurement Tables and Conversion problems; Discover the divisibility trick for 9's

WEEK 11

Lecture Topics (new topics)

Divisibility questions; Divisibility trick for 9's; Measurement practice;

Individual Work (skills and review)

Measurement practice

Group Assignments (puzzles, problem-solving, discovery, etc.)

Number Guessing Game; Puzzles

WEEK 12

Lecture Topics (new topics)

Division with zeroes; Fact Families; Divisibility practice; Measurement practice

Individual Work (skills and review)

Measurement practice

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discovering trick for division with zeroes (e.g., $3500000 \div 500$);

Discover the divisibility trick for 4's

WEEK 13

Lecture Topics (new topics)

Remainders; Division with zeroes; Fact Families

Individual Work (skills and review)

Divisibility practice; Fact Families; Division with Zeroes

Group Assignments (puzzles, problem-solving, discovery, etc.)

Determining remainders when dividing by 4, 5, or 9, but without dividing; Puzzles

WEEK 14

Lecture Topics (new topics)

Division Circles ($\rightarrow 27 \div 4 \rightarrow 6r3 \leftrightarrow 6\frac{3}{4} \rightarrow$); Fact Families; Skills Review

Individual Work (skills and review)

Division with Zeroes; Fact Families; Remainders; Divisibility.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Laws of Multiplication, Division, and Remainders; Puzzles

WEEK 15

Lecture Topics (new topics)

Midyear Review, especially Fractions (Reducing, Adding, Multiplying)

Individual Work (skills and review)

Division with Zeroes; Fact Families; Division Circles; Divisibility; Calculation Practice

Group Assignments (puzzles, problem-solving, discovery, etc.)

Flexible Long Division; Common Multiples; Common Factors; Puzzles

WEEK 16

Lecture Topics (new topics)

Review Flexible Long Division; Thorough review of Fractions; Trick for Dividing Fractions

Individual Work (skills and review)

Flexible Long Division; Common Multiples; Common Factors; Puzzles

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discovering the trick for Fraction Division; Puzzles

WEEK 17

Lecture Topics (new topics)

Intro to Standard Long Division; Fraction practice

Individual Work (skills and review)

Fraction Main Lesson Book (Summary) page; Fraction Practice

Group Assignments (puzzles, problem-solving, discovery, etc.)

Standard Long Division; Puzzles

WEEK 18 (FIRST WEEK OF DECIMALS MAIN LESSON)

Lecture Topics (new topics)

Other Number Systems (Roman Numerals, Egyptian, Greek)

Other ways of representing fractions (Egyptian, Babylonian)

Individual Work (skills and review)

Create main lesson book pages; Research Assignment on number systems.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Comparing the size of numbers in different systems; Comparing fractions

WEEK 19 (SECOND WEEK OF DECIMALS MAIN LESSON)

Lecture Topics (new topics)

Review of last week; Intro to Decimal Fractions

Individual Work (skills and review)

Create main lesson book pages; ; Fraction Practice

Group Assignments (puzzles, problem-solving, discovery, etc.)
Discovering Properties of Decimal Fractions; Simple decimal ↔ fraction conversions

WEEK 20 (THIRD WEEK OF DECIMALS MAIN LESSON)

Lecture Topics (new topics)
Intro to Metric Measurement; More work with decimals

Individual Work (skills and review)
Create main lesson book pages; Decimal Fraction Practice, Make a Meter Stick

Group Assignments (puzzles, problem-solving, discovery, etc.)
Discovering the trick for adding, subtracting, and multiplying decimal fractions; Work with Metric

WEEK 21

Lecture Topics (new topics)
Review everything from Decimals ML block; Converting decimal ↔ fractions

Individual Work (skills and review)
Practice common fractions, decimal fractions, and Metric

Group Assignments (puzzles, problem-solving, discovery, etc.)
Discover the trick for multiplying a decimal by 10, 100, 1000, etc.;
Work with decimals; Work with Metric; Puzzles

WEEK 22

Lecture Topics (new topics)
Word problems; Metric Conversion practice

Individual Work (skills and review)
Decimal fraction practice; Common fraction practice
Converting between decimal fractions and common fractions;

Group Assignments (puzzles, problem-solving, discovery, etc.)
More practice with Decimals and Metric; Puzzles

WEEK 23

Lecture Topics (new topics)
Review of the Four Processes (of whole numbers); Word Problems; Unit Cost

Individual Work (skills and review)
Egyptian Rope! Word Problems; Puzzles

Group Assignments (puzzles, problem-solving, discovery, etc.)
Word Problems; Puzzles

WEEK 24

Lecture Topics (new topics)

Sequences; Word Problems; Magic Trick

Individual Work (skills and review)

Word Problems; Sequences; Word Problems

Group Assignments (puzzles, problem-solving, discovery, etc.)

Word Problems; Sequences; Math Magic Trick

WEEK 25 (BEGINNING OF “WONDER OF NUMBER” THEME)

Lecture Topics (new topics)

Finish Magic Trick; Word Problems; Goldbach’s Conjecture; Square Numbers

Individual Work (skills and review)

Discovery! Triangular Numbers; Pascal’s Triangle; Powers of Two;
Main Lesson Book (or summary) Pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Goldbach’s Conjecture; Discovering prime numbers; Divisibility questions
Discover relationships between Triangular and Square Numbers

WEEK 26

Lecture Topics (new topics)

Properties of Pascal’s Triangle, and Square and Triangular Numbers; Review Divisibility Rules

Individual Work (skills and review)

Powers of 11; Halfway Problems; Long Division practice; Main Lesson Book (or summary)
Pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discover Properties of Pascal’s Triangle; Discover Pentagonal Numbers; Puzzles

WEEK 27

Lecture Topics (new topics)

Theorems related to the Difference of Two Squares; Polygonal Numbers

Individual Work (skills and review)

Remainder Problems; Long Multiplication; Long Division; Main Lesson Book (or summary)
Pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discover the shortcut for the Difference of Squares; Polygonal Numbers;

WEEK 28

Lecture Topics (new topics)

More related to the Difference of Two Squares; Long Division with 2-digit divisors

Individual Work (skills and review)

Skills review (four processes, and fractions)

Group Assignments (puzzles, problem-solving, discovery, etc.)

Difference of Two Squares; Number Puzzles; Magic Squares;

WEEK 29

Lecture Topics (new topics)

Decimal review; One-Off Squares; Long Division with 2-digit divisors

Individual Work (skills and review)

Skills review (Decimals and fractions, Factors and Multiples, Long Division)

Group Assignments (puzzles, problem-solving, discovery, etc.)

One-off Squares; Divisibility Puzzles; More Puzzles

WEEK 30

Lecture Topics (new topics)

Decimal review; More work with One-Off Squares

Individual Work (skills and review)

More skills review; Counting with equal steps with fractions

Group Assignments (puzzles, problem-solving, discovery, etc.)

Sum of Two Squares; Puzzles

WEEK 31

Lecture Topics (new topics)

Mixed Numbers; Aliquot Sums and Sequences; US Measurement Review

Individual Work (skills and review)

More skills review, including US measurement review, and fractions.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Aliquot Sums and Sequences; Puzzles

WEEK 32

Lecture Topics (new topics)

More about Aliquot Sums and Sequences; Highlights of the Year

Individual Work (skills and review)

Create summary (ML book) pages titled, "What I learned this year in the Math Academy."

Group Assignments (puzzles, problem-solving, discovery, etc.)

Aliquot Sums and Sequences; Puzzles

Sixth Grade

Quarter #1

- Geometric drawing and constructions (main lesson)
- Practice four processes, including long multiplication and long division.
- Practice all aspects of fractions.
- Practice all four processes with decimals.
- Exponents
- Divisibility rules
- Mental math and math tricks
- Problem solving, discovery, and puzzles.

Quarter #2

- Practice four processes, including long multiplication and long division.
- Practice all aspects of fractions.
- Practice all four processes with decimals.
- Divisibility rules
- Repeating decimals; Decimal/fraction conversions.
- Measurement – both US and metric
- Unit cost
- Mental math and math tricks
- Problem solving, discovery, and puzzles.

Quarter #3

- Business math (main lesson)
including an introduction to percents, (statistical) graphs, and formulas.
- Practice four processes, including long multiplication and long division.
- Practice all aspects of fractions.
- Practice all four processes with decimals.
- Repeating decimals; Decimal/fraction conversions.

- Prime factorization.
- Divisibility rules
- Mental math and math tricks
- Problem solving, discovery, and puzzles.

Quarter #4

- Practice four processes, including long multiplication and long division.
- Practice all aspects of fractions.
- Practice all four processes with decimals.
- Repeating decimals; Decimal/fraction conversions.
- Mental math & math tricks (Casting out nines).
- Divisibility rules
- Prime factorization.
- Currency exchange rates.
- Measurement review & introduction to area.
- Ratios – brief introduction.
- Mental math and math tricks
- Problem solving, discovery, and puzzles.

6th Grade Weekly Curriculum

Note:

- This topic summary is intended for parents and tutors, to just give a quick sense of what is coming up.
- Mental math is not listed here, although up through grade 7, it is practiced during most lectures and sometimes for individual work.

WEEK 1

Lecture Topics (new topics)

Start of year pep talk

Review of fractions; Casting out Nines; Birthday math magic trick

Individual Work (skills and review)

Sheet #1 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Bizz-Buzz (game); Puzzles

WEEK 2

Lecture Topics (new topics)

Divisibility Rules; More fraction practice; Solution to Birthday Trick

Individual Work (skills and review)

Sheet #2 from the 6th grade workbook; Arithmetic Facts Flashcards

Group Assignments (puzzles, problem-solving, discovery, etc.)

Figure out birthday trick; Puzzles

WEEK 3

Lecture Topics (new topics)

Long division; Short Division; Review Decimals (all four processes); Repeating Decimals;
Trick for multiplying 2 #s just over 100

Individual Work (skills and review)

Sheet #3 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Long Division Practice; Puzzles

WEEK 4

Lecture Topics (new topics)

Intro to Exponents; Mixed Number Practice; Decimal Division

Individual Work (skills and review)

Sheet #4 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Unit Cost and Rates; Halfway Problems; Puzzles

WEEK 5

Lecture Topics (new topics)

More practice of long division, decimals, and fractions

Individual Work (skills and review)

Sheet #5 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

“Line of Four” (game); Puzzles

WEEK 6 (FIRST WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Basic geometric constructions with a compass and straightedge; 12-division of the circle;
Limacon

Individual Work (skills and review)

Sheet #6 from the 6th grade workbook; Work on geometric drawings and main lesson book pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Word problems; Geometry construction puzzles

WEEK 7 (SECOND WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

More geometric constructions; 24-division of the Circle; Rotation of Circles
Intro to Square Roots

Individual Work (skills and review)

Sheet #7 from the 6th grade workbook; Work on geometric drawings and main lesson book pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Geometry construction puzzles; Number Puzzles

WEEK 8 (THIRD WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Nested Hexagons; Parallel Line construction; More complicated geometric drawings

Individual Work (skills and review)

Sheet #8 from the 6th grade workbook; Work on geometric drawings and main lesson book pages

Group Assignments (puzzles, problem-solving, discovery, etc.)

Tricks for converting fraction to a decimal; *Geometry Practice Sheet*

WEEK 9

Lecture Topics (new topics)

Converting fractions to repeating decimals; Unit cost; Short division; Divisibility rules

Individual Work (skills and review)

Sheet #9 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles

WEEK 10

Lecture Topics (new topics)

US Measurement review (and conversion problems); Estimation practice

Individual Work (skills and review)
Sheet #10 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Discover new math tricks; Tricks for converting fractions to decimals; Measurement practice

WEEK 11

Lecture Topics (new topics)
Significant digits and rounding (with decimal long division); US Measurement practice

Individual Work (skills and review)
Sheet #11 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Discovering rules for Dividing by 9's and 0's; Measurement word problems

WEEK 12

Lecture Topics (new topics)
Converting repeating decimals \leftrightarrow fractions; Formulas for converting Celsius \leftrightarrow Fahrenheit

Individual Work (skills and review)
Sheet #12 from the 6th grade workbook; Reading a ruler

Group Assignments (puzzles, problem-solving, discovery, etc.)
Converting repeating decimals \leftrightarrow fractions; Formulas for converting Celsius \leftrightarrow Fahrenheit

WEEK 13

Lecture Topics (new topics)
More work with formulas; Converting repeating decimals \leftrightarrow fractions; Intro to the Metric System

Individual Work (skills and review)
Sheet #13 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Converting repeating decimals \leftrightarrow fractions; *Challenge!* Convert 0.07 into a fraction

WEEK 14

Lecture Topics (new topics)
The Metric System – Volume Length, and Weight; More converting repeating decimals \leftrightarrow fractions

Individual Work (skills and review)
Sheet #14 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Converting repeating decimals ↔ fractions; Formulas for converting Celsius ↔ Fahrenheit;
Puzzles

WEEK 15

Lecture Topics (new topics)

Prime numbers; Listing all the factors of a number; Working with mixed numbers;
Common factors and common multiples; More Metric practice

Individual Work (skills and review)

Sheet #15 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Factor puzzles; Metric practice

WEEK 16

Lecture Topics (new topics)

Greatest Common Factor (GCF); Least Common Multiple (LCM); Intro to Prime factorization

Individual Work (skills and review)

Sheet #16 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Finding factors of a large number; Metric practice; Puzzles.

WEEK 17

Lecture Topics (new topics)

Review and furthering of material in the past few weeks.

Individual Work (skills and review)

Do the first half of Sheet #17 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles; Prime Factorization discovery

WEEK 18 (FIRST WEEK OF BUSINESS MATH MAIN LESSON)

Lecture Topics (new topics)

Four Types of Economies; Intro to Percents;

Individual Work (skills and review)

Write essays and create main lesson book pages for the *Business Math* main lesson.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discussions about barter economies and money-based economies.

WEEK 19 (SECOND WEEK OF BUSINESS MATH MAIN LESSON)

Lecture Topics (new topics)

Our modern economy; Global trade; GDP; Lending and borrowing money (Interest)
Basic percent problems

Individual Work (skills and review)

Write essays and create main lesson book pages for the *Business Math* main lesson.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discussions about global trade and GDP;
Fraction-Decimal-Percent Conversion Table

WEEK 20 (THIRD WEEK OF BUSINESS MATH MAIN LESSON)

Lecture Topics (new topics)

Banking and Stock markets; Reading graphs (relating money and time); Pie charts; Business Formulas

Individual Work (skills and review)

Write essays and create main lesson book pages for the *Business Math* main lesson.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Graph Analysis;

Business Calculations (Rate of Pay, Price After Tax, Price After Discount)

WEEK 21

Lecture Topics (new topics)

Converting Percents \leftrightarrow Fractions \leftrightarrow Decimals;
Abundant, Deficient, and Perfect Numbers
Mean, Median, and Mode

Individual Work (skills and review)

Finish Sheet #17 from the 6th grade workbook; Additional percent practice problems

Group Assignments (puzzles, problem-solving, discovery, etc.)

Business Calculations; Abundant and Deficient Numbers; Perfect Numbers

WEEK 22

Lecture Topics (new topics)

Perfect numbers; Percents practice

Individual Work (skills and review)

Sheet #18 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Abundant and Deficient Numbers. Discover the fourth and fifth perfect numbers!

WEEK 23

Lecture Topics (new topics)

Start to give method for finding the fourth and fifth perfect numbers;
Skills Review (fractions, divisibility, percents, prime factorization)

Individual Work (skills and review)

Sheet #19 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Puzzles

WEEK 24

Lecture Topics (new topics)

Finish method for finding the fourth and fifth perfect numbers;
Intro to the game 30-Scratch; Intro to Area and Perimeter

Individual Work (skills and review)

Sheet #20 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Pie Chart with percentages; Play 30-Scratch; Puzzles

WEEK 25

Lecture Topics (new topics)

Division with repeating decimals as answers;
Skills Review (fractions, divisibility, percents, prime factorization)

Individual Work (skills and review)

Sheet #21 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Percents practice; Area puzzles; Prime Factorization

WEEK 26

Lecture Topics (new topics)

Prime factorization of Nines (9, 99, 999, 9999, etc.); Rules for Repeating Decimals;
Intro to Rates (speed, distance, time) with three formulas ($D=R \cdot T$; $R=D/T$; $T=D/R$)

Individual Work (skills and review)

Sheet #22 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)
Divisibility Magic; Rules for Repeating Decimals; puzzles

WEEK 27

Lecture Topics (new topics)

Intro to Ratios; More work with Rules for Repeating Decimals; Rates problems

Individual Work (skills and review)

Sheet #23 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Rules for Repeating Decimals; Divisibility Magic (Part II); Missing-Digit Multiplication

WEEK 28

Lecture Topics (new topics)

Rates; Ratios; Percents; Rules for Repeating Decimals;

Individual Work (skills and review)

Sheet #24 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Rules for Repeating Decimals; Puzzles

WEEK 29

Lecture Topics (new topics)

Intro to Exchange Rates; Skills Review

Individual Work (skills and review)

Take the *6th Grade Assessment Test*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles

WEEK 30

Lecture Topics (new topics)

Exchange Rate problems; Square Roots; Reciprocals

Individual Work (skills and review)

Sheet #25 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Exchange Rate problems; Puzzles

WEEK 31

Lecture Topics (new topics)

Compound Fractions; Exchange Rate problems

Individual Work (skills and review)

Sheet #26 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Exchange Rate problems; Puzzles

WEEK 32

Lecture Topics (new topics)

Review of the Year

Individual Work (skills and review)

Sheet #27 from the 6th grade workbook

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles

Seventh Grade

Quarter #1

- Review of 6th grade math
- Geometric drawing & constructions (main lesson)
- Intro to the Pythagorean Theorem
- Measurement – US and Metric systems
- Word problems.
- Mental math and math tricks
- Problem solving, discovery, and puzzles

Quarter #2

- Measurement – US and Metric systems
- Ratios, including whole number and decimal form, and similar figures.
- Intro to Percents.
- Mental math and math tricks
- Problem solving, discovery, and puzzles

Quarter #3

- Percents, including percent increase and decrease.
- Intro to Algebra (main lesson)
- Ratios, including ratio in a circle (π).
- Mental math and math tricks
- Problem solving, discovery, and puzzles

Quarter #4

- Rates, including speed/distance/time and rate of pay problems.
- Geometry: rectangles, parallelograms, non-right triangles; the shear and stretch
- The square root algorithm

- Mental math and math tricks
- Problem solving, discovery, and puzzles

7th Grade Weekly Curriculum

Note:

- This topic summary is intended for parents and tutors, to just give a quick sense of what is coming up.
- Mental math is not listed here, although up through grade 7, it is practiced during most lectures and sometimes for individual work.

WEEK 1

Lecture Topics (new topics)

Start *Arithmetic Review* unit

Review of fractions and decimals; Divisibility Rules; Review of 6th Grade Mental Math Tricks

Individual Work (skills and review)

Work on the *Arithmetic Review Sheets*.

Group Assignments (puzzles, etc.)

Play the game NIM

WEEK 2

Lecture Topics (new topics)

Review of fractions and decimals; Divisibility Rules;

Individual Work (skills and review)

Work on the *Arithmetic Review Sheets*; Study the 6th Grade Math Tricks; Study the Divisibility Rules

Group Assignments (puzzles, etc.)

Discover the winning strategy for the game NIM; Puzzles

WEEK 3

Lecture Topics (new topics)

Prime factorization; Square roots (and other higher roots);

Individual Work (skills and review)

Work on *Arithmetic – Sheet #2* (from the workbook).

Group Assignments (puzzles, etc.)

Puzzles

WEEK 4

Lecture Topics (new topics)

Converting decimals \leftrightarrow fractions

Individual Work (skills and review)

Work on *Arithmetic – Sheet #3* (from the workbook); Begin working on *7th Grade Flashcards*

Group Assignments (puzzles, etc.)

Age Puzzles; Prime Factorization Puzzle

WEEK 5

Lecture Topics (new topics)

Begin *Measurement* unit.

Individual Work (skills and review)

Take *Arithmetic Review Test*; Work on *Measurement Sheet #1* (from the workbook)

Group Assignments (puzzles, etc.)

Puzzles

WEEK 6 (FIRST WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Geometric Constructions and Drawings; Angle theorems (including \angle s in a Δ add to 180°);

Construction of a Pentagon in a Circle;

Work on Measurement problems

Individual Work (skills and review)

Work on main lesson book pages (geometric constructions and drawings)

Work on *Measurement Sheet #1* (from the workbook)

Group Assignments (puzzles, etc.)

Tear and Stack puzzle; *Digit Arithmetic* puzzles

WEEK 7 (SECOND WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

More Geometric Constructions and Drawings; Proof that \angle s in a Δ add to 180°

Golden Rectangle;

More work on Measurement problems

Individual Work (skills and review)

Work on main lesson book drawings (related to topics from lectures and group work)

Work on *Measurement Sheet #3* (from the workbook)

Group Assignments (puzzles, etc.)

Discovering the *Pythagorean Theorem!!*; Triangle Constructions (SSS and SAS); *Vesica Piscis*

WEEK 8 (THIRD WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Give statement of the *Pythagorean Theorem*; Laws of Triangle Constructions (SSS and SAS, etc.)

The Golden Ratio (Φ); Geometric Drawings with Star Patterns from the 15-gon

More work on Measurement problems

Individual Work (skills and review)

Work on main lesson book drawings (related to topics from lectures and group work)

Work on *Measurement Sheet #4* (from the workbook)

Group Assignments (puzzles, etc.)

Using the *Pythagorean Theorem* to solve triangles; Introduction to Area; *Chessboard* puzzle

WEEK 9

Lecture Topics (new topics)

Start *Ratios* unit; Three Thoughts of a Ratio; Measurement conversion practice;

Individual Work (skills and review)

Work on *Measurement* – Sheet #5 and #6.

Group Assignments (puzzles, etc.)

Work on *Measurement* – Sheet #5 and #6; Puzzles.

WEEK 10

Lecture Topics (new topics)

Measurement conversion practice; Similar figures; Ratio practice problems

Individual Work (skills and review)

Work on *Measurement* – Sheet #7.

Group Assignments (puzzles, etc.)

Puzzles

WEEK 11

Lecture Topics (new topics)

More ratio work, and ratio practice problems

Individual Work (skills and review)

Take the Measurement Test; Work on *Ratios (Part I)* – Sheet #1 and #2

Group Assignments (puzzles, etc.)

Play the game Skedoodle

WEEK 12

Lecture Topics (new topics)

More Ratio work; Proportion of the whole; Decimal and Whole Number Forms of a Ratio; Reciprocals

Individual Work (skills and review)

Work on *Ratios (Part I)* – Sheet #3 and #4

Group Assignments (puzzles, etc.)

Work on *Ratios (Part I)* – Sheet #3 and #4; Puzzles

WEEK 13

Lecture Topics (new topics)

Two Thoughts of a Ratio in Decimal Form; Four Ways to Write a Ratio; Reciprocals of Ratios

Individual Work (skills and review)

Work on *Ratios (Part I)* – Sheet #5

Group Assignments (puzzles, etc.)

Work on *Ratios (Part I)* – Sheet #5; Puzzles

WEEK 14

Lecture Topics (new topics)

More Ratio Practice Problems; Converting between Whole Number Form and Decimal Form.

Individual Work (skills and review)

Work on *Ratios (Part I)* – Sheet #6

Shadow Problem: Calculating the height of a flagpole by using ratios;

Group Assignments (puzzles, etc.)

Puzzles

WEEK 15

Lecture Topics (new topics)

Triple ratios;

Individual Work (skills and review)

Work on *Ratios (Part I)* – Sheet #7

Group Assignments (puzzles, etc.)

Work together on the *Ratios Practice Test*; Puzzles

WEEK 16

Lecture Topics (new topics)

Start the *Percents* unit;

Percents Facts; Two Basic Percents Problems; Converting Decimals \leftrightarrow Percent

Individual Work (skills and review)

Take the *Ratios Test*.

Work on *Percents* – Sheet #1

Group Assignments (puzzles, etc.)

The *Towers of Hanoi*; Factor Puzzles

WEEK 17

Lecture Topics (new topics)

More percents practice; Percent increase/decrease problems

Individual Work (skills and review)

Work on *Percents* – Sheet #2; Work on *Percents to Fraction Conversion Flashcards*

Group Assignments (puzzles, etc.)

(More complicated) Square Roots; Puzzles

WEEK 18 (FIRST WEEK OF ALGEBRA MAIN LESSON)

Lecture Topics (new topics)

Signed Numbers; Story of Gauss, and his series formula

Individual Work (skills and review)

Work on writing essays and creating main lesson book pages;

Work on research for *Oral Presentation*.

Group Assignments (puzzles, etc.)

Practice using temperature conversion formulas; Galileo's *Law of Falling Bodies*

WEEK 19 (SECOND WEEK OF ALGEBRA MAIN LESSON)

Lecture Topics (new topics)

Simplifying expressions; Combining like terms; The *Scale Puzzle*; Solving three-step equations

Individual Work (skills and review)

Work on writing essays and creating main lesson book pages;

Work on research for *Oral Presentation*.

Start *Percents* – Sheet #4

Group Assignments (puzzles, etc.)

Work on *Algebra* – Sheets #2-5

WEEK 20 (THIRD WEEK OF ALGEBRA MAIN LESSON)

Lecture Topics (new topics)

Golden Rule of Equations; Practice solving equations

Individual Work (skills and review)

Work on writing essays and creating main lesson book pages;

Give your *Oral Presentation*.

Finish *Percents* – Sheet #4

Group Assignments (puzzles, etc.)

Work on *Algebra* – Sheets #6-7

WEEK 21

Lecture Topics (new topics)

Thorough review of Percents; Compound Interest; Discount and Tax; Percents practice

Individual Work (skills and review)

Take the *Algebra Test*; Work on *Percents* – Sheet #1

Group Assignments (puzzles, etc.)

Puzzles

WEEK 22

Lecture Topics (new topics)

More Percents; Finding percent increase or decrease; More Percents practice

Individual Work (skills and review)

Work on *Percents* – Sheet #6

Group Assignments (puzzles, etc.)

Making a Math Clock; Puzzles

WEEK 23

Lecture Topics (new topics)

Wrap with Percents; practice for upcoming Percents test

Individual Work (skills and review)

Work on *Percents* – Sheet #7; Take *Percents Practice Test*;

Group Assignments (puzzles, etc.)

The game of NIM (variations)

WEEK 24

Lecture Topics (new topics)

Start the *Ratios – Part II* unit; Review Ratios from earlier in the year.

Individual Work (skills and review)

Take the *Percents Test*

Group Assignments (puzzles, etc.)

Work on *Seventh Grade Math Tricks* sheets

WEEK 25

Lecture Topics (new topics)

Five Thoughts of a Ratio; Four ways to express a Ratio; Proportional and Inversely Proportional

Individual Work (skills and review)

Work on *Ratios, Part II* – Sheet #2; Work on *Seventh Grade Math Tricks* – Sheet #4

Group Assignments (puzzles, etc.)

Work on *Ratios, Part II* – Sheet #1; Work on *Seventh Grade Math Tricks* – Sheet #3; Keep working on perfecting your strategies for NIM

WEEK 26

Lecture Topics (new topics)

The *Four Ratios of a Square*; Inversely Proportional as related to rate and time, and a fulcrum

Individual Work (skills and review)

Discover π and the *Four Ratios of a Circle*;

Work on *Ratios, Part II* – Sheet #3-4; Work on *Seventh Grade Math Tricks* – Sheet #5

Group Assignments (puzzles, etc.)

Start *Square Root Algorithm* unit – do Sheet #1; Puzzles

WEEK 27

Note: During these last few weeks, we will be doing these three units somewhat simultaneously:

Rates, Geometry, and the Square Root Algorithm.

Lecture Topics (new topics)

Four Ratios of a Circle; Intro to Rates; Geometry: *The Shear & Stretch*

How can we predict the number of digits for the answer of a square root problem?

Squaring formula

Individual Work (skills and review)

Work on *Rates* – Sheet #1

Group Assignments (puzzles, etc.)

Work on *Geometry* – Sheet #1; Work on *Square Root Algorithm* – Sheet #2; Puzzles

WEEK 28

Lecture Topics (new topics)

Long Algebraic Method (for square roots); Review rates – three formulas; Archimedes' ratio for π .

Individual Work (skills and review)

Work on *Rates* – Sheet #2

Group Assignments (puzzles, etc.)

Work on *Geometry* – Sheet #2; Work on *Square Root Algorithm* – Sheet #3

WEEK 29

Lecture Topics (new topics)

Review *Pythagorean Theorem*; Angle Theorems and practice problems; Average speed problems;

Square Root Identity; Use the *Long Algebraic Method* to find square roots

Individual Work (skills and review)

Work on *Rates* – Sheet #3

Group Assignments (puzzles, etc.)

Work on *Geometry* – Sheet #3; First part of *Square Root Algorithm* – Sheet #4; Puzzles

WEEK 30

Lecture Topics (new topics)

Review everything for the past three weeks; More practice with the *Long Algebraic Method*

Individual Work (skills and review)

Work on *Geometry* – Sheet #4; Work on *Rates* – Sheet #4

Group Assignments (puzzles, etc.)

Work on *Rates* – Sheet #5; The train challenge problem (Rates);

Continue with *Square Root Algorithm* – Sheet #4

WEEK 31

Lecture Topics (new topics)

Pythagorean Triples; *Short Algebraic Method* (for calculating square roots)

Individual Work (skills and review)

Work on *Geometry* – Sheet #5

Group Assignments (puzzles, etc.)

Work on *Geometry* – Sheet #4; Work on *Rates* – Sheet #6; Work on *Square Root Algorithm* – Sheet #6

WEEK 32

Lecture Topics (new topics)

Review and wrap up.

Individual Work (skills and review)

Work on *Geometry* – Sheet #6

Group Assignments (puzzles, etc.)

Work on *Geometry* – Sheet #6; Extra square root practice; Mr York's Bike Ride

Eighth Grade

Quarter #1

- Geometry (main lesson), including Stereometry (Platonic & Archimedean solids) and Loci (conic sections and Cassini curves).
- Number Bases.
- Understanding the thinking behind computers (software and hardware).
- Square root algorithm.
- Pythagorean Theorem with calculations.
- Problem solving, discovery, and puzzles.

Quarter #2

- Pythagorean Theorem with calculations.
- Mensuration: Areas and volumes.
- Review of 7th grade percents.
- Problem solving, discovery, and puzzles.

Quarter #3

- Percents & Growth.
- Proportions & Dimensional analysis (including rates, ratios, density, and converting metric to/from US.)
- Problem solving, discovery, and puzzles.

Quarter #4

- Proportions & Dimensional analysis (including rates, ratios, density, and converting metric to/from US.)
- Algebra, including review of 7th grade algebra, order of operations; distributive property.
- Puzzles and Problem Solving Unit
- End-of-Year Review

8th Grade Weekly Curriculum

Note:

- This topic summary is intended for parents and tutors, to just give a quick sense of what is coming up.

WEEK 1

Lecture Topics (new topics)

No review! Start out with an Introduction to *Number Bases*;
Scientific Notation; Expanded Notation; Egyptian Number System

Individual Work (skills and review)

Just work hard to understand the lecture content and the group work.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work together on *Number Bases – Practice Sheet #1*

WEEK 2

Lecture Topics (new topics)

Converting back and forth between octal (base-8) and decimal (base-ten);
Doing arithmetic in the octal system.

Individual Work (skills and review)

Work on *Number Bases – Practice Sheet #2*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Discover how to count, represent numbers, and do arithmetic in the octal (base-8) number base;
Work together on *Number Bases – Group Sheet #2 and #3*.

WEEK 3

Lecture Topics (new topics)

Introduce other number base systems (hexadecimal, base-five, and binary);
Place value in different bases; Arithmetic in different bases;
Converting between decimal and other bases.

Individual Work (skills and review)

Work on *Number Bases – Practice Sheet #3 and #4*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Place Value Table for different bases; Work together on *Number Bases – Group Sheet #4*

WEEK 4

Lecture Topics (new topics)

Times tables in different bases; ASCII code (computer binary-based coding for characters);

More work with converting and arithmetic in different bases

Individual Work (skills and review)

Work on *Number Bases – Practice Sheet #5 and #6*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work together on *Number Bases – Group Sheet #5 and #7*

WEEK 5

Lecture Topics (new topics)

Start *Pythagorean Theorem* unit; Review 7th Grade Geometry

Overview of the two main components of a computer: hardware and software;

The *Square Root Algorithm* as a computer program;

Individual Work (skills and review)

Take the *Number Bases Test*; Work on *Pythagorean Theorem – Practice Sheet #1*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work together on *The Mystery Computer Program* (Algorithm for Prime Numbers);

Work on *Pythagorean Theorem – Group Sheet #1*

WEEK 6 (FIRST WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Introduce Stereometry – the study of 3-D solids;

Loci – the study of 2-D curves;

Pythagorean Triples

Individual Work (skills and review)

Working with clay – transformation of a cube into an octahedron;

Working with paper – making paper models of a cube, tetrahedron, and octahedron;

Working on loci drawings (in your main lesson book).

Group Assignments (puzzles, problem-solving, discovery, etc.)

Pythagorean Theorem – Group Sheet #2;

How many different nets are there for a cube? ;

Loci puzzle, which introduces *The Parabola*

WEEK 7 (SECOND WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Duality in solids; transformation of loci curves, especially the parabola;

Watch extra lecture which shows all the solids – Platonic (5), Archimedean (13), and the Duals

(13)

Individual Work (skills and review)

Do Pythagorean Theorem – Practice Sheet #2;

Working with clay – perhaps the dodecahedron, and others;

Working with paper – making paper models of a dodecahedron and an icosahedron;

Working on loci drawings (in your main lesson book).

Group Assignments (puzzles, problem-solving, discovery, etc.)

Do Pythagorean Theorem – Group Sheet #3;

Loci puzzles – leading to the discovery of an ellipse and a hyperbola

WEEK 8 (THIRD WEEK OF GEOMETRY MAIN LESSON)

Lecture Topics (new topics)

Conic Sections (Parabola, ellipse, hyperbola); turning the directrix circle inside-out;

Two formulas for the Pythagorean Theorem; Using the Pythagorean Theorem to solve triangles.

Individual Work (skills and review)

Do Pythagorean Theorem – Practice Sheet #3;

Working with paper – your final project;

Working on loci drawings (in your main lesson book).

Group Assignments (puzzles, problem-solving, discovery, etc.)

Curves of Cassini; Puzzles

WEEK 9

Lecture Topics (new topics)

Review of 7th Grade Ratios; The *Four Ratios of π* . The *Shear & Stretch*;

Individual Work (skills and review)

Do Pythagorean Theorem – Practice Sheet #4 and #5

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on the challenge problems from Pythagorean Theorem – Practice Sheet #4 and #5;

Baravalle's proof of the Pythagorean Theorem; Ptolemy's Quadrilateral Theorem

WEEK 10

Lecture Topics (new topics)

Start *Mensuration* unit; Areas of rectangles, triangles, etc.;

Intro to Volume; 3-D Shear & Stretch; Height of a Pyramid;

Individual Work (skills and review)

Take the Pythagorean Theorem Test; Do *Mensuration* – Practice Sheet #1

Group Assignments (puzzles, problem-solving, discovery, etc.)
Deriving the formula for the Area of a Circle; Do *Mensuration* – Group Sheet #1

WEEK 11

Lecture Topics (new topics)
Area of a Trapezoid, and Area of a Circle; Formulas for a Cone and a Pyramid; Archimedes' Ratio

Individual Work (skills and review)
Do *Mensuration* – Practice Sheet #2

Group Assignments (puzzles, problem-solving, discovery, etc.)
Making a Tilted Pyramid; Do *Mensuration* – Group Sheet #2

WEEK 12

Lecture Topics (new topics)
Surface area; Review methods/formulas for finding all areas and volumes;
Area and Volume practice problems; Heron's formula for the area of a triangle

Individual Work (skills and review)
Do *Mensuration* – Practice Sheet #3

Group Assignments (puzzles, problem-solving, discovery, etc.)
Derive a formula for the volume of a sphere; Do *Mensuration* – Practice Sheet #3 and #4

WEEK 13

Lecture Topics (new topics)
Archimedes' proof of his ratio; Portions of Circles

Individual Work (skills and review)
Finish *Mensuration* – Practice Sheet #4; Start *Mensuration* – Practice Sheet #5

Group Assignments (puzzles, problem-solving, discovery, etc.)
Do *Mensuration* – Group Sheet #3; Puzzle

WEEK 14

Lecture Topics (new topics)
Practice everything from the *Mensuration* unit

Individual Work (skills and review)
Finish *Mensuration* – Practice Sheet #5; Start *Mensuration* – Practice Sheet #6

Group Assignments (puzzles, problem-solving, discovery, etc.)
Laws regarding scale factors and areas of similar figures; Puzzles

WEEK 15

Lecture Topics (new topics)

Laws regarding scale factors and areas of similar figures and solids; More practice

Individual Work (skills and review)

Finish *Mensuration* – Practice Sheet #6; Prepare for test

Group Assignments (puzzles, problem-solving, discovery, etc.)

Scale factor puzzles.; Cone challenge problem; Puzzle

WEEK 16

Lecture Topics (new topics)

Start *Percents & Growth* unit; Thorough review of 7th Grade Percents

Individual Work (skills and review)

Take the *Mensuration Test*; Work on *Percents Review Sheets*; Work on *Percents Flashcards*.

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Percents Review Sheets*; Puzzle

WEEK 17

Lecture Topics (new topics)

Rewording Increase/Decrease Percents problems → 30% more = 130% of = 1.3 times
Continue 7th Grade Percents Review

Individual Work (skills and review)

Do *Percents & Growth* – Practice Sheet #1

Group Assignments (puzzles, problem-solving, discovery, etc.)

Do *Percents & Growth* – Group Sheet #1; Puzzles

WEEK 18

Lecture Topics (new topics)

Using the *Growth Rate Table*; Exponential Growth (constant % growth) with populations

Individual Work (skills and review)

Do *Percents & Growth* – Practice Sheet #2 and #3

Group Assignments (puzzles, problem-solving, discovery, etc.)

Do *Percents & Growth* – Group Sheet #2; Puzzles

WEEK 19

Lecture Topics (new topics)

Reverse Percent problems; Compound Interest; Rule of 72; Rules for using a Calculator

Individual Work (skills and review)

Do *Percents & Growth* – Practice Sheet #4

Group Assignments (puzzles, problem-solving, discovery, etc.)

Do *Percents & Growth* – Group Sheet #3; Puzzle

WEEK 20

Lecture Topics (new topics)

Analysis of the population of USA since 1800; Review of everything in the unit thus far

Individual Work (skills and review)

Work on *Percents & Growth* – Practice Sheet #5; Start Practice Sheet #6

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Percents & Growth* – Practice Sheets #5 and #6; Puzzles

WEEK 21

Lecture Topics (new topics)

Start *Proportions & Dimensional Analysis* unit

Review 7th grade Measurement, Ratios, and Average Speed; Map Scales; Proportions; Similar Figures

Individual Work (skills and review)

Finish *Percents & Growth* – Practice Sheet #6; Do the Practice Test

Group Assignments (puzzles, problem-solving, discovery, etc.)

Puzzles

WEEK 22

Lecture Topics (new topics)

Measurement Conversions between US and Metric systems; Four Ways to write a Ratio; Method of “Moving along Diagonals” to solve proportions; Currency conversions; Intro to the Chain Method for Unit Conversions

Individual Work (skills and review)

Take the *Percents & Growth Test*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Proportions & Dimensional Analysis* Practice Sheet #1 and Group Sheet #1; *Grains of Rice* puzzle

WEEK 23

Lecture Topics (new topics)

Intro to Density → Calculating weight, volume, and density

Individual Work (skills and review)

Work on *Measurement Flashcards*; *Proportions & Dimensional Analysis* Practice Sheet #2 and #3

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Proportions & Dimensional Analysis* Practice Sheet #2 and #3; Puzzles

WEEK 24

Lecture Topics (new topics)

Practice problems involving Density, Map Scales, Unit Conversions, Proportions

Individual Work (skills and review)

Keep working on *Measurement Flashcards*; *Proportions & Dimensional Analysis* Practice Sheet #4

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Proportions & Dimensional Analysis* Group Sheet #2; Puzzles

WEEK 25

Lecture Topics (new topics)

Archimedes' Principle (for floating and sinking objects); More practice using the Chain Method

Individual Work (skills and review)

Keep working on *Measurement Flashcards*; *Proportions & Dimensional Analysis* Practice Sheet #5

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Proportions & Dimensional Analysis* Group Sheet #3; Puzzles

WEEK 26

Lecture Topics (new topics)

Go over Group Sheet #3 ("Are there too many people in the world?");

Thorough review of everything in the unit.

Individual Work (skills and review)

Work on *Proportions & Dimensional Analysis* Practice Sheets #6 and #7; Prepare for PDA test

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Proportions & Dimensional Analysis* Practice Sheets #6 and #7; Puzzle

WEEK 27

Lecture Topics (new topics)

Start *Algebra* unit; What is an equation? Thorough review of 7th Grade Algebra;

Intro to *Distributive Property*; Intro to *Order of Operations*

Individual Work (skills and review)

Take the *Proportions and Dimensional Analysis* Test;

Work on *Algebra* Practice Sheets #1 and #2

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on the *Proportions and Dimensional Analysis* – Practice Test ;

Work on *Algebra* Practice Sheets #1 and #2; Puzzle

WEEK 28

Lecture Topics (new topics)

Lots of Algebra practice; Solving equations with fractions

Individual Work (skills and review)

Work on *Algebra* Practice Sheets #3 and #4

Group Assignments (puzzles, problem-solving, discovery, etc.)

Work on *Algebra* Practice Sheets #3 and #4; Puzzles

WEEK 29

Lecture Topics (new topics)

Lots of Algebra practice; Algebra problems with greater difficulty;

Start *Problem-Solving* unit

Individual Work (skills and review)

Work on *Algebra* Practice Sheets #5 and #6

Group Assignments (puzzles, problem-solving, discovery, etc.)

Problem Solving → *Number Circle Magic Trick; Clock Hands; Card Trick; Factors – Part I*

WEEK 30

Lecture Topics (new topics)

Go over last week's group Problem Solving exercises, and introduce new ones.

Individual Work (skills and review)

Take the *Algebra Test*

Group Assignments (puzzles, problem-solving, discovery, etc.)

Problem Solving → *Number Magic; Catching Up; Factors – Part II; Two-Ant Problem*

WEEK 31

Lecture Topics (new topics)

Go over last week's group Problem Solving exercises, and introduce new ones.

Individual Work (skills and review)

Work on *Year-End Review* – Practice Sheets #1 and #2

Group Assignments (puzzles, problem-solving, discovery, etc.)

Problem Solving → *Factors and Remainders; Nines Magic; Chinese Remainder Theorem*

WEEK 32

Lecture Topics (new topics)

Go over last week's group Problem Solving exercises

Individual Work (skills and review)

Work on *Year-End Review* – Practice Sheets #3 and #4

Group Assignments (puzzles, problem-solving, discovery, etc.)

Problem Solving → *Factors; Greatest Common Factors; Two-Variable Equations*

Attachment 6

Sun Mountain Community School

Sun Mountain Community School

Nature Studies & Science Educational Program

Grades 1st-8th

2024

Nature Studies/The Sciences

The whole structure of the Steiner-Waldorf curriculum is profoundly ecological and leads to a wonder and curiosity for the natural world and the laws that govern it. In 1st-3rd grade, students spend two classes a week in “Nature Studies”. In these classes students hike, explore, and build forts and dams. In this way, they are building their relationships with the natural world, developing curiosity for natural order, and having first-hand experiences with natural laws. One can consider this stage as a three-year period of “active experimentation”, “concrete experience” and “reflective observation” before “abstract conceptualization” comes into play. A focus of third grade is farming and students spend lots of time in the garden throughout the year. Fourth grade studies zoology which includes a project-based learning research project of the animal of the student’s choice. Fifth graders study Botany which incorporates interdisciplinary study with handwork where students collect plant parts and dye wool from their forage in different colors, as well as basket weaving. In 6th-8th grade, students, have 3 science blocks a year, as described in the curriculum scope and sequence. These classes, i.e, geology, physics, anatomy, chemistry, all build on the cultivated interest in the natural world and observation skills needed to have an objective view needed in advanced scientific experiments. The emphasis is on the phenomena as they can be experienced (through direct observation or the description of the teacher) rather than on the theories that may be current in contemporary science

1st Grade - Nature Study

Nature studies is a weekly class. Our campus provides many opportunities to explore the natural world: hikes around campus, through the garden, out into the arroyos, or simply sitting in silence around our Black Locust tree. There, they experience the qualities of the seasons and discover nature’s treasures. A nature table in the classroom brings nature indoors. Nature related crafts and nature stories, including both written stories and stories from life experience, further enhance the relationship to the natural world. The children go on a nature walk once a week throughout the entire school year.

Objectives:

1. Enjoy and participate in our outdoor excursions.
2. To get curious and ask questions about their natural environment.
3. To develop a greater appreciation and reverence for the beauty and harmony present in nature.
4. Articulate their own nature stories.
5. Observe and speak about seasonal changes.

2nd Grade - Nature Studies:

Nature Studies is a weekly class. Nature Studies includes both an indoor and an outdoor component. The goal of the curriculum is for students to learn keen observational skills, which become the foundation of future science classes. We are also learning to be caretakers for the world in which we exist and how we are interdependent on the natural world. We have a worm compost bin and a sourdough starter as “class pets,” which we observe, feed and care for. We create, observe, and care for both closed-system and open-system terrariums and, at the appropriate time in harmony with the

seasons, we will be starting plants for our school garden. The third grade is responsible for the garden. We will keep and care for our starts until we get to plant them as third graders in September.

The Second Grade takes 2-3 field trips a month to different local biomes. We have planned our field trips with the idea of revisiting them often, and experiencing and observing them as the seasons change.

Objectives:

1. To awaken curiosity about the world around us.
2. To become quiet and receptive observers of the world.
3. To understand ourselves—as individuals, a class and a community—in relation to the natural world.

3rd Grade - Nature Studies

Nature Studies is a weekly class. 3rd Grade receives two hours of instructional time outside each week, in a curriculum that orients them to the seasons, to the wild inhabitants of Santa Fe and the desert southwest, and their place in it. The children experience nature through the seasons, and hone their observation skills.

In the **Fall**, we establish core routines: an opening gratitude circle sit spot (a special spot they return to, to get quiet and observe nature throughout the year), we play games to expand our senses, and share stories of what we observe. We have cultivated awareness of the natural world in the last two years. Now, as students are just becoming conscious of their individual-selves, separate from their surroundings, we make that awareness and observation more conscious. Activities during the fall include orienting (the path of the sun and moon), making forts/survival structures in the wilderlands, and making paint/dyes from rocks.

The **Winter** (Dia de Los Muertos to candelmas) We learn bow drill friction fire making, and make bread and tortillas in our horno. We look for animal tracks in the snow, getting familiar with what else, besides human beings, that call our school grounds home. We put sheet mulch on the garden.

In the **Spring** we learn about plants and earth. Our core routine is tending the garden and activities including testing for soil composition, making adobe bricks, making compost, harvesting wild clay, foraging wild plants, seeding the wild land, sprouting and tending to plant starts, and teatime with different plants.

4th - Grade - Nature Studies

4th Grade students receive two hours of instructional time outside each week. As they are learning map making and local geography this year, 1-2 day trips are taking to climb an appropriately high mountain so that students can get a “birds eye view” of their local geography.

In the **Fall** we establish core routines: an opening gratitude circle standing in the 8 directions, sit spot (a special spot they return to, to get quiet and observe nature throughout the year), we play games to expand our senses, and share stories of what we observe. Activities during the fall include orienting (the path of the sun and moon), studying the cardinal directions and how that effects the biomes of hillsides and sides of buildings. We observe the wind directions. We make forts/survival structures in the wilderlands now with a greater understanding of directions.

The **Winter** (Dia de los Muertos to Candlemas) is focused on animals and fire. We learn bow drill friction fire making. As students are studying animals, they deepen their animal tracking skills, attempting to not only identify different tracks, but also to assess the animals behaviors. Their knowledge of diet, housing and family life of animals will provide them with real life clues to what is happening in their area. At the beginning of winter, the students receive their wild ally. An animal guide that lives here in the desert southwest, who they will learn more about and cultivate a deep relationship with throughout this season (and beyond for many).

In the **Spring** we take hikes and talk about what has changed in the animals lives. Animals are traveling more now so we learn about travel across the landscape. We practice using a compass and map making.

5th Grade - Nature Studies

5th Grade students receive two hours of instructional time outside each week, in a curriculum that orients them to the seasons, to the wild inhabitants of Santa Fe and the desert southwest, and their place in it.

This is the year of ancient cultures. So, we will spend the year building up from the earth as our ancestors did. In the Fall, we will explore the landscape looking for different materials to make clay pots with. We will collect soil, make a pot from it, assess its effectiveness, and look for a new material to try the process again. We will be studying ancient India and our clay work can be used to prepare our Diwali clay pots.

By the **Winter** (Dia de los Muertos to Candlemas), we make rope from natural fibers and experiment how far we can take our creation.

By **Spring**, we will have studied Mesopotamia, one of the first agrarian cultures. This opens up so many opportunities to use modern day Permaculture and water catchment and movement techniques to irrigate our trees and landscapes. Although a moral posture of stewardship with the land is included in all grades, it becomes more active in 5th grade. During the spring they become amateur permaculture designers as they use their powers of observation of weather, sun, wind, and animal tracks to create a thriving garden.

6th Grade – The Sciences

In grade six, around the twelfth year, the student stands on “the threshold of adolescence”, a harbinger of an important change in the quality of the child’s consciousness. At this time, there is a “false dawn” of intellectual consciousness as the child’s feeling perception passes over to the world of ideas. This is not the same as the critical, independent thinking and judgment that will occur after the age of fourteen. It is instead a feeling approach to thinking. This aligns itself with early modern history.

Twelve year olds also begin to think in practical terms. Cause and effect becomes an increasingly important factor in their understanding of human motivation, science, and history.

The curriculum allows for practical physical applications of the material being studied. As an excited geologist, a sixth grader actually touches and holds the earth while learning the secrets of its mineral composition. All the observation and developing skills cultivate in previous Nature Studies classes now take on a scientific study. Scientific study of the land moves far beyond the school campus at this time, to wonderous New Mexico geographical locations to the stars above.

6th Grade Block - Mineralog /Geology

Mineralogy connects the students with the surrounding world in a very tangible and practical way. Starting with the overall view, one brings the subject little by little into individual detail: from geography to mountain formations, to rocks, stone, and minerals. The polarity of the mineral world is expressed outwardly in the fiery genesis of igneous rocks and the watery development of the sedimentary rocks. In between are those shape shifters, the metamorphic rocks. The school's geographic location provides an ideal "classroom" for this study. The forces which shape and shake the earth, the formative processes of the different types of rock, and stratification are the foci of these studies.

Objectives:

1. Recognize the three basic types of rock.
2. Develop an understanding of their origins.
3. Recognize the minerals that make up the three types of rock.
4. Develop an understanding of the forces responsible for and the effects of weathering/erosion.
5. Develop an understanding of the geologic forces responsible for accretion/layering of the earth's surface.
6. Develop and understanding of "the rock cycle".
7. Collect and identify rocks and minerals in the local landscape in "field school style".

6th Grade Block - Astronomy

Astronomy study offers a counterpoint to the young adolescents' increasing preoccupation with their own inner world. By turning their gaze and thoughts to the far-off worlds of planets, solar systems, and star constellations, students are required to consider for themselves not only what is out there, but how it all works. This exploration is carried out using only the unaided eye. This block offers excellent opportunities to observe, ponder, and offer conclusions to some of the mysteries of night and day sky phenomena. It often correlates with fall or spring camping trips.

Objectives:

1. Understand the terrestrial and celestial spheres.
2. Identify the north and south poles, the pole star, the north star and how to find it.
3. Understand the apparent movement of the stars across the sky.
4. Understand the phases of the moon, equinoxes, and solstices.
5. Understand why day and night lengths are different depending on latitude and season.
6. Understand the altitude of stars and its relationship to latitude.
7. Identify celestial equator, zenith, and circumpolar constellations.

6th Grade Block - Physics

The intention of the physics study is to objectively observe the phenomena of acoustics, optics, heat, static electricity, and magnetism from a phenomenological perspective. This is accomplished via a series of demonstrations for each area of study, allowing for new insights into their often-hidden inner workings. The "lab report" format is used for recording the results of each demonstration.

Objectives:

1. Develop objectivity in observing and recording the results of "laboratory" demonstrations.

2. Practice succinctness in written summaries of demonstrations.
3. Appreciate the wonders of the physical phenomena and how this knowledge can improve our lives.
4. Foster curiosity and the desire to know “how and why things work”.
5. The properties of the aforementioned areas of study.
6. Increase the will through work with precision and completeness in lab reports.

7th Grade – The Sciences

The seventh-grade science curriculum includes three different main lesson blocks: chemistry, physics, and human physiology. Through each of these areas of study the goal is to cultivate the students' wonder, stimulate their curiosity, deepen their interests, and help them apply their knowledge and understanding in meaningful and responsible ways. In physics, aspects of sound, light, heat, and electricity may be taken up and furthered based upon their introduction in sixth grade. The primary topic of the physics curriculum in seventh grade is mechanics. This topic has special relevance for these students, for they are developing a new relationship to the forces working within their bodies and to the forces active in the world. For similar reasons the study of chemistry is also taken up. By studying chemical transformations in the outside world, the students are better able to take hold of and understand their own changing inner life. It is said that by studying the outer world we learn about ourselves, and vice versa. In human physiology, the students learn more about themselves and their physical bodies through the study of human body systems and how to keep them at top health. Students' bodies are changing dramatically, and guided conversations regarding sexuality and relationships are taken up with each other and with their parents. Teachers use Physics is Fun textbook.

7th Grade Physics

Objectives: (understanding and using the following principles and machines):

1. Levers: effort arm and load arm
2. Inclined plane
3. Winch
4. Pulleys, block and tackle
5. Wedge, screw, linkages, gears
6. Shadows and images
7. Pinhole camera
8. Camera obscura
9. Conduction
10. Thermometers
11. Electrodynamics

7th Grade Chemistry

Objectives: (understanding and observing the following principles and reactions):

Combustion:

1. burning different materials

2. the role of air in a fire
3. generation of oxygen
4. generation of carbon dioxide
5. combustion of carbon, sulfur, and phosphorus
6. the role of oxygen and carbon dioxide in the human being
7. testing for acids and bases with red cabbage juice
8. smoke and ash; acid and base
9. chemistry of the candle

Salts :

1. limestone and marble
2. lime cycle (limestone quicklime slaked lime chalk)
3. reaction of hydrochloric acid with sodium hydroxide to form a salt

7th Grade Physiology

The intention of this block is two-fold. First, we are introducing students to the fascinating mysteries of their own bodies. Secondly, as students gain independence, they must learn to take good physical care of themselves. Physiology is taught with self-care in mind, with reasoning behind good choices we can make in our diets, why exercise, water, and rest are important.

Objective: to understand the workings of the following systems:

1. Digestive system
2. Circulatory system
3. Lymphatic system
4. Respiratory system
5. Reproductive system

8th Grade – The Sciences

8th Grade Physics

From Physics is Fun:

Eighth graders are no longer satisfied with simply observing the phenomena; the eighth grader wants to do; they want to discover and know. They want to be in the world more and want truth and relevance of work. It is important to connect scientific work to the outer world, to find connections. "Need to relate phenomena on a more intellectual, conceptual level...[or] they will become dissatisfied and will no longer find meaning in their work." – Roberto Trostli

Many of the concepts resonate with the soul mood of the eighth grader. They investigate pressure and sympathetic resonance. Many of the simple phenomena "turn" their world around, their observations do not meet their expectations. They become keen, objective observers. We build on the work of previous years:

- In acoustics we explore sympathetic vibrations and work with the concepts of frequency and the propagation of sound.
- In optics, we see how light is affected by the medium through which it passes; light is reflected and refracted.

- In electricity, we survey electromagnetism, electric currents, series, and the electric motor. This affords an opportunity to look at renewable sources and sustainability.
- A majority of the work focuses on aerodynamics and fluid mechanics. We study the nature of liquids, water pressure, buoyancy, and density. We study air pressure and vacuums.

The teacher's insistence on exactness of observation and description offers clarity of thought (and therefore, clarity of communication) and enables the students to develop a clearer sense of reality. The phenomenon gives the students an opportunity to see what is there, to work with the truth; the sciences allow them to work with absolute objectivity at a time when their emotions can often cloud their perceptions.

Objectives:

1. Teach the students to be patient and clear observers
2. Lead students from observation to conclusion
3. Strengthen capacity for scientific writing, formal lab reports, and scientific inquiry
4. Bring the scientific processes into practice - have students learn where these principles are being used in everyday life and in industry

8th Grade Organic Chemistry: Chemistry of the Kitchen

Chemistry as a science is much more elusive than physics. Chemistry invites an investigation of the hidden nature of substance by observing how substance reacts when acted upon by different agents. It demonstrates the ability of substance to transform. Observations are made of substance, how it behaves or reacts when acted upon (e.g. by burning, dissolving). The "how" it happens is usually hidden to the eye. We see the effect. This mirrors the experience of the students at this time; they do not always "see" what is going on, much is hidden from the eye. The students are changing, not only physically, but in their capacity to think, in their spiritual lives, in their feelings. Chemistry stresses good observation and description skills and scientific process, thereby anchoring the students to objectivity at a time of increased subjectivity in their lives. The discovery of scientific concepts is brought through direct "hands on" experience versus reading of an experiment before performing it. During this block there is an emphasis on "organic" substances; those that are the result of living processes: carbohydrates (sugar, starch, and cellulose), proteins, fats and oils. Water and its unique chemical properties and the water cycle may be studied at this time. Photosynthesis is studied. By block's end, the students recognize the tremendous importance of the sun in all of our living processes.

Objectives:

1. Define organic, inorganic, and biochemistry
2. The plant as the great chemist
3. The four elements
4. Photosynthesis
5. Carbohydrates
6. Sugars, and history of sweeteners
7. Starch
8. Cellulose
9. Alcohol

10. Proteins
11. Fats
12. Processed foods, farming

8th Grade Anatomy

The Skeletal, Muscular, and Nervous Systems; Joints; Skin

The students look at their own skeletal system and create ways to categorize it. The idea of movement returns in the study of the human body—students undergoing tremendous growth and hardening of the bones. The human body is studied in terms of form and function. In the study of the bones and the muscles, it is emphasized that one without the other is not nearly what they are together. The students learn that the bones are where blood, our most "living" substance, is made. Through learning the form and function of the different bones, the three fold nature of the skull, ribs, and limbs becomes clear. Other topics included the relationship of the muscular system to the skeleton, the joints and movement of limbs, strength versus flexibility, etc. There is also a focus on the intricate structure of the ear.

Objectives:

1. Look at the form principle of straight and curved bones.
2. Human muscular system—different muscles.
3. Tendons and ligaments; joints and different "levers".
4. The play between movement and stillness.
5. Sketches, observations, drawing, essays, diagrams.
6. The sense of sight—the eye.
7. The sense of balance and hearing—the ear.

8th Grade Meteorology

Students often create a cloud journal and get to spend several minutes of a week of classes laying on the ground and staring up at the sky. Then, they write and draw what they have seen. Through class lectures, they will learn to identify cloud types. Students learn about the English gentleman, Luke Howard, who first came up with the system to name cloud types. His biography was fascinating. In addition, they love the story of Lieutenant Colonel William Henry Ranking, who got stuck in a storm cloud, or Wallace Patillo Reed, who was America's first African American meteorologist. In addition, students discuss wind and water currents on the planet, develop an understanding of 'Highs' and 'Lows' and the meaning of barometric pressure. This leads to discussion of convection. During the year, frequently, the effects of global warming came up in current event conversations. Students see their connection to the outside.

Objectives:

1. Review geography of world deserts, grasslands, rain forests, equator, and poles seasons.
2. Make cloud observations and identify layers of atmosphere.
3. Understand the relationships of barometers/weather and moods/ land and sea breezes.
4. Understand fronts and air currents/winds and storms.

Attachment 7

Sun Mountain Community School

Organization of Science Blocks Grades 5 - 8 (Novato Charter School Example)

Grade	Block	Weeks	Topics
5th	Botany 1	3-4	Fungi, Algae, Moss, Ferns, Conifers
5th	Botany 2	3-4	Angiosperms, Monocots, Dicots
6th	Physics 1	4	Acoustics, Light, Heat, Magnetism, Static Electricity
6th	Astronomy 1	3	Astronomy (w/Naked Eye): Lunar Cycle, Seasonal Cycle, Eclipses, Comets, Constellations
6th	Geology	3-4	Plate Tectonics, Rock Types & Cycle, Volcano Project
7th	Physiology 1	3-4	Cells, Respiratory, Circulatory, Digestive Systems
7th	Physiology 2	3-4	Health Ed, Reproductive System, Coming of age, basic genetics
7th	Chemistry 1	3-4	Inorganic Chemistry Combustion, Acids/Bases, Element Presentation
7th	Astronomy 2	3	Astronomy (Telescopic) – as part of Age of Exploration History Block
7th	Physics 2	4	Mechanics/ Simple Machines/ Electricity (current electricity, electromagnetism), Rube Goldberg Project
7th	Physiology 3	3	Skeletal, Muscular, Integumentary Systems
8th	Physiology 4	3-4	Nervous System, Eye/Ear, Drug Project/ Research Paper , HIV/AIDS (CDE/Red Cross)
8th	Physics 3	3	Hydraulics/ Density/ Buoyancy Water/ Aerodynamics/ Motion, Force, Pressure, Landing Module (Egg Drop) Project
8th	Meteorology	2-3	Climate/ Weather/ Atmosphere/ Oceanography
8th	Chemistry 2	3	Organic Chemistry, Periodic Table, Carbon Bonding, Carbon Compounds Project

Project Based Learning is a key part of our curriculum

Attachment 8

Sun Mountain Community School

Sun Mountain Community School

Specialty Subjects Educational Program

Grades 1st-8th

2024

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- 8. Eurythmy**

Geography Curriculum

4th Grade Geography – Santa Fe, New Mexico, and Map Making

As the 4th graders are orienting themselves in the world, we begin to teach “local geography”. At first, this is very local. Students are often asked to make a map of their bedroom. The perspective they use to make this map, bird’s eye or frontal perspective, tells a teacher a lot about if they have begun to individualize their consciousness or not. Then, students are asked to make a map to and from their homes. This requires students to begin acclimating to their environments in more conscious ways. How do I get to school? Then, they learn the features of Santa Fe and will go for a day hike to get a bird’s eye view of our home city. They expand further to study the geographical elements of New Mexico and learn about its indigenous people and their culture. This is their first direct experience of how land relates to culture, something they will see again and again, in geography but also in history, business math, and the sciences. They will learn the 19 tribes of New Mexico and key geographical features and crops of ancient and modern times. Fourth graders also orient themselves to the cardinal and ordinal directions and learn to find them in space and on a map. We teach how to use a compass.

5th Grade Geography – North America

From our home state, the student widens his/her lens to follow the geographical features across the whole of North America. This year is often studied in biome regions of the continent and the different cultures that arose out of those biomes. We study major tribes and empires of north America, such as the Haudenosaunee (Iroquois Confederacy), the Mesoamerican Empires, and the Mississippian period. Often, students memorize all of the United States and their capitals in this block.

5th graders learn the geography of the ancient civilizations taught in history.

6th Grade Geography – South America

South American geography and its people. In addition to learning about major geographical features and biomes, and the people and empires who evolved from those biomes, such as the Incas. Often speakers come to speak of their travels and life stories in South America. Students draw maps of South America using a grid system. The students each research a geographic area of South America. Oral reports are presented on the countries and culture in their area of research. These presentations offer interesting insights on the diverse geography and culture of South America. It is important that students get a foundational feel for the history and a connection to the people of this continent before they learn of the Columbian exchange in 7th grade.

Students will often learn the countries and capitals of modern South America in this block.

6th graders learn the geography relating to Roman, Mongolian, and Islamic empires. They learn the major biomes in Asia, as they relate to Chinese empires.

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7th Grade Geography – Africa

African geography and its empires. In addition to learning about the major geographical features and biomes of this continent, students will learn about the great empires of those regions such as the Mali, Zimbabwe, and Ghana empires. The students will be reminded of regions we have already studied, such as Carthage, and Egypt and the Islamic empire. Often speakers come to speak of their travels and life stories in Africa. Students draw maps of Africa using a grid system. The students each research a geographic area of Africa. Oral reports are presented on the countries and culture in their area of research. These presentations offer interesting insights on the diverse geography and culture of Africa. It is important that students get a foundational feel for the history and a connection to the people of this continent before the African slave trade gets introduced in 8th grade.

Students will often learn the countries and capitals of modern Africa in this block. Students will learn European, Latin American, and Asian geography as it relates to Age of Explorers.

8th Grade Geography – Oceania

We review the many inlets we have taken into Asia and give time to its current countries. Then, we move on to the continent of Oceania. This is a great block to review geology and how islands are formed. Often speakers come to speak of their travels and life stories in Asia. Students draw maps of Asia using a grid system. The students each research a geographic area of Asia. Oral reports are presented on the countries and culture in their area of research. These presentations offer interesting insights on the diverse geography and culture of Asia.

Objectives:

1. Review world geography, major oceans, land masses, etc.
2. Learn the geography and history of Asia (Japan, China, others).
3. Learn the geography and history of Australia.
4. Discover how the geography/landforms/waterways/climate and the history of the land affect the culture.
5. Understand the economic, social, political and cultural picture.

Movement Education

1st Grade - Movement Education

The first grade Movement curriculum strives to offer a diverse program that allows the students to experience and develop basic motor and social skills through noncompetitive age appropriate games and activities. It is integrated into morning activities and a designated games period twice a week. During daily movement times, the class practices different gaits, exercises crossing midlines with different songs, or walking across a balance beam using different directives. Morning movement also includes developing jump roping skills. Body geography exercises, emphasizing one side of the body at a time, and hand-eye coordination games are a regular morning practice. Beanbag exercises utilizing rhythmic movement patterning in the three planes of space are also part of movement activities. All these activities are offered as part of the language arts and arithmetic curriculum.

Objectives:

1. Demonstrate capacity to move his/her body using in rhythmical ways using different gaits forwards, backwards and side to side
2. Improve his/her sense of balance
3. Jump rope
4. Participate nimbly in body geography exercises
5. Move nimbly and rhythmically using bean bag activities
6. Develop group cooperation skills needed to play group games
7. Develop increased social awareness
8. Develop ability to listen and follow instructions

2nd Grade - Movement Education

Movement activities such as clapping, stamping, hopping, bean bag exercises, body geography and movements that cross horizontal/vertical midlines make up the first half hour of the morning. Outdoor movement classes can be sporadic in the winter, but during fall and spring, biweekly movement classes focus on jump rope, stop and go activities, running games, hopscotch and ball skills, all brought in imaginative ways. String games and hand clapping games are also brought. Maypole dancing is taught in the spring.

Objectives:

1. Develop a healthy approach to exercise.
2. Develop increased social awareness.
3. Develop specific skills in relationship to games.
4. Develop ability to listen and follow instructions.

3rd Grade - Movement and Games

Movement is a part of daily life in third grade. At the age of nine, learning through imitation is replaced by learning through observation. This stage of development reveals the students' growing independence and sensitivity. Social skills must be practiced. Rhythmic

<p style="text-align: center;">SUN MOUNTAIN COMMUNITY SCHOOL, 1ST-8TH GRADE ACADEMIC PROGRAM- SPECIALTY SUBJECTS</p>

activities awaken the limbs, clapping and balance activities engage the body fully, and exercises requiring physical dexterity of fingers, arms and maybe even toes awaken bodily awareness.

Objectives:

1. Develop a love for movement.
2. Develop the ability to follow rules.
3. Develop balance, dexterity, beauty of movement.
4. Develop skills such as throwing/catching.
5. Develop awareness of others, team cooperation/sportsmanship through example.
6. Develop sense of rhythm, timing, anticipation.
7. Develop physical strength and endurance.

4th Grade - Movement Education

Fourth Grade movement offers activities that express the transformation from 'we', the group, to 'I' as the student begins to distinguish between the outer world and his or her inner life. At this time, the group games are emphasizing polarities such as that of one student against the group. With the emergence of students' challenging adult authority, games in which specific rules need to be respected are introduced. As the student begins to find new relationships with peers and teachers, a new relationship to space arises. The movement curriculum begins 'to school' the integration of dimensions of space through the qualities of front and back, left and right, above and below in the student. This integration for the individual is acquired through self activity.

Objectives:

1. Chasing games where the role of the chaser changes quickly - Bobble hat thief, tag games, hot foot, dodgeball.
2. Games that require confrontation - the Magic Jewels, the Fiery Dragons, and the Stone Knight.
3. Activities that introduce lead-up games such as softball and their principals, throwing and catching games - caterpillar ball, garden ball, kickball.
4. Obstacle course challenges around the playground.
5. General games that support integration of fine and gross motor skills - jacks, marbles, pick-up sticks, four square.
6. Spatial Dynamic movements that support spatial awareness, opening and closing exercises and general warm-ups.
7. Support listening and attentive skills.
8. Increased social awareness and responsibility, the ability to work and play together with a group.

5th Grade - Movement Education

The games appropriate for this age are tag games and aiming, throwing, and catching games. The first dawning light of adolescence is appearing and children at this age begin to develop a sense of justice and fairness. They become able to sort difficult situations out for themselves. Activities are designed to develop an increased sense of balance, grace, strength

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and speed. Repetition of skills can begin at this age as they are ready for beginning skills instruction and practice at gaining knowledge of leadup games for the team sports to come.

Objectives:

1. Introduction of tag games to strengthen endurance, self confidence, agility, coordination.
2. Lead-up games similar to team sports that begin to develop skills of aim, hand/eye coordination, dexterity.
3. Develop skills related to the Pentathlon that they will perform in May.
4. Develop balance, strength, grace and coordination in various movement activities.
5. Cooperative skills, social awareness, the ability to move and play in a group.
6. Develop an ability to listen and follow directions.
7. Able to perform spatial dynamic movements that support spatial awareness, balance, coordination, strength, rhythm.

6th Grade - Movement Education

The games at this age (around twelve years old) require skill and agility. Games are chosen to facilitate skillful catching and throwing, dodging and fleeing, passing a ball, and running. At the age of twelve, children want to relate intensely to the space around them as they play. Emphasis is placed on helping build social relationships through cooperation, teamwork, and communication. Students yearn for more direct instruction, a formal quality of the skill or exercise in the literal sense, instead of pictorially as has been done so often up to this age. They are gaining a sense of boundaries and personal space. They are also yearning for team sports as they are socially ready to accept a winner and a loser.

Objectives:

1. Continue to bring tag games to strengthen endurance, self confidence, agility, coordination.
2. Introduction of team sports and other activities that develop skills of aim, hand/eye coordination, dexterity, focus, precision.
3. Develop balance, strength, grace and coordination in various movement activities.
4. Cooperative skills, social awareness, the ability to move and play in a group.
5. Develop an ability to listen and follow directions.
6. Able to perform spatial dynamic movements that support spatial awareness, balance, coordination, strength, rhythm.

7th Grade - Movement Education

The movement activities at this age involve running, running not for the sake of it, but in an original way. It actually represents the course of life as it appears to the soul of a thirteen year old. The students approach activities with great enthusiasm and passion. The games introduced at this time foster alertness, skill, perception, quick reactions, and stamina. The throwing, hitting, shooting, dodging and fleeing that were introduced in sixth grade continue and are enhanced in a friendly, cooperative way. What counts more to the thirteen year old is the ability to react positively and precisely in a given situation. Continuing to build cohesion through teamwork skills is imperative at this age, as the need to “win” becomes greater and keeping

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score more relevant. Cooperation, communication, and inclusion determine how effectively the group works together.

Objectives:

1. Continue to bring tag games to strengthen endurance, self confidence, agility, coordination.
2. Increased instruction of team sports and other activities that develop skills of aim, hand/eye coordination, dexterity, focus, precision.
3. Develop balance, strength, grace and coordination in various movement activities.
4. Cooperative skills, social awareness, the ability to move and play in a group.
5. Develop an ability to listen and follow directions.
6. Able to perform spatial dynamic movements that support spatial awareness, balance, coordination, strength, rhythm.

8th Grade - Movement Education

The games for this age are activities where the ball becomes a metaphor for soul experiences to be mastered by ego activity. Fourteen year-old students live this passion in team sports. The fight for the ball, similar to how the Greek youths would wrestle, helps in the development of the ego. The ball acts as intermediary, representing the living contact between two teams of players as the object of give and take. Therefore, many of the activities we played together were centered around a ball and its many uses. There are increases in muscle mass and weight for both genders which allows for greater physical challenges.

Team sports are continued with increased technical instruction and team strategy than in grade 6 and 7. Ballroom Dancing continues to work with the cooperation and social aspects that have begun earlier but now asks for more strength and focus. Not only is it challenging their ability to move gracefully and with awareness, but moves with risk and great challenge. Circus Arts continues to challenge the student to react precisely and with quick reactions or they will not be successful. The team sports of Basketball, Lacrosse, Cricket, Volleyball, Ultimate Frisbee and Football ask the student to move with endurance, improve their skills and to pay attention to team and individual strategy. Handstands and dive forward rolls in Gymnastics, stave fencing and cooperative/trust games bring the physical challenges which are healthy.

Objectives:

1. Continue to bring tag games to strengthen endurance, self confidence, agility, coordination.
2. Increased instruction, rules and terms used in team sports and other activities that develop skills of aim, hand/eye coordination, dexterity, focus, precision and a greater understanding of each activity.
3. Develop balance, strength, grace and coordination in various movement activities.
4. Cooperative skills, social awareness, the ability to move and play in a group.
5. Develop an ability to listen and follow directions.
6. Able to perform spatial dynamic movements that support spatial awareness, balance, coordination, strength, rhythm.

Performing & Visual Arts

Performing Arts

Speech, 1st-8th grade.

Speech is practiced every morning throughout the eight grades. Students start with morning verse. Daily tongue twisters and vocal warm-up strengthen the tongue and help children improve their speech clarity. They then will practice other verses that correlate with the seasons or their main lesson study until they are memorized and beautifully articulated. As the years progress, the verses become longer and, often, more complex, sometimes being spoken in a particular vernacular or in a different language. These verses are memorized from a “listen and repeat” practice with the teacher. This strengthens children's memories, and makes them versatile in speaking with rhythm, intonation, and emotion. In addition, the retelling of stories during story “recapitulation” fosters speech practice, storytelling, and sequencing of events. Students also follow simple two and three step auditory directions.

Play Productions, 1st-8th grade.

Theater is the most social of the arts. In each of our eight grades, the annual class play, in which every child has a role, is a culmination of the year’s language arts curriculum, from listening, writing and memorizing in the early grades, to understanding point of view and dramatic themes in the upper grades, to recitation in all the grades. “Play acting” is an extension of play in the early grades and it formalizes children's natural interest in “living into a story”. For adolescents, drama allows them the opportunity to “try on” other personalities; they are able to live in someone else's shoes. Empathy comes into play. Shakespeare's plays are often chosen for performance in the eighth grade. Students are challenged by the language and the storyline. Shakespeare's gift is his ability to tackle what it is that makes us human; it does not matter from what walk of life or what time period, there is a message for everyone.

On stage the students work with geometry of movement, positioning and how this reflects the relationship between actors. They work with gestures. They also work with speech and projection of voice. One of the most exciting aspects of working with drama is witnessing each individual bringing forth their insights into the whole stage production, everyone’s skills are acknowledged.

Visual Arts

As expressed in our Unique Approach - Arts Integration, students process all new materials, including math and the sciences, through artistic renderings in their Main Lesson Book. In addition to Main Lesson, however, the visual arts expand to specified arts classes (detailed below), and in foreign language class.

1st Grade - Visual Arts

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Throughout the week, in Main Lesson, in specific arts classes, as well as with foreign language class, the Visual Arts are practiced. Wet on Wet painting is experienced in a once a week class. Beeswax modeling and Form Drawing occur sometimes once a week or sometimes less often depending on the time of year.

Painting

Through stories of the season, pedagogical tales or reflections on the main lesson story content, colors are experienced in wet on wet watercolor painting classes. Some form may be brought in around the different holidays.

Modeling

Students warm and work with beeswax shaping it into animals or objects from the main lesson story content. Numbers 1-9 and letters are also formed.

Form Drawing

Starting with the curve and straight line, students draw forms in the air, on chalkboards, on their neighbor's back, and with their feet before putting the form down on paper. This allows all types of learners to incorporate their natural abilities into "penmanship". Different combinations of curves, straight lines as well as spirals and lemniscates are introduced.

Objectives:

1. Develop a relationship to color in painting classes.
2. Achieve finger dexterity.
3. Develop inner picturing and a feeling for form, symmetry and harmony.

2nd Grade - Visual Arts

Form Drawing

Weekly form drawing class continues with a new and unique challenge. Part of the form is given on the left, through a story, and the students are required to complete the form on the right. These are called mirrored forms. Cursive writing is considered an intensive focus on forms, and this year's form drawing classes set the muscular and coordination foundation to succeed in cursive writing which gets introduced next year. Preparation for form drawing can be practiced on a chalkboard, drawing it in the air or on a classmate's back, or walking it on the floor, for example.

Painting

Weekly wet on wet watercolor painting classes in the form of color experiences continue as in first grade. Through stories of the season or reflections of the main lesson story content, colors of purples, oranges and greens emerged. The quiet mood of the painting class is filled with focused attention. Some form may be brought in around the different holidays.

Modeling

Beeswax modeling is a weekly class. Animals, flowers and special gifts emerge from animal and seasonal stories told as the students warm and work with the wax.

Objectives:

1. Develop inner picturing and a feeling for form, symmetry and harmony.
2. Develop a relationship to color.
3. Achieve finger dexterity.

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3rd Grade - Visual Arts

Painting

In third grade, watercolor painting holds a special place for it is often the chosen medium to create the seven days of creation. Wet-on-wet continues, and more technical painting begins (removing color to reveal white paper, finer details, etc.), combining beeswax crayons and watercolor painting. A respectful mood is always established during painting class, one in which the children are allowed to dream into each figure and color combination.

Form Drawing

Weekly Form Drawing classes continue, involving ever more challenging forms including vertical and horizontal mirror forms and four part mirrors too. Forms are done with attention, accuracy, and beauty. Running forms, and repeated forms such as waves, are practiced as a way to introduce the hand and eye to cursive writing. Drawing with feet may be included, although accuracy and beauty are not expected.

Main Lesson Book Illustrations

Main lesson books contain illustrations which capture the content of a given block. These pictures are done according to the teacher's examples and mandates. The writing of letters and numbers that accompany the pictures are also seen as artistic and informative exercises.

Objectives:

1. Develop a sense for form and beauty
2. Create accurate letters and figures
3. Experience interplay of colors (primary and secondary)
4. Increase technical abilities in painting, drawing and writing
5. Develop ability to "layout" work on page
6. Develop dexterity within fingers
7. Create a "feeling" and connection for visual arts

4th Grade - Visual Arts

Painting

The evolution of form from the creation stories of third grade in water color painting develops further through animal studies, Norse myths, and seasonal themes. Watercolor painting challenges the student to harness the watery element and bring it into form. The clay modeling of rounded shapes being transformed into animals gives the student the opportunity to hold the earth itself and model substance.

Objectives:

1. Create form within the wet on wet watercolor experience
2. Harmonize color
3. Care for tools and respect materials
4. Follow directions

Form Drawing

The focus of Form Drawing is knotted and braided forms. With the new experience of an emerging distinction of the inner feeling of life from the outer world, the braided forms, with a hidden element, speak directly to this developmental stage.

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Objectives:

1. Complete the form drawing
2. Follow sequence of steps to completion

5th Grade - Visual Arts

Painting

Watercolor painting includes landscapes and objects related to the curriculum or festival life of the school.

Form Drawing

Form Drawing includes geometric shapes and forms related to ancient civilizations.

Clay

Clay work relates to the curriculum, such as cuneiform tablets or Egyptian amulets.

Objectives:

1. Practice artistic skills.
2. Develop aesthetic sense.
3. Care for supplies.
4. Learn how to set up art supplies.

7th Grade - Visual Arts

The visual arts include drawing, painting, and modeling in the seventh grade. Art continues to be an integral part of each block of study. Main lesson books are richly illustrated. The perspective drawing block meets the students who are developing their own inner life and way of looking at the world. Black and white drawing focuses on work in light and shadow. In painting veil painting, which is much more differentiated and requires a great deal of patience and observation, is introduced.

Objectives:

1. Draw central perspective, bird's eye view (vertical), frog's eye view (horizontal), drawings with more than one vanishing point.
2. Draw projection and shadow studies: interpenetration of solids, surfaces of intersection, shadows cast on varying backgrounds.
3. Draw actual objects such as a building or an interior space.
4. Paint using linear and color perspectives.
5. Veil painting.
6. Model various solids.
7. Introduce portraiture with proportions.
8. In figurative forms, explore gesture and movement, starting from figures turning, bending, pointing, reaching, leaving facial expression minimal.

Music Program

1st Grade - Music

Singing is interwoven throughout the first grader's entire day. Song and rhythm are utilized as transition and attention-getting tools. Some songs are sung throughout the year and some are sung seasonally. Singing is integrated with the movement curriculum to warm-up the brain for learning. Songs in the mood of the fifth, pentatonic and chromatic scales are sung. Wooden flutes are introduced in the first grade starting with the one-holed Interval flute and moving onto the Pentatonic flute later in the year. Flutes are played in a dedicated flute class once a week starting in the middle of the first semester. After pentatonic flutes are introduced, flutes are played daily.

Objective:

1. To foster a love of making music
2. To develop tonal and rhythmic competence

2nd Grade - Music

Flute

The pentatonic flute continues to be used in the second grade and songs that reflect the seasons and story content are played. Singing is offered throughout each day with seasonal, birthday, festival, weather, opening and closing songs. The children perform a class play for fellow students and for the parents. It is recited in chorus with the character stepping forward at the appropriate time. Singing and flute playing often accompany these plays.

Singing

Singing in rounds begins.

Objectives:

1. Finger dexterity and control, listening skills.
2. Memory skills and clear enunciation.

3rd Grade - Music

Flute

The pentatonic flute is continued and the diatonic flute may be introduced in the third grade. Playing in rounds, student-led groups begin, and attention to dynamics, tempo and following the flute "conductors" are integral parts of this year's flute lessons.

Singing

Singing happens each day as a musical component and as a means of celebrating each season, or providing a beautiful way to transition from one activity to the next. Rounds are introduced this year. Singing is a training in listening more than anything else. In third grade, it is important to learn to listen carefully, again, as training for playing the violin, viola or cello next year.

Objectives:

1. Develop a sense for music.
2. Develop the ability to listen to others.
3. Sing/play accurately (in tune) and follow tempo and rhythm.
4. Enjoy melodies, participate fully in making music.

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5. Maintain singing/playing one's own part, while listening to others at the same time.
6. Develop sense for intervals (how notes relate to each other) through pictures and experience

4th Grade - Music

Flute

The fourth graders use the C flute, diatonic mode. Notation, reading sheet music, and singing and playing rounds are introduced.

Singing

Songs and music of the seasons, festivals, and lesson topics are used. The introduction of fractions brings the world between whole numbers into a musical framework. Through rounds, whether singing or playing the flute, the individual development of inner feelings in relation to the outer world finds a musical opportunity to express itself.

Objectives:

1. Learn to play the C flute.
2. Learn to read music and count appropriately.
3. Play and sing in a group.
4. Within rounds hold one's own part accurately.

4th Grade - Orchestral Music

Students in 4th grade are required to learn violin, viola or cello. After hearing and trying the different instruments, the students are encouraged to choose the one that feels most comfortable to them. They meet twice a week for 45 minutes in school and are required to take weekly lessons outside of school with a private teacher. The students learn proper technique, bow hold and parts of the instrument and bow. They learn to read notes on the G, D and A strings with simple rhythms, using the "Essential Elements" book and other selected pieces. D Major, G Major, E minor are predominantly used. Most pieces are in common time. Pieces are in 1 part in the beginning half of the school year. In the second half of the school year, the students learn to play pieces in 2 parts. Two and four note slurs are introduced with a scale, but not used in the music. The students are taught proper rehearsal etiquette, to remember to bring their sheet music and instrument to each class. The teacher plays with them on the instrument during class and performances. They are expected to practice for 20 minutes, 5x a week. They perform four times during the school year.

5th Grade - Orchestral Music

Students in 5th grade continue to play their chosen stringed instrument. The class meets twice a week for 45 minutes and students continue to take weekly private lessons. Practice is now expected to be 30 minutes, 5x a week. C Major and D minor scales are taught. Pieces are in 3 parts and have up to 4 note slurs. 3/4 time signature is also introduced. Simple rhythms continue to be learned with pieces selected in the grades .5 to 1 level (beginner musicians). Training the ear to listen to not only yourself, but the entire group begins in earnest. Proper technique and rehearsal etiquette continues to be fostered. Legato, staccato, dynamics, D Form Drawing .C.al Fine, repeats and 1st/2nd endings are taught. The students are taught a

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basic 2, 3 and 4 conducting pattern. The teacher now conducts the group versus playing with them. They perform two times during the school year.

6th - 8th Grade - Orchestral Music

Students in 6th, 7th, 8th grades are given the opportunity to switch to a wind instrument. The stand up double bass becomes an option. If they choose to stay on their stringed instrument, they are combined together in one large orchestra. The class meets twice a week for 45 minutes and students continue to take weekly private lessons. Practice is now expected to be up to an hour, 5x a week. Rehearsal etiquette is now expected. Grades 2 and 2.5 levels are chosen for the class (junior high musicians level). Complex rhythms, F and A Major are introduced and learned. Dynamics, bow articulations and pieces in 5 parts are now learned. Tone quality grows more beautiful, phrases become longer. Interested students are encouraged to join extracurricular music groups and clinics to further their musical experience. Students in grades 7 and 8 are graded on their focus, attitude, ability to play, consistency of bringing their instrument and sheet music to each class. They perform four times a year.

Spanish Language Curriculum

1st Grade - Spanish

Rhythm is essential for first graders who need the flow of in-breath and out-breath to feel united with the world. Lessons begin with a harmonious repertoire of verses, movements and rhymes that unfold in a rhythmical way. This approach meets the students' capacity for imitation and recitation that is peaking at this age.

The students absorb the language in its totality, without the need for translation or explanation. For this reason, only Spanish is spoken in class. Oral and aural skills are the focus, postponing the written word to later grades. The use of gestures and movement helps awaken the students and activate their will.

Objectives:

1. Immersion in the rich poetic tradition of the Spanish language.
2. Foundation of vocabulary: colors (7), numbers (0-21), vowels, days of the week, classroom and everyday objects, parts of the body, clothing, animals and fairytale characters.
3. Introduction to culture and traditional children's lore and games.

2nd Grade - Spanish

The second graders are working out of the principle of dichotomy demonstrated by their affinity to fable and saint stories. They have a need to recognize and describe the world they see. Out of a desire for movement inherent in second graders, students learn movement games that expand their fluency. Developmentally the students remain capable of accurate imitation and intonation and pronunciation in the target language. Therefore only the target language is spoken in the lessons. The content of the lessons reinforces student interest in practical engagement in the target language.

Objectives:

1. Expansion of vocabulary: colors (10), numbers 0-101, alphabet, days of the week, months, seasons, classroom and everyday objects, parts of the body, and especially animals and qualities of virtue (from fables).
2. Jump roping games, songs, and simple dance steps.

3rd Grade - Spanish

Third graders begin to feel separate from the world. While imitation begins to disappear, gesture acquires a new importance and third graders repeat movement out of their own individual need for expression. In Spanish there is a new focus on making utterances related to their own experience, such as in declaring what one has or feels, or likes. The natural separation into groups lends itself well to small group work to accomplish specific tasks. Third graders can now sing some of the same songs they learned in first grade, but now in rounds, discovering a new rendering of something they already knew well.

Objectives:

1. Concentrated focus on time vocabulary: days of the week, months, seasons, weather numbers and measures, telling time (including review of numbers 0-10).

<p style="text-align: center;">SUN MOUNTAIN COMMUNITY SCHOOL, 1ST-8TH GRADE ACADEMIC PROGRAM- SPECIALTY SUBJECTS</p>

2. Expansion of vocabulary: colors and shapes, classroom and everyday objects, parts of the body, farm animals, alphabet (forward and reverse).
3. Jump roping games (including entering and exiting), singing, and folk dance.
4. Simple traditional cooking and crafts.
5. Creation of Spanish Alphabet Book.

4th Grade - Spanish

In fourth grade, there is an awakening that takes place resulting in greater differentiation. Fourth graders have a need to find their place in the world. In Spanish, there is an opening of doors to study culture and customs in fascination. As fourth graders attempt to establish their individuality, grammar lends them solidity and stability. Their new cognitive capacities are also fed by the introduction of writing and reading in the target language. This is the year in which true literacy in the target language is initiated, as children now see the same poems they have had in their hearts for years in oral form now in written form. Alliteration and strong repetition, typical of Old Norse literature, become dominant in the selection of new oral texts, such as proverbs, sayings and tongue twisters.

Objectives:

1. Create a Spanish book rich in words.
2. Learn to read in Spanish.
3. Additional writing through simple dictations and spelling lists.
4. Maintain simple conversations regarding self and the environmental conditions or their world.
5. Expansion of vocabulary and introduction to grammar.

5th Grade - Spanish

Fifth graders experience a moment of equilibrium. This mental and physical balance means that movement no longer characterizes the Spanish lesson. The lesson begins with poetry and song, yet moves into recitation and conjugation. The growing capacities for attention and concentration allow students to engage with grammatical concepts and a systematic and contextualized study of vocabulary. Fifth graders read and write with focus. Their ability to view with objectivity gives them powers of observation from which they can draw accurate and logical conclusions.

Objectives:

1. Systematic study of grammar.
2. Expansion of reading and writing into lengthier texts.
3. Dictations and spelling tests.
4. Writing and performing skits.
5. Continued acquisition of oral texts.

6th Grade - Spanish

Classes start with tongue twisters, sound exercises and songs which allow students to warm up into the language and transition into the lesson. An important aspect of this course is to learn through actions and images: students synchronize actions and images with the words in

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Spanish avoiding translation into English. Students move, draw, act, which involves a right side of the brain activity. The content of each lesson always starts with an oral component: understanding, recognition and speaking, and from there continues into reading, writing and grammar which involve a left side of the brain activity. The grammar taught in sixth grade is the beginning of a thread that continues in the rest of the middle school years showing a process that is cyclic and recurrent, that is to say; a concept taught in sixth grade, reappears in seventh and eighth adding an increased depth and understanding with the goal of internalizing grammar rather than memorizing.

In the spring, the 6th grade geography block, South America, is brought in Spanish class. Vocabulary preparation is given before each simplified lecture and lectures may be given multiple times. This is moving students from simply learning the language into learning through the language.

Objectives:

1. Infinitive of verbs: three groups "Ar" "Er" "Ir".
2. Distinguish nouns and adjectives.
3. Learn a variety of adjectives.
4. Definite and indefinite articles and its use with nouns.
5. Understand the concept of gender with nouns and adjectives.
6. Develop verbal, reading and writing skills.
7. Develop vocabulary.

7th Grade - Spanish

The approach to the study of the language is to learn the target language the same way we as children learned our mother language, through listening to the sounds around us, imitating, learning stories. Students are required to synchronize the listening of a command with its action: "stand up, walk fast, open the door...." Students learn a multitude of actions with the advantage of eliminating translation into English, as we learn by doing. Once students are able to understand and act with no hesitation, the next step is to move into sequences, which are chains of action such as: "When Paul writes his name on the board, go and give the book to Ann." With these types of commands, the students learn to create intricate grammatical features, becoming familiar with them in an incidental and non stressful way. Assessment is very clear for both the teacher and the student: when the student is able to respond to something heard, learning is happening. During this phase oral skills are the main focus, this element is very important and when it is well established, reading and writing will follow naturally. Once sequences are well established, we begin with storytelling, which asks students to work in narrative form.

Part of the Age of Exploration content of the Spaniards is given in Spanish class. Vocabulary preparation is given before each simplified lecture and lectures may be given multiple times.

Objectives:

1. Learn commands and sequences in oral and written form.
2. Develop new vocabulary.
3. Learn 80 verbs.

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4. Understand simple stories.
5. Understand the grammar concepts implied in the stories.
6. Understand the concept of verb conjugation.

8th Grade - Spanish

Students worked exclusively with storytelling as a guide to develop listening and oral skills, reading comprehension, writing skills, and the understanding and use of grammatical features both in oral and written form. The students study new vocabulary in a story through movement by associating words or sentences with actions. To develop listening comprehension skills, the story is told by the teacher a couple of times, then the students retell the story in their own words. After the oral section is complete, the story is introduced in written form, focusing on reading comprehension through questions and answers. The grammar contained in the story is examined so that the students are able to rewrite the story with attention to grammatical features.

New Mexican history, when it was a Spanish and a Mexican territory, is given in Spanish, as well as lessons on the Mexican-American war and the Mexican Revolution. Vocabulary preparation is given before each simplified lecture and lectures may be given multiple times.

Objectives:

1. Demonstrate reading and listening comprehension.
2. Demonstrate understanding of the grammar implied in the stories.
3. Demonstrate understanding the concept of verb conjugation and understand irregularities.
4. Demonstrate writing skills.
5. Increase vocabulary.

Handwork Program

1st Grade - Handwork

Knitting helps students develop fine motor coordination and an awareness of number and the importance of precision in keeping with the first graders' growing awareness and capacities. They are also ready to make the transition from play to work in an artistic medium. In Handwork class, the year begins removing debris from the sheep's raw fleece. After fluffing the fleece into "clouds", the students pass the basket to Grade Three for spinning. They then work on making knitting needles, sanding them with sandpaper, polishing them with trementina (pine sap) and beeswax, and finishing them off with a naturally painted wooden bead. The students knit specified animals and make a flute case. A few students may also make a family of chickens or other animals toward the end of the year.

Objectives:

1. Develop an appreciation of how the natural world can be transformed into useful materials.
2. Develop an aesthetic appreciation.
3. Hone manual dexterity skills.
4. Develop knitting skills.
 - a. introduce and develop casting on and off
 - b. introduce and develop the knit stitch
5. Develop hand sewing skills.

2nd Grade - Handwork:

In Handwork, the students start the year learning a new skill: the purl stitch.. They make a Saint with this stitch. In addition to learning the basics of purling, the students cast on and off to form the body, arms, and head of the figure. The students then moved on to making a creature for the Saint, which presented the challenge of knitting and purling with the stockinette stitch. This stitch helps the student become aware of the balance of the two extremes that they may be experiencing in the second grade, the nature of the saints and of the fables. Some students will complete these projects and learn an entirely new skill, how to crochet because they are not able to concentrate activity on one side of the body and work with the dominant hand. They learn the basic crochet stitches, and practice making large and even chains.

Objectives:

1. Develop an appreciation of how the natural world can be transformed into useful materials.
2. Develop an aesthetic appreciation.
3. Hone manual dexterity skills.
4. Develop knitting skills:
 - a. introduce and develop the purl stitch
 - b. increase and decrease stitches
5. Practice the stockinette pattern.
6. Develop hand sewing skills.

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3rd Grade - Handwork

In Handwork, students are able to apply their imagination to designing their own clothing. But first the students prepare materials for use in the classroom; they prepare the sheep's fleece and collect amole (yucca root) to wash the fleece and prepare it for spinning and dyeing. After the wool is clean and dry, the students fluff the fleece again into clouds and learn to spin on the malacate (Navajo spindle) and the spinning wheel. This type of work blends well with the practical work in the third grade curriculum.

In early fall, the students receive dyed wool from the fifth graders, and learn/re learn how to crochet. Their first project is to make a hat. After completing the hat, they make other clothing. They crochet this clothing and are presented with the challenge of increasing and decreasing stitches. They all also learn the double and triple crochet stitch. The students also develop hand stitching skills.

Objectives:

1. Develop an appreciation of how the natural world can be transformed into useful materials.
2. Develop an aesthetic appreciation.
3. Hone manual dexterity skills.
4. Develop crochet skills.
 - a. introduce and develop single,
 - b. double and triple crochet stitch.
5. Develop hand sewing skills.

4th Grade - Handwork

In Handwork class, the students learn various embroidery stitches by practicing their stitches on a handwork bag of their own design. They are required to make a design that fits the function of the handbag, something that would represent an opening at the top and a closed bottom. When the students show a level of competency with embroidery stitching, they practice the cross stitch on large pegboards. The students begin with many hand and body movements prior to receiving their yarn and needles to practice the large motor movements of the cross stitch on a peg board.

All students make a small cross stitch square for the pillow project, and are able to express their creativity by making and designing a pillow. The students are also presented with the task of designing their artwork to fit its function.

Alongside the stitching projects, some students weave a sabanilla (a white woven cloth) on the loom. The rest of the students will get their chance to make a sabanilla at the beginning of the fifth grade. Both weaving and the cross-stitch are perfect incarnating activities at this stage of development following the nine year change.

Objectives:

1. Develop an aesthetic appreciation.
2. Hone manual dexterity skills.
3. Introduce and develop embroidery stitches.
4. Develop hand sewing skills.

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5th Grade - Handwork

In Handwork class, the students begin the year by fluffing and removing debris from the sheep's fleece; they also hike to collect amole (yucca root) to wash the fleece and prepare it for spinning and dyeing.

In autumn, the students begin the fall dye block to pair with the botany main lesson work and a review of human and animal from grade four. A red dye bath is prepared by using cochineal to dye wool yarn many shades of red and pink. Students collect chamisa to create yellows and golds, and give the yarn to grade one to make flute cases and chicks. The dye block ends with the grand finale, indigo, and the rest of our yarn is dyed in striking hues of blue. Secondary shades are created by re-dyeing the yarn in a secondary color. The students also experiment with plant printing and Shibori dyeing. The fifth graders also weave a sabanilla (woven cloth) on the loom and either embroider it with the traditional New Mexican colcha stitch or weave a native design.

After the main fifth grade project, some students have time to sew together a three dimensional animal. Students are asked to consider how to add gussets for dimensionality; how to attach ears, limbs, and tails; and choose a type of stitch. The experience of making a stuffed three dimensional animal may help a student hold together emotions that the twelve year change may present.

Objectives:

1. Develop an understanding of how the natural world can be used to prepare and dye fibers.
2. Develop an understanding of the local arts and crafts.
3. Develop an aesthetic appreciation.
4. Hone manual dexterity skills.
5. Develop weaving skills.

6th Grade - Handwork

In the sixth grade Handwork class the students learn to work with a new material, leather. Leather has a resistant quality, requires more perseverance, focus and will. This type of material works well for the adolescent. The students are able to make various pouches or smaller bags with the leather.

The students learn how to embellish the leather with beadwork. They create designs, and use seed beads to Decorate and beautify their bags.

Objectives:

1. Develop an appreciation of how the natural world can be transformed into useful materials.
2. Develop an aesthetic appreciation.
3. Hone manual dexterity skills.
4. Develop hand stitching skills.

7th Grade - Handwork

At the beginning of the year, the seventh graders read an age appropriate play, and choose characters to begin the marionette project. The students create a wooden marionette

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from scratch and in handwork to clothe him/her. Both experiences fall in line beautifully with the main lesson curriculum on anatomy as they also become aware of bodily shape. Everyone learns the basics of pattern making, measuring for exactness and making various types of clothing. The students also learn the basics of the sewing machine. All students learn how to sew a general bodice and later design it to suit a specific marionette. Skirts/pants are also sewn. Many students learn how to embellish basic patterns, for example, designing a bell shaped sleeve or a mandarin collar, etc. The play is performed in their eighth grade year.

Objectives:

1. Develop an aesthetic appreciation.
2. Hone manual dexterity skills.
3. Develop basic sewing skills.
4. Develop an understanding of how to make clothing patterns.

8th Grade - Handwork

In eighth grade students start the year by remembering how to knit to teach their grade one buddies. They join the first graders twice a week for two weeks to teach them slip knots, casting on, and the knitting stitch. One extra day of the week in handwork is dedicated to the completion of the marionette costumes and scenery. They perform the marionette play in their eighth grade year.

Before beginning their sewing project, the eighth graders learn about how the industrial revolution changed sewing. They try out an early 1900's treadle sewing machine and compare it to the modern sewing machines we use today. The eighth grade students also experience pattern making by learning how to quilt. This sewing project allows the students to practice techniques on the sewing machines. With puberty it is important for students to understand cause and effect and to understand the working of mechanical objects.

Objectives:

1. Develop an aesthetic appreciation.
2. Hone manual dexterity skills.
3. Develop machine stitching skills.

Woodworking Program (5th-8th grade)

5th Grade - Woodworking

Fifth grade is the year in which students are first introduced to woodwork. A primary goal for this introductory year is to foster a love for wood and an understanding of the nature of the wood medium, tying very strongly into the botany study which fifth grade students undertake in main lesson blocks. Carving brings the will forces into a new and dynamic relationship to the child's imaginative and thinking capacities. The work draws upon and stimulates students' ability to imagine or visualize the form toward which they are working, placing that visualization in relationship to the outer world (a piece of tree limb, in this case) and how, by removing rather than adding material (as in clay or beeswax sculpture), a living interaction between the will and the imagination can be stimulated through observation, thinking, and, of course, putting a knife to the wood. The work strongly stimulates the child's developing artistic sense for form, balance, and proportion. They also learn how to carve!

6th Grade - Woodworking

Building upon the foundations laid in fifth grade, primary goals for the year are to broaden students' experience of wood as a sculptural medium, further stimulate students' senses of form, balance, and proportion, and to broaden, strengthen, and refine carving skills developed in the previous year. While students are working largely with convex forms (eggs, mushrooms, human figures, etc.) in fifth grade, in sixth they move strongly into carving concave forms with the year's emphasis on bowls and spoons.

7th Grade - Woodworking

The marionette program is the core of both the seventh and eighth woodwork curriculums, a collaborative endeavor in which marionettes are carved in woodwork and costumed in handwork. While the work is a very fine expression of the artistic and technical carving capacities developed in fifth and sixth, and is tied strongly into the study of history and the physical sciences, perhaps the richest element of the program lies in the collaboration and coordination (teacher to teacher, teacher to student, and student to student) throughout the entire process, from design and execution of the marionettes to the actual production.

8th Grade - Woodworking

(See Grade 7.) Grade 8 culminates in the completion of the marionette work, including a public performance of a puppet play presenting the marionettes made in grade seven by the class.

Attachment 9

Sun Mountain Community School

Sun Mountain Community School

Outdoor Education Handbook Scope and Sequence

Grades 1st-8th
2024

November 2009 and Revised 2015 (SFWS College of
Teachers),
and Revised Sun Mountain Charter Committee 2024

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Version 1.0, 10/23/2017

Purpose of the Outdoor Education Program Handbook

This handbook is a response to a growing need of the Sangre de Cristo School (SCCS) to have an organized and reliable source of information and best practices for continued outdoor education programming success. Experience in natural landscapes is of significant enriching value to the education of students. The Outdoor Education Program (OE) is part of the yearly curriculum, and is one of the distinguishing programs of SCCS. By creating a handbook, information and ideas for making these trips safe and effective will further our educational work.

This handbook is a guide. It is a place to go to for policies, protocols, procedures, and other useful materials that the OE Program uses on trips. It is a reference for teaching essential backcountry skill sets, medical guidelines, and for planning trip logistics.

This handbook is a record and repository for past trip forms and incident reports so that OE team members may learn from past situations, and make better plans for future trips. This handbook seeks to serve the complex needs of a dynamic experience, may it be an evolving anchor.

The Outdoor Education Program

Since its inception, the Sangre de Cristo Charter School has had a tradition of enriching the growth and development of its students through outdoor education experiences. Located in the American Southwest, the Sangre de Cristo Charter School is ideally situated in a richly varied ecological region that allows for a robust outdoor education program.

The Outdoor Education Program has an emphasis on community building and adventure challenges in outdoor settings. Through their grade school years, they are guided through a series of outdoor adventures that give opportunities for personal growth and development.

Outdoor activities include hiking, camping, backpacking, mountaineering, rafting, rock climbing and canyoneering, and much more. These activities meet the need for challenge at the same time promote healthy physical development, community building, and personal development.

The Outdoor Education Program in the High School is called the Wilderness Experience Program. The emphasis for high school students is to have an encounter with true wilderness settings.

Safety of the students and staff is important and everyone, students and team members, receive training in the proper techniques for each adventure activity. Safety consciousness is the prime focus of everyone on every trip. This Outdoor Education Handbook is also a resource for continued professional development of trip leaders and team members, as well as resources for teaching students.

In addition to the various primary adventure activities, a rich array of other activities is offered such as movement, journaling, artistic activity and group initiative games. At the end of each day, a “talking circle” is held under the starlight, allowing for development of space and trust for students to share with each other and team members their insights on the day's events as well as events in their lives, and appreciations they have discovered.

While providing opportunities for connections with others and with self, these outdoor trips also foster important connections to Nature. The students are instructed in the ethics of “no trace” camping and learn how to travel and camp in a variety of environments with minimum impact. Perhaps even more importantly, these trips expose students to the rich, ever shifting, complexities of the natural world and promote a living understanding of the Earth itself.

As students progress through the Outdoor Education Program, more focus is placed on personal growth and introspection. By the twelfth grade, students are guided through their Senior Solo – a 24-hour contemplative outdoor solo experience – spending time alone in the forest as they approach the threshold of adulthood.

Here are brief descriptions of the outdoor experiences offered to K-8th grade students in the Outdoor Education Program:

First and Second Grade: Some teachers have opted to camp with their students, beginning with student/family camping in the “Waldorf Outdoor” of the school’s campus. Sometimes the classes have gone to nearby Villanueva State Park for one or two nights in Second Grade. Yet it is in Third Grade that the first formal camping field excursion takes place.

Third Grade: A three-day farming excursion to a regional biodynamic or organic farm during the planning or harvest season.

Fourth Grade: A three or four-day camping excursion to study southwestern Ancestral Pueblo archeology as part of the local history/geography studies. Some options for this trip are Chaco Canyon National Historical Park, Aztec National Monument, and Bandelier National Monument.

Fifth Grade: A three or four-day fall mountain or canyon camping trip to study regional flora related to botany studies, often to the riparian environment of Wild Rivers.

Sixth Grade: A four-day trip to Carlsbad to study meteorology or to Chaco Canyon to study astronomy.

Seventh Grade: Often trips may involve entry-level adventure activities such as backpacking and rafting. Another emphasis is on community building and group challenges, often by participating in low-element and high-element ropes courses. The expectation is that the Seventh Grade take a four-day trip in the fall and a four-day trip in the spring.

Eighth Grade: It is not required that there be an outdoor education component for the Eighth Grade class trip.

Staff Definitions and Roles

All Outdoor Education Program Team Members

The role of the faculty members leading the Outdoor experience trips is to provide a positive, educational, and fun experience, while ensuring the physical and emotional safety of the group. Each faculty member staffing a trip assumes responsibility for understanding all written and verbal communication and to ask for clarification of anything they do not understand. The following list of skills is not comprehensive! Different situations may require unlisted roles and responsibilities.

The trip leader has ultimate responsibility for the Outdoor experience trip, but each faculty member contributes to this task. Faculty members on a trip should always practice open communication with one another. In regards to safety and judgment, each faculty member has the responsibility to raise pertinent questions and share perspectives. The Outdoor experience team members need to use their combined skills at all times and work together to make crucial judgment calls. If at any time, any faculty member on a Outdoor experience trip is feeling uncertain about a certain situation, procedure, or skill set, it is his or her duty to speak up and raise this point for the overall safety of the group. Likewise, if an outdoor experience team member notices that a faculty member is uncertain about a certain situation, procedure, or skill set, he or she will assist or take over, depending on the circumstances.

Outdoor experience Coordinator

The Outdoor experience Coordinator is the faculty member who helps lead program development, organizes pre-trip arrangements such as permits, food, meetings with parents and students, and coordinates the outdoor experience team members. The Outdoor experience Coordinator holds and is responsible for the overall Outdoor Education Program budget, including any gifts/donations to the Outdoor Education Program, and any grants or grant information requests from the school's development office. The Outdoor experience Coordinator has been the Trip Leader since the program began, but this does not necessarily need to be the case.

Trip Leader

The Trip Leader sets an example for the other Outdoor experience team members in all aspects of attitude, skills, and expedition behavior. The Trip Leader needs to have professional training and experience as an outdoor guide. It is the Trip Leader's ultimate responsibility to assure the well-being of all the campers and staff on a trip. The Trip Leader sets the overall tone and direction for the group with the support of the other team members. The Trip Leader is

accountable for the overall safety and the success of the Outdoor experience trip. All trip logistics and budgeting with follow-up receipts is the Trip Leader's responsibility.

Outdoor experience Instructors

The Outdoor experience Instructor's job is to support the trip leader, and to use his/her own initiative to see that the overall needs of the group and the goals for the trip are met. The Outdoor experience Instructor (also known simply as a "Guide"), being either a faculty member with outdoor guide training and experience, or another capable adult, handles the technical aspects of a given trip, including training instruction of the students. If necessary, the Outdoor experience Instructor covers an extra portion of the physical work, as well as the technical aspects of the trip in order to provide the trip leader the time he/she needs to plan, organize, rest, and assure that the program is meeting its goals.

Trip Medical Coordinator

The role of the Trip Medical Coordinator is to support the health and well-being of all trip participants. The medical coordinator will be the outdoor team member (either Trip Leader or a Outdoor experience Instructor) with highest level of medical training and current certification. The medical coordinator will be designated in the pre-trip planning meetings of the outdoor team. The medical coordinator is responsible to collect all relevant medical history of trip members, both student and staff, and to make all decisions pertaining to medical events, including medical evacuation if needed. The trip medical coordinator also has responsibility for all medical records/logs and their upkeep, as well as dispensing medications.

Class Teacher

The role of the Class Teacher(s), if he/she does not qualify as Outdoor experience Instructor, is to support the students on the trip and look to the student's general well-being. The Class Teacher(s) supports the Trip Leader and Outdoor experience Instructor(s) in terms of the technical aspects of the trip, but they are not expected to lead in these areas. In certain instances, such as river trips for example, a non-trained Class Teacher(s) are not permitted to row an oar boat or captain a paddle-boat with students. Class Teacher(s) participates in and helps supervise trip chores and sleeping arrangements. As faculty members staffing a Outdoor experience trip, they are considered Outdoor experience team members and carry overall safety considerations for themselves and the group in their minds as described in the initial paragraph of this section.

Hired Adjunct Guides

The hiring of adjunct guides may occur as needed to augment the Outdoor experience team. This is sometimes needed to round out the team for technical activities such as rock

climbing or river trips. Adjunct guides follow the Outdoor experience protocols outlined in this handbook and function similarly to the role of a Outdoor experience Instructor. This position may be filled by a SFWHS Alumna acting in an internship capacity.

Sangre de Cristo Charter School Contact Person

The Contact Person's job is to coordinate communication between the Outdoor experience team in the field and the School and parents if the need should arise and to minimize the spread of misinformation. The Contact Person is the point person for all communication and also acts as the registrar for all trip information such as itineraries, arrival/departure times, emergency contact information, medical forms, etc. In the event of a trip incident that garnered media attention, the Contact Person must communicate closely with the School Administrator and follow directions from the Administrator.

Staff Responsibilities

Risk Management

Trip Leader

- Assesses the limitations of students and staff. Responds accordingly.
- Knows the challenges and safety problems posed by different environments.
- Thinks ahead about potential problem situations, and is proactive.
- Expects the unexpected.
- Fully understands evacuation routes and emergency procedures.
- Has experience with well-run evacuations.

Outdoor experience Instructor(s)

- Demonstrates consistently sound judgment.
- Impresses upon students the importance of safety.
- Understands and follows Sangre de Cristo Charter School's safety policies.
- Is current with all Sangre de Cristo Charter School safety and rescue techniques.
- Can assume responsibility for the safety of the group and maintain the program's progression in the event that the Leader is evacuated until the leader returns or is replaced.

Trip Medical Coordinator

- Is a outdoor team member (either Trip Leader or a Outdoor experience Instructor) with highest level of medical training.
- Is the go-to person in a medical emergency.
- Makes all decisions pertaining to medical events, including medical evacuation of trip participants.
- Will oversee first aid log, and medications log and medicine dispersal.

Class Teacher(s)

- Is cautious and conservative for his/her own safety as well as for the safety of the students.
- Knows students' medical backgrounds including allergies and communicates these to other team members.
- Knows own limitations and the limitations of the students on a outdoor trip, and makes these limitations known to the Trip Leader if they potentially restrict participation in certain activities.

Leadership/communication

Trip Leader

- Sets an example to all Outdoor experience team members in all program aspects in leadership and communication.
- Makes students aware of the expectations for their behavior.
- Keeps staff and students informed of the trip's schedule and itinerary.
- Maintains effective and ongoing communication with other staff.
- Seeks to help resolve conflict with team leaders and students in a constructive manner.
- Deals effectively with challenging behaviors arising from students.
- Effectively delegates responsibilities to instructors and sponsors.
- Is a motivational force behind the program.
- Nurtures, cultivates and develops leadership abilities of Outdoor experience Instructors, and alumna interns if present.

Outdoor experience Instructor(s)

- Can assume responsibility for day-long activities with students.
- Can assume responsibility for whole group or small groups such as on a peak ascent, service project, or a small group in an evacuation situation.
- Is an exemplary role model for all technical skills.

Class Teacher(s)

- Is flexible, able to listen well, and be decisive when necessary.
- Is self-aware of own strengths and weaknesses in outdoor settings.
- Is well organized during the trip.
- Has the ability to be a role model for most of the basic skills.
- Supports the Outdoor experience Instructors and Trip Leader by effectively seeking out solutions to problems and solving them when appropriate.

Attitude and Teaching

All Members of Outdoor experience Team

- Arrive for all Outdoor experience trips rested and prepared, ready to devote one's full energies to creating a positive and enriching experience for the students.
- Maintain positive attitude throughout the trip.
- Assist each other in whatever way necessary.
- Work well with others, share in the undertaking of all day-to-day chores.
- Actively seek opportunities for continued learning.
- Represent SCCS in a positive manner to peers, students and the public.
- Are role models for Outdoor experience trip expectations.
- Spend quality time with the students.

Trip leader and Outdoor experience Instructor(s)

- Take advantage of teachable moments.
- Offer effective coaching tips.

- Utilize experiential teaching techniques.
- Selects appropriate content materials and presents material in a clear, organized fashion.
- Utilize a teaching progression to introduce new concepts.
- Teach technical skills progressively and give opportunities for practice.
- Demonstrate self-awareness when making presentations to the group.
- Can read the audience; knows how to maintain and regain the students' attention.

Minimum Impact Camping Techniques (“Leave No Trace”)

All Members of Outdoor experience Team

- Set a consistent example of “Leave No Trace” techniques throughout the trip.
- Pass on the ideals and concerns for minimum impact ethics to the students.

Recording and Accounting

Trip leader

- Has experience with planning budgets and food logistics and managing receipts.
- Maintains accurate accounting for expenditures
- Provides receipts for all expenditures from trip, including from other team members.
- Completes all pertinent paperwork in a timely fashion to the business office.

Outdoor experience Instructor(s)

- Helps the Trip Leader track receipts and other relevant paperwork.
- Completes trip specific paperwork in a timely fashion, and updates the outdoor handbook as needed.

Trip Medical Coordinator

- Completes trip specific medical paperwork in a timely fashion, and updates the outdoor handbook as needed.

Class Teacher(s)

- Helps distribute and collect all pre-trip forms and information such as: trip description, trip contract, liability waivers (if any), gear lists, and any food allergies/dietary information, etc.
- Arranges student sleeping assignments, student work groups, and bus seating.

Faculty Safety – a special note to Class Teacher(s)

In order to provide safe expeditions for our students, one may assume that the safety of staff members is obvious. Please do not think that you are above being injured. Staff injuries or accidents in the field are not common, but it has happened. Your safety is as important to the team as the students' safety. Please note the following:

- Maintain adequate energy reserves and ensure that you are not getting overly tired or hungry (this includes beginning the trip well-rested and in good physical shape).

- Do not feel that you have to impress your students with great feats of physical prowess or technical proficiency. They already respect you in your other areas of expertise. Follow the lead and directions of the Outdoor experience Instructors and the Trip Leader in all safety and technical concerns.
- Be as cautious as you would like your students to be. Use common sense for your own activities and actions.
- Rely on the other Outdoor experience team members for assistance, whether it be driving the bus, handling tools on a service project, or carrying a bit more of the weight in your backpack.

Risk Management

During a Sangre de Cristo Charter School Outdoor experience trip, students are encouraged to learn through situations where there is an element of challenge. It is the necessary skill of the Trip Leader and the Outdoor experience Instructors to manage situations so that actual risk is as low as possible. We would like students to experience situations as exciting and challenging while minimizing exposure to risk. Risk awareness and management needs to be the number one priority of the Trip Leader and the Outdoor experience Instructors. It must permeate EVERY aspect of EVERY activity, and always be thought of as an integral part of the overall Outdoor experience trip.

All Outdoor experience team members are responsible to cultivate this attitude within the students' minds. Following is an overview of risk management considerations. Review the Policies and Guidelines section of this handbook for more trip specific information.

Basic Risk Management Principals – a Four Point Approach

1. Preparation
2. Prevention
3. Instruction
4. Supervision

Preparation

- Pre-trip review of general guidelines and procedures, as well as trip specific activities.
- Identify unique trip issues and student specific issues, and create a plan (be conscious of sickness and emotional/mental issues as well as physical risks.)
- All Outdoor experience team members should feel comfortable and knowledgeable regarding their role in the group.
- Students should be given as much information and skill base as possible prior to trip. Pre-trip sessions and trainings will be utilized to inform and begin trip specific training before the trip.

Prevention

- Keep safety awareness in the fore-front of your thoughts at all times.
- Monitor the progression of trip circumstances and participant issues and adjust plans as necessary.

Instruction

- Provide clear guidelines for activities, daily rhythms, and group/individual responsibilities.
- Present safety talks for all technical activities specific to the trip.
- Provide clear and coherent instruction and demonstration for activities.

Supervision

- Provide supervision that is knowledgeable about activities and in adequate ratio for the specific activity. Provide supervision during group camp and “down-time” as well.
- Provide “down-time” for those supervising to avoid fatigue.

Further Thoughts on Supervision

We expect a certain level of maturity and cooperation from students. The nature of the Outdoor Education Program necessitates that students take a high degree of “ownership” in terms of personal well-being such as sun protection and staying hydrated. However, in regards to safety issues, and even including well-being issues, the bottom line is that these youths are not adults, and we must be aware that their judgment is sometimes marginal. In issues of student well-being such as sleep, one must recognize that these too can potentially become safety issues. It is possible, for example to check-in on the tent/tarp groups during the evening and impress upon them the importance of being well rested for the next day’s activities. See if their tents/tarps are secure, packs covered, visit with them, and bid them “good night.” This is a chance to be friendly, to double check the safety and well-being of the group, and to exercise the appropriate amount of supervision.

Because you are in charge of a group of adolescents, you must be vigilant as to what is happening, what are the group’s undertones, how are people treating each other, are there cliques forming, are boys and girls pairing off, are people feeling alienated, etc. Show your caring for the group and for the individual students. Keep your eyes open and be alert for activities that you know are not in the best interest of everyone on the trip. Give clear expectations and guidelines for behaviors. Model good expedition behavior and be helpful, friendly, courteous and kind. We are their teachers, instructors, and guardians on this trip. We can be their friends, too, but first they must experience our clear adult guidance for all safety, well-being, and social issues. In this way, they also gain important lessons for life as they themselves step toward adulthood.

In Case of Doubt when making decisions on a outdoor experience trip, remember that you are responsible for another person’s child. Do not take this responsibility lightly.

Exposure to Risk

Expose participants to slowly increasing degrees of difficulty and inherent risk. Design challenges in a manner that continually sets students up for success. Keep in mind a table of risk and consequence and remember to ask the questions: “What is the possibility an accident may result?” (very likely, not so likely, etc.) and “How severe would the consequences of this accident be?” (late to camp, a lost day, or something even more serious such as an injury or worse...)

In technical activities such as rock climbing, the students themselves have the principal responsibility in deciding when they are ready to progress to a higher level of difficulty. Outdoor experience team members must confirm that a student feels comfortable taking on more difficult challenges and the leaders must ultimately defer to the students choice to continue with the activity. This is known as the 'challenge by choice' approach.

Be sure to have students inform a Outdoor experience team member of physical conditions which might affect their ability to participate in any activity. When holding a safety discussion, give the students examples of health conditions which might preclude involvement.

Remember, it is the responsibility of every Outdoor experience team member to attend to both the big picture and the details. From knowing where all of the students are, to safety talks, and constant vigilance, each team member facilitates the risk management process.

General Trip Policies, Protocols, Procedures, and Guidelines

A policy states overall program requirements and expectations as set by the Sangre de Cristo Charter School or by the Outdoor Team in this handbook. Policies are vetted by an authority. A protocol is a required course of action or steps. Protocols are vetted and cannot be in violation of policy. A procedure is a series of steps by which you uphold a protocol or policy. A guideline is a suggested course of action that is formulated from best practices, recommendations, or out of experience of what works by the Outdoor Team.

Drug, Alcohol, and Tobacco Policy

Drug, alcohol, and tobacco use or possession is forbidden by Sangre de Cristo Charter School policy. On Outdoor experience trips this also becomes a matter of safety. Students involved with illicit substances will be removed from the Outdoor experience trip at their parent's expense and will be subsequently dealt with as per the SCCS Drug, Alcohol and Tobacco policy found in the Parent/Student Handbook.

Discman/Ipods/Cell Phone Policy

Students may NOT use these devices on Outdoor experience trips because they interfere with positive social interaction and group dynamics, as well as focus attention away from the present, natural world and into a virtual electronic world. We feel strongly that young people will survive (in fact, benefit from) a week of being disconnected from the electronic world. Outdoor experience team members will have cell phones for emergency communication purposes.

Medical Policies

Definitions and Responsibilities

Terms in Levels of Training

WEMT: Outdoor Emergency Medical Technician: A 170+ hour course in outdoor medical care given by the Outdoor Medical Institute (WMI). Recertified every two (2) years.

WFR: Outdoor First Responder: An 80+ hour course in outdoor medical care given by the Outdoor Medical Institute (WMI). Recertified every two (2) years.

WFA: Outdoor First Aid: A 40+ hour course in outdoor medical care given by the Outdoor Medical Institute (WMI). Recertified every two (2) years.

NREMT: Nationally Registered Emergency Medical Technician, Basic or Advance/Intermediate: Recertified every two (2) years. Works under medical direction, otherwise responds under “Good Samaritan Law”.

EMT-B: Emergency Medical Technician – Basic: A 220+ hour course. Recertified every two (2) years. Works under medical direction, otherwise responds under “Good Samaritan Law”.

EMT-I: Emergency Medical Technician – Intermediate: A 220+ hour course. Recertified every two (2) years. Works under medical direction, otherwise responds under “Good Samaritan Law”.

Paramedic: A 1200+ hour course. Recertified every two (2) years. Works under medical direction, otherwise responds under “Good Samaritan Law”.

FA: First Aid

Common Terms and Definitions

Definitive care: refers to an ambulance service, hospital, urgent care clinic, etc.

Outdoor situation: The accepted definition of a outdoor setting or situation where outdoor medical practices are appropriate as defined by WMI is a patient who is *more than one hour* from definitive care (i.e. ambulance service, hospital, urgent care clinic).

Front country situation: is a term (used only by SCCS) that refers to an event *within two (2) hours* of definitive care.

Backcountry situation: is a term (used only by SCCS) that refers to an event *greater than two hours* of definitive care.

Good Samaritan Law: Legal protection given to those who stop and render care.

Medical Care Policies

It is the policy of the Sangre de Cristo Charter School to provide the best care possible to all the trip participants. The trip may include **one currently certified WFA** person, with the

preference being a minimum of **one currently certified WFR** or someone with higher qualification.

When a medical event happens in a backcountry situation, the **standard of care** shall be that of the current training given in a certified course of study by the Outdoor Medical Institute, or similarly recognized organization. This standard of care is recognized as Emergency Medical Treatment as defined under "Permission to Seek Emergency Medical Treatment" on the SCCS Registration/Re-enrollment Form.

Chain of Command for Medical Events

Trip Medical Coordinator

- The role of the Trip Medical Coordinator (TMC) is to provide an anchor-point in the group for decision-making and documentation regarding medical events.
- The TMC shall be the field staff member who has the highest level of medical training, with the provision that other assigned duties do not compromise effective decision-making.
- This role of TMC shall be designated in the pre-trip planning meetings of the Outdoor Team.
- All decisions pertaining to medical events shall be the sole responsibility of the TMC. The TMC may delegate tasks to others, or ask for advice from others, yet will remain the principal care provider and representative to course participants.
- The decision for evacuation will be made by the TMC, and then organized and facilitated by the Trip Leader.

Participant Medication Policy

- All team members must be familiar with the relevant medical histories of the students. The Trip Medical Coordinator needs to review and become familiar with each student and adult participant's medical information. Special attention is given to previous injuries, allergies, medications taken regularly, as well as special drugs that participants might be prescribed. All special circumstances need to be discussed in pre-trip meetings, and an appropriate plan of action made before the start of the trip.
- A copy of each student's medical release form will be kept on hand by the TMC.
- An ongoing medication log will be kept by the Trip Medical Coordinator documenting the administering of both prescribed drugs, as well as incidental over-the-counter medications.
- An ongoing first aid log will be kept by the Trip Medical Coordinator documenting minor injuries and their resulting treatment.

Evacuation Protocols

Some incidents require greater help than is possible in the backcountry. The protocols outlined below are for incidents that require immediate evacuation. There is a list of conditions for medical and non-medical evacuations. Should those conditions occur, the participant shall be evacuated as efficiently as the injury will allow.

Initial Emergency Response in the Field

Front-country Procedures

Front-country is defined as anywhere that is less than two hours from definitive care. The following procedures are given in rank of importance, but as each situation is unique, the order is non-binding:

- First adult on scene assesses and stabilizes the situation.
- Secure and protect other participants.
- Provide immediate emergency care according to level of training.
- Inform Trip Medical Coordinator and Trip Leader.
- If it is a Lost Person incident, initiate Search Procedures.
- Begin Incident Report documenting event.
- Contact SCCS Outdoor experience School Contact.

Backcountry Procedures

Backcountry is defined as anywhere that is more than two hours from definitive care. The following procedures are given in rank of importance, but as each situation is unique, the order is non-binding:

- First adult on scene assesses and stabilizes the situation.
- Secure and protect other participants.
- Provide immediate outdoor emergency care according to level of training.
- Inform Trip Medical Coordinator and Trip Leader.
- If it is a Lost Person incident, secure the group and initiate search.
- Begin Incident Report documenting event.
- Contact SCCS Outdoor experience School Contact.

Medical Evacuation

Conditions for Immediate Evacuation Due to Medical Events:

- Loss of consciousness.
- Shock (sustained or progressive deterioration).
- Severe headache (persistent for greater than 24 hours).

- Suspected spinal injury (decision made by TMC).
- Use of epinephrine (when allowed) for anaphylactic shock and/or,
- Severe allergic reaction.
- Infection (unresponsive treatment or at risk of becoming systemic).
- Near drowning (use of rescue breathing).
- Respiratory distress that cannot be reduced by medication and/or other treatment.
- Lightning strike.
- Unidentified abdominal pain, persistent for greater than 24 hours.
- Blood in stool and/or vomit.
- Fever greater than 102 deg.
- Severe dehydration (from heat exhaustion, diarrhea, or other).
- Severe laceration.
- Severe partial or full thickness burn.
- Dislocated, broken, or fractured bone.
- Seizure (anticipated or spontaneous).
- Loss of medication, which would compromise the health of the participant.

Non-medical Evacuation

Conditions for Immediate Evacuation Due to Non-Medical Events:

- Continued threatening behavior to others (to individuals and/or group).
- Continued threatening behavior to self (i.e. threat of suicide).
- Continued extreme discomfort course setting/activities.
- Infraction of substance-abuse policy.
- Deteriorating environmental conditions.

Injury/Incident Documentation Process

- Medical Release.
- Trip medical log, first aid log.
- Incident Form

Pre-Trip Guidelines

The success of each Outdoor experience trip rests in large measure on the pre-trip planning. Trip dates are tentatively set the year before and need to be communicated to the parents and students by the school office at the beginning of each year along with other important calendar dates. At least one pre-trip meeting with students and one pre-trip meeting with parents will precede each Outdoor experience trip. Parent meetings will be scheduled two weeks prior to the trip. Student meetings and pre-trip trainings may be scheduled prior to the trip.

Safety consciousness, with an explanation of general safety procedures and protocols, will begin in the pre-trip meetings – for parents as well as students. We want all parties involved to understand our safety and risk management guidelines. Students will be led through safety talk discussions and instructions for specific activities during pre-trip trainings as well as while on the trip. Safety consciousness begins even before the start of a trip.

Parent Pre-trip Preparations

Pre-trip topics for parents include the following:

- Trip overview and itinerary.
- Safety discussion.
- Medical release and Emergency Contact information.
- Gear list explanations.
- Answering questions.

Student Pre-trip Preparations

Student pre-trip preparations include the following:

- Trip overview and itinerary.
- Safety discussion.
- Pre-trip trainings and safety talks.
- Student gear list, gear check.
- Borrowing/renting/purchasing of required gear.
- Questions and answers.

Outdoor experience Team Pre-Trip Preparations

- Pre-trip team meetings.
- Pre-trip student questionnaires, including medical forms and medical concerns.
- Class sponsor trainings & discussions.
- Student training & safety talks.
- Student gear checks.
- Planning of parent meetings, parent communications.
- Permit applications.
- Acquisition of gear, equipment, and other supplies.
- Meal planning – proportions chart.
- Food purchasing.
- Vehicle (bus) reservation.
- Vehicle inspection.
- Travel routes.

SCCS Contact Person preparations

- Contact person must have a copy of all vital forms in appropriate binder. Forms include: emergency contact info, trip/vehicle descriptions, phone numbers, departure/arrival times, etc.

Safety Talk Policy

Safety talks with the students happen during the first pre-trip meetings and every time the group enters a new environment or begins a new activity. A goal of the safety discussion is to heighten the students' awareness of potential dangers. Another goal is to instill common sense and a healthy respect for environments and activities. Safety talks are best held as discussions, so seek to involve and engage students.

Vehicle Protocols

The use of motorized vehicles on Outdoor Education Programs poses the single greatest threat to life and property. The following protocols are strict in nature to minimize the chance of unintentional collision, injury, or worse.

Using SCCS Vehicles - Drivers must have their licenses photocopied and names added to SCCS insurance. Uninsured drivers are not allowed to drive SCCS vehicles. Students cannot drive SCCS vehicles.

Seat Belt Use - All passengers must be wearing securely fastened seat belts. The driver of the vehicle assumes responsibility of assuring adherence to this policy.

Driving Students - Students may only ride in vehicles that are driven by SCCS faculty, SCCS staff, or Outdoor Team members. If they drive a personal vehicle, students are not allowed to drive other students.

Speed - Drive the speed limit or below the speed limit, especially when driving the bus or towing a loaded trailer! Be aware of changing conditions due to weather.

Driving Time - Driving is considered to be work. No one may drive a vehicle for more than 8 hours in any 12 hour period. Rotating drivers and sharing this responsibility is necessary and a safety issue.

Back-up Buddy - The driver of any Outdoor experience vehicle, larger than a sedan or SUV, must employ the use of a back-up buddy when operating the vehicle in reverse.

Checking the Load - When transporting gear, the driver must stop the vehicle in a safe location and check the security of the packing system within 15 minutes of departure.

Luggage - All luggage and gear, which is not stowed inside the driving compartment (cab), must be securely attached to the vehicle by means of ropes, strapping, tarps, or a combination of such.

Maintenance - Every morning before the first drive of the day check the oil, radiator, and window washing fluid levels. Check that tires are properly inflated and lug nuts are secure.

Double check trailer attachment and look under the vehicle for signs of leaking fluids, pieces of metal, etc.

Music in Vehicles - Music may not be played in vehicles while on Sangre de Cristo Charter School property. Music may not be played in vehicles when the vehicle is not in use.

Road Surfaces - Use care on all rough roads, both paved and dirt, to prevent vehicle mishap or possible injury. Avoid any "off-road" driving. Please have students and staff out of the vehicles and walk if an unexpected exceptionally rough or rutted patch should appear.

Vehicle Information Sheet - Before driving a vehicle for the first time, the driver must read and understand the vehicle notes for that vehicle to know how to best operate that particular vehicle.

Walkaround - All drivers must perform a walkaround before driving a vehicle. A walkaround is a visual inspection of tires, doors, engine, trailer connection if needed, etc. Contact appropriate SCCS person if something is amiss.

Vehicle Clean-up - All SCCS vehicles must be properly cleaned upon return from trip. Students should not be released until they help with this task and any other tasks the trip leader decides.

Trailers - Trailers must be securely attached to the vehicle before pulling the trailer. This includes:

- Proper seating of the ball hitch.
- Insertion of the bolt in the ball hitch.
- Safety chains attached to vehicle.
- Trailer lights checked.

The original person who attaches the trailer must find another qualified person to double check the attachment before driving.

Everything you do while driving with a trailer needs to be done at about half the speed when compared to driving without a trailer. When you turn, go much slower and wider. When you accelerate, do it much easier. When you brake, allow yourself a great deal more space to stop. And when you change lanes, allow plenty of room for your vehicle and the trailer. Remember that when you are towing, you have considerably less room for margin of error. Your vehicle and trailer are much less maneuverable and nimble than your car or truck is without a trailer.

Driver Awareness - Please ensure that your driving is defensive, decisive, and dependable. Driver awareness based on the above three "Ds" is critically important for responsive and safe driving:

- Defensive driving is driving so as to prevent accidents in spite of the actions of others or the presence of adverse driving conditions.
- Decisive driving involves making the correct decision at the proper time.

- Dependable driving is the art of being consistent in your driving habits, making the correct decision and applying the appropriate defense to the traffic situations. Since most of our driving responses to traffic situations are controlled by habits we have developed, it is critical that we identify and correct any poor habits we may have. This is the goal of defensive, decisive and dependable driving.

Trip Guidelines

Extreme Weather Guidelines

Keep an eye on the weather constantly throughout the day. Weather, itself, is usually not the problem. The problem is how risk increases due to the weather. Here are a few reminders:

- Are the students wearing sunscreen?
- Have the students packed raingear in their day packs?
- Should you postpone/cancel solos or peak ascents due to weather?
- How quickly can you get to and set up camp?
- Track cloud buildup-speed, depth, color, formations, wind direction.
- If the temperature goes over 90° you should consider slowing down, stopping, finding shade and hydrating.
- Are the students ready to deal with: hail, snow, rain, high winds, 100°+ temps, etc.?
- Be conservative with the weather and imbue the students with weather safety consciousness.

Lightning Guidelines

The primary dangers of lightning are direct hits and ground current. The aim is to avoid both. Direct hits are bolts that usually strike the highest point in an area. On flat areas, direct hits can strike anywhere, but are most likely to hit high points such as tall trees, rocks, people, etc. Ground currents are lightning bolts that do not dissipate at the point of a direct hit. The charge flows along the easiest path of electrical conduction on the earth's surface such as wet rock, tree roots, wet ropes, etc. Ground currents take the path of least resistance. If a person bridges the gap between two places of little resistance, lightning will go through the person. Remember, tracking a storm, watching the weather, and planning ahead are imperative to safe travel during storms.

During Lightning Storms Avoid:

- Tops of ridges and peaks.
- Water (rivers, lakes, streams, hot springs).
- Large metal objects.
- Tree root cavities.
- Areas with trees having top-to-bottom, spiraling, slash marks in the bark.

- Caves, crevices, and cracks in rocks.
- Middle of large meadows.
- Leaning against objects that may be conductors (trees, tent poles, vehicles).

Safer Places to be in a Lightning Storm:

- In tree coverage away from the tallest trees.
- In a valley on the sides away from streams.
- On the side of a hill or mountain.
- In low and vegetated areas.

Lightning Drill

- Brief students on when and how to respond to lightning.
- Track the weather and begin to head toward a safer area as a storm approaches (get off the river, off the hillside, etc). Teach students to track the weather, too.
- Have everyone put on rain gear and layers. They may be sitting in one place for an extended period of time.
- By the time the lightning and thunder occur within 10 seconds of each other, the group should be spread out: stay within eyesight, but keep people approximately 20 feet apart. Spread staff out throughout the group.
- Once a five count is reached between lightning and thunder, all students and staff should be in lightning position.
- **Lightning position:** Each person crouch on his or her Thermarest or sleeping pad (PFD when on a river trip). Crouch with arms crossed over knees (not on head) so that any ground current coming up one leg will bridge at the knees and drop down the other leg rather than going into the torso or head.
- Remain in lightning position until the storm has passed and is at a safe distance. Staff must use discretion.
- Even in a “safe zone”, it is necessary to assume lightning position.
Because lightning is not entirely predictable, staff must use discretion, judgment, and awareness to determine appropriate action.

Flashflood Guidelines

Fast, heavy downpours may cause local canyons, arroyos and gullies to fill with moving water and debris. Campsites should be selected with flashflood potential in mind. Hiking in narrow slot canyons should be done with precaution, being aware of escape routes.

Campsite Guidelines

The campsite guidelines are designed to make the daily outdoor living experience comfortable, hygienic, and efficient. These guidelines apply to all the various outdoor experiences and as such should be practiced consistently.

Setting up Camp

- Unloading equipment and personal gear at camp is a group responsibility.
- Finding the locations for the kitchen, sleeping areas, and, if needed, groover (outdoor toilet) are group tasks.
- A dishwashing and hand-washing station must be designated in a central location near the kitchen and a source of water.
- As a kitchen group prepares food, a second group needs to set up sleeping areas with adequate rain coverage using tarps. The cleanup group can prepare the wash stations.
- A third work group sets up the groover if needed.
- A fourth work group is dedicated to assist the outdoor instructors with any special tasks.
- Students are separated into work groups by the Class Teacher. Chores are divided equally among students (see work group chart, forms section.)

Kitchen Setup

- Set up tables and stoves so that serving of food takes place away from the stoves and accompanying flames
- Kitchen safety discussion includes:
 - Propane tanks:
 - Must be shut off using tank valve after each use.
 - Connecting hoses must be kept out of sand and dirt at all times.
 - Check setup thoroughly each time it is rigged, check for leaks by mixing a tiny amount of soapy water and put suds on connection points, expanding bubbles indicate leaks.
 - Do not crank hose connectors too tightly. They are made of brass and are fragile. However, they should not be leaking.
 - Mandatory washing with soap before touching food, food prep, and after groover use.
 - There is absolutely no horseplay allowed in the kitchen area.
 - All liquid waste is disposed of appropriately, based on river regulations and leave no trace ethics .
 - All solid waste must be carried out, so garbage bags need to be available and ammo cans/poop tubes for waste.
 - Set up a dishwashing system in a central location so that all may use it.
 - Be conscious of minimum impact on the environment- grasses, crypto-biotic soils, bushes are delicate, be aware of heavy foot traffic around kitchen area.

Additional Kitchen Notes

- Count on 1 gallon of water per person per day. This includes all uses, except wash water. Wash water comes from river on river trips. Sand can be used to clean on backpacking

trips. You may count water quantities in ice jugs that are frozen in coolers. Always consider water needs on first and last days of a trip!

- Make sure drink cooler is available for filling personal water bottles.
- If you purify river water, let it settle overnight, pour off clear water into another container and purify that with iodine, filter, etc. When backpacking, filter the cleanest water possible.
- All fires must be made in a fire-pan or with leave no trace principles. Coals & ashes must be carried out as trash on river trips.
- The first time you share a large group meal, remind folks about common courtesy and those people at the end of the line. Encourage folks to take modest portions the first round and to wait until “seconds” are called before devouring the remaining food. The meal preparation workgroup is always served last and serves the group.
- Remind students about washing their own plate and the communal nature of dishes.
- Specific kitchen protocols are further elaborated by trip in the Specific Trip Guidelines section.

Sleeping Guidelines

Trip members need to ensure that all sleeping and tarp group arrangements are single gender. Students should know the location of adult sleeping sites in case of nighttime emergencies. Tarps and sleeping arrangements should be checked to insure there is adequate protection from precipitation if the weather is threatening.

Short Duration Solos Guidelines

We feel it is appropriate and beneficial to have students of all Outdoor experience trips to spend a few hours alone when they can get away from the noise and action of the group, and reflect upon themselves and the environment. This is how they develop a “sense” of being in the outdoor and how they see themselves in relation to the rest of the world. Oftentimes, Outdoor experience trips are quite busy and often so social that students do not have the opportunity to sit, be still, and enjoy the feeling of solitude. Short solos are also an excellent preparation for their Senior Solo experience.

- Short duration solos of 1-2 hours should be considered, if appropriate, for each Outdoor experience trip.
- Discuss general safety considerations.
- Everyone must have an appropriately packed daypack with water, food/snacks, raingear, layers, etc.
- Establish a system for obtaining help, which includes, location of leaders, whistle signals, etc.
- Have a plan for rounding up the group in the event of an emergency.

- Have leaders place everyone in their solo area.
- No one leaves their solo area.
- Plan the return to camp well (e.g. Students walk in on their own or are collected by the leaders). This would depend on leaders' judgment of the risk of getting lost.
- Solos are a good opportunity to write or draw. Reading a book during solo time is not appropriate.

Hiking Guidelines

Hiking occurs throughout the SCCS Outdoor Education Program. Whether the students arrive to camp by bus or raft, the students will inevitably set out on a hiking adventure. Here are some basic guidelines about hiking.

Hiking as a Group

- The group moves as fast as the slowest person.
- An adult with a medical kit will always take the rear "sweep" in case of emergency.
- Frequent rest stops and check-ins are necessary to ensure good communication between the leader and the "sweep" of line.

Peak Selection

- Mountain peaks will always be chosen with the student's safety in mind.

Equipment

- Appropriate clothing is mandatory – use of cotton clothing needs caution because when wet, cotton will not keep a person warm. Wearing wet cotton clothing runs the risk of hypothermia. Alternatively, cotton is appropriate for hot desert days as its property of keeping a person cool is exactly what is needed for this situation.
- Each person must carry at least 2 liters of water with them for drinking.
- Rugged, sturdy hiking boots are required, no flip flops!

Weather

- Alpine starts: must be made early enough to ensure a noon turnaround time.
- Turnaround times: a 12:00pm turnaround time is standard.
- Lightning: From "flash to crash", a five (5) count indicates the strike is approx. one (1) mile away. When lightning is closer than a ten (10) count, the group should be either seeking effective shelter, or moving into lightning positions: be in an area away from tall objects, and water; spread out the group and start a "line count-off"; insulate your body from the ground with a backpack, PFD, sleeping pad; minimize points of contact with the ground by crouching on the piece of insulation; avoid leaning on rocks and trees.

Lost Person Protocols

Getting lost is a very real possibility for any individual or small group, at any time, on any outdoor trip. Getting lost can happen on the river, in a canyon, or in the mountains. Students must know how not to get lost, what to do in the event they find themselves lost, what will take place when it is discovered that they are missing, and what the implications of getting lost might be.

Outdoor experience team members should regularly ask students where they think they are during hikes. Ask them which direction they are traveling. Then get out the compass and compare their response to the compass bearing. Ask them to point out the direction of the trailhead or the morning's camp. Stop, get out the map and ask them to pinpoint their location. Do this frequently so they learn how to read the lay of the land and use the sun and landmarks for navigation.

Lost Participant Safety Discussion

- Staying Found.
- Stay with the group. Team members do regular "count-offs".
- At each camp, establish boundaries for the area to be considered "in camp."
- If leaving the "in camp" area:
 - Tell a leader where you are going, why you are going, who is going, and how long you will be gone.
 - Go with a buddy.
 - Take your day pack with basic equipment plus food, water, and clothing whenever you leave the "in camp" area.
 - Pay attention to your route. Stop, turn around, look for landmarks regularly and remember them for the return trip.
 - Leave clues as to your whereabouts such as clear footprints, arrows drawn with sticks, or anything you can think of to show you the return route to camp or offer clues for possible searchers.
 - Keep track of time so you know how long the return trip will take.
 - Pay attention to current/future weather and terrain that pose problems.

If You Get Lost

- Stay calm and safe. People will soon begin searching for you.
- Stay put! Unless there is imminent threat of loss of limb or life, any lost person is better off if they do not move. This keeps the search area small.
- Yell, blow your whistle, and listen for people talking and yelling back.
- Within reason, go to a nearby open area or safe high vantage point.
- Make yourself visible with bright or reflective objects.
- Find a comfortable, dry place to spend the night before it gets dark.
- Stay warm, whatever way you can - pine boughs, leaves, jumping jacks, etc.

- If it has been over 20 hours and if conditions are safe, build a small smoky fire only if the fire will not spread and you know how to do this.

Implications

- This should be discussed candidly with students.
- Mental and emotional trauma of being isolated and alone. Persons with known emotional problems or who require medication poses more serious problems.
- Hypothermia.
- Getting more lost by moving. Even movement along trails is worse than staying put.
- Exhaustion, dehydration, and hunger.
- Injury or even death.

One Or More People Missing From Camp And Are Possibly Lost

- Quickly gather all information.
- Number and names of people lost.
- Point Last Seen and time. Direction of travel. Mark these points on map.
- Unique visible physical traits of person (colorful clothing or equipment, unique types of clothing, footwear treads, etc.)
- What were they doing when they got lost?
- What items do they have with them (clothing, gear, food, water, etc.)?
- Where could they have possibly strayed?
- Health of lost person.
- Personality traits of the lost person.
- Weather conditions.
- Immediate dangers to the lost person.
- Does person have a possible motive for leaving?
- Note possibly confusing trail junctions and/or terrain.
- Begin search.

Search Party Protocols

- The first hour is critical in finding a lost person. Quick and efficient search procedures are best.
- Stay calm and safe. The safety of the searchers is the top priority.
- Gather as much pertinent information as possible - number of lost people, names of lost people, types and colors of clothing being worn, color of tents, point last seen, time missing, direction of travel, gear they had with them, etc.
- Locate a piece of clothing which was worn by one of the lost persons as a "scent article." Take a Ziploc bag, invert it over your hand and grab the article, pull the bag over the article and seal it. Be sure not to touch the clothing with anything except the inside of the Ziploc. If several persons are missing, do the same for each person.

Search Level 1

- Do a hasty search of the immediate area.
- If person is not found, reconvene and implement.

Search Level 2

- Make a detailed plan for searching.
- Set up a confinement area.
- Search in parties with a leader, never alone.
- Set times and places to rendezvous during search.
- Discuss how to keep searchers from getting lost. Keep track of your location.
- Do not get lost, too.
- Yell out their names, blow whistles, and make lots of noise. Listen for responses.
- Leave notes at trail junctures, trailheads and other exit points telling the lost person/s what to do if they get there.
- Look downhill; follow drainages and other obvious travel routes.
- If the field staff doubts that this searching will result in the relocation of the lost party (or parties), consider calling Sangre de Cristo Charter School at this point.

If the Person is NOT Located After Search level 2, Consider

- Length of time missing.
- Number missing.
- Equipment and supplies that they have.
- Experience and skill that they have.
- Weather and terrain conditions.
- Difficulty of getting outside help.
- Your best judgment.

Search Level 3

Depending upon the above mentioned conditions, use an emergency cell phone/satellite phone (if available) to call the Sangre de Cristo Charter School. Sangre de Cristo Charter School administrative staff will coordinate with State Police, Sheriff's Department, Search and Rescue, etc.

Post-Trip Guidelines

All Outdoor experience trips benefit from a post-trip debriefing. Logistics, group dynamics, incidents, food and menus, staffing and other considerations should be discussed, noted and recorded in the post-trip meeting to be held within one to two weeks of the trip. Ideas for improvements should be noted and logged into the Outdoor Education Program Handbook. Other post-trip considerations include:

- Cleaning, maintenance and storage of all Outdoor experience gear and equipment.
- Proper filing of all forms, including receipts to the business office.

- Incident debriefing among team and with SCCS faculty and administration as appropriate.
- Compilation of all trip photos.
- Article for Zephyr, Wings, or other school publications.

Specific Trip Protocols

For every type of outdoor experience trip that SCCS facilitates, there are specific trip protocols that help ensure the safety and comfort of everyone. What follows is a series of specific protocols and guidelines for all the various kinds of outdoor experience trips that SCCS offers:

1. Fall 9th/12th grades Outdoor Retreat Protocols
2. River Trip Protocols
3. Backpacking/Canyoneering Protocols

Forms and Logs

- Work group charts
- Chores list
- Sleeping arrangements
- Contact person binder
- Trip Leader binder
- Maps
- Medical forms/logs/incidence reports
- Contract
- Gear lists
- Meal cards
- Food planning documents, including portions chart
- Shopping lists
- Reimbursement forms and documentation
- Senior circle quotations
- Articles written about SFWHS WEP or other multimedia stuff
- History of trips
- Initiative games/activities
- Safety discussion checklist

All forms in clear plastic sheet protectors.

Food

Food planning documents

Student/staff food preferences and allergies

Menu and portions

Estimated budget

Shopping list

Receipts tracking

Reimbursement

History of past food purchasing

References

Federal Agency Information

United States Forest Service
(largest agency in the Department of Agriculture)
Established: 1905
Responsibility: National Forests and Grasslands
Total Acreage: 191 million acres (156 national forests and 18 grassland units in 40 states)
Outdoor : 33.6 million acres
Mission: Multiple use conservation

The mission of the Forest Service for over thirty years has been "Multiple Use". This policy allows for such activities as timber production, energy and mineral development, grazing, hunting, fishing, car and RV camping, backpacking, rock climbing, mountain biking, horsepacking, and wildlife watching. Outdoor areas within national forests serve to preserve wildlands in their natural condition. The Forest Service administers three principal programs: The National Forest System, State and Private Forestry, and Forestry Research. The agency sells timber, manages recreation sites, builds and maintains roads and trails, manages livestock grazing, enhances fish and wildlife habitats, fights fires, and controls insects.

National Park Service
(an agency of the Department of the Interior)
Established: 1916
Responsibility: National Parks, monuments and other units
Total Acreage: 79.9 million acres
Outdoor : 39 million acres
Mission: Preservation and enjoyment of parks and monuments

The Park Service manages the "crown jewels" of the United States' natural heritage. The "jewels" are enormously diverse, ranging from the Statue of Liberty to Yellowstone National Park (and including Mesa Verde National Park, and Canyon de Chelly National Monument). The mission of the National Park Service is to preserve and protect the resources under its management and to allow for recreation. The conflict that this mission produces are amplified by the tremendous variety of units to be managed. (The agency manages Ford's Theater in Washington DC as well as Denali National Park in Alaska.) Many of the national parks and monuments use a zoning scheme to help define their individual missions. The zones are: the Natural zone, used to maintain the primitive and natural processes within an area (these are

sometimes subdivided into outdoor zones); the Cultural zone, used for protection, interpretation, and selective restoration of historical and archaeological resources; the Development zone, used to provide areas for visitor and administrative facilities (this includes campgrounds, road corridors, and maintenance yards).

Bureau of Land Management
(a bureau in the Department of Interior)
Established: 1946 (the Reorganization Act)
Responsibility: National Public Lands
Total Acreage: 342.3 million acres
Outdoor : 1.6 million acres
Mission: Management of federal public lands

Management of federal public lands has undergone many permutations over the last hundred and fifty years. Federal offices were initially created to pursue active disposal of the nation's public domain into private, commercial, or state ownership. Today, federal agencies actively manage and retain federal land in public ownership. An act of Congress in 1964 states:

"It is hereby declared to be the policy of Congress that the public lands of the United States shall be (a) retained and managed or (b) disposed of, all in a manner to provide the maximum benefit for the general public."

Today, stewardship of federal lands known as "Public Lands" is found in the Bureau of Land Management, created in 1946 by the merger of the General Land Office and the US Grazing Service. Three major areas define the BLM's management responsibilities: renewable resources, energy and minerals, and land management.

Renewable Resources Management provides for livestock grazing on 150 million acres of range land as well as 6 million acres of BLM land managed as commercial forest.

Mineral Management consists of three basic functions. 1) the BLM issues leases for oil, gas, potash, coal, geothermal steam, and other minerals. 2) the BLM assists in locating and issuing patents of hardrock minerals such as gold, silver, uranium, copper and molybdenum. 3) the BLM sells construction grade materials such as sand, gravel, clay, and stone. Management occurs in accordance with the Mining Law of 1872 on over 732 million acres of BLM lands. Land Management consists mainly of establishing and restoring the boundaries of federally owned lands. Recreation management is another part of the multiple use mission (enacted as part of the Federal Land Policy Management Act in 1976) of the BLM. This policy is the same as the Forest Service's.

Source: "An Introduction to Wildland Ethics & Management" by Susan Chadwick Brame and Chad Henderson

Initiative Games

List of initiative games and activities with description and list of needed supplies.

Future Goals of the Outdoor Education Program

1. To create a school-wide Outdoor Education Program handbook, detailing program and best practices
2. To have the Outdoor Education Program be accredited by an appropriate organization
3. Once accredited, to use the Outdoor Education Program in school advertising material
4. To collect first person student accounts of their outdoor experiences
5. To fully fund all equipment needs and equipment storage needs on campus
6. To provide alumnus/faculty & staff/parents chances to experience Outdoor Education Programming
7. To create a sustainable Outdoor Team holding the program

Attachment 10

Sun Mountain Community School

Sun Mountain Community School

Aligned New Mexico Kindergarten Standards Placement Chart

2024

Correlation between Aligned New Mexico Kindergarten Standards and student achievement in a Waldorf-Inspired Kindergarten Educational Program:

Aligned New Mexico Kindergarten Standards:	Student Achievement In the Waldorf-Inspired Kindergarten Educational Program			
	Fully met at Same Grade Level	Partially met at the same grade level	Met at Different Grade Level	Notes and Comments
Domain 1: Physical Development, Health, and Well-Being				
1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	X			
1.2 Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., "Duck, duck, goose"]).	X			
1. The child uses gross motor control independently, including balance, spatial awareness, and stability.	X			
2.1a Develops manual coordination to use writing and crafting tools.	X			
2.1b Demonstrates self-help fine motor skills such as buttoning and zipping.	X			
Domain 2: LITERACY				
5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions.	X			
5.3 Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes	X			
6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences	X			
7.2 Demonstrates comprehension of a story "read aloud" by asking relevant questions or providing key details in literacy texts.	X			
7.3a Shows an understanding of the basic concepts of print.	X			
7.3b Understands that print carries meaning.	X			

7.4a Recognizes and generates rhyming sounds in spoken language.	X			
7.4b Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	x			
7.5a Shows an understanding of alphabetic knowledge.		x		Uppercase letters are taught and mastered at kindergarten level, lowercase is introduced in First Grade when writing skills are better established.
7.5b Knows and applies letter-sound correspondence and beginning sound- recognition skills.			X	Decoding, sequencing of letters and creation of words by manipulation of individual letters is taught and practiced in First Grade.
8.3 Understands how to apply the early stages of drawing and writing to convey meaning.	x			
Domain 3: Mathematics				
9.1 Uses numbers and counting as means for solving problems and determining quantity.	X			
9.3a Rote counts in sequence.	X			
9.3b Names and identifies written numerals		x		Written numerals are introduced, grounding abstract representation in concrete symbols, by using Roman Numerals and symbols (dots, lines, designs). Arabic numerals 1-20. Writing of Arabic numerals is practiced in Grade One, when writing skills are better established. Concept of Zero is introduced in Grade Five, during studies of Ancient India and

				mathematical thinking that gave rise to that concept.
10.1 Recognizes, names, describes, compares, and creates familiar shapes.	X			
11.3 Demonstrates emerging knowledge of measurement.	X			
12.1 Sorts, classifies, and groups materials by one or more attributes.	X			
DOMAIN 4: Aesthetic Creativity				
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	X			
DOMAIN 5: Scientific Conceptual Understanding				
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	X			
14.3 Makes predictions and forms hypotheses	X			
16.1 Investigates, compares, contrasts seasonal and weather changes in the immediate environment.		x		Solar system, the universe and interconnections among them is studied in later grades, allowing kindergarten students to make their full connection to the immediate surroundings and to the sense-perceptible phenomena first.
DOMAIN 6: Self, Family, and Community				
18.1 Adapts behaviors to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations)	X			
19.1 Cares for personal and group possessions.	X			
20.1 Plays and interacts with various children sharing experiences and ideas with others.	X			
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	X			
21.2 Accepts guidance from a variety of appropriate adults and seeks their support when needed	X			
DOMAIN 7: Approaches to Learning				
24.2 Develops increasing independence during activities, routines, and play.	X			

25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	X			
27.1 Focuses and completes a variety of tasks, activities, projects and experiences.	X			

Attachment 11

Sun Mountain Community School

Sun Mountain Community School

New Mexico Social Studies Standards Placement Chart

**Alignment with Public Waldorf Charter
Grades 1-8
2023**

First Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> 1.1. Recognize a compelling question. 1.2. Generate supporting questions related to compelling questions within a variety of social studies topics. 	<ul style="list-style-type: none"> Modeled in grade one, student directed in grade 3 and above.
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> 1.3. Interact with a variety of primary and secondary sources. 	<ul style="list-style-type: none"> Modeled in grade one, student directed in grade 3 and above.
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> 1.4. Construct responses to compelling questions using examples. 	<ul style="list-style-type: none"> Modeled in grade one, student directed in grade 3 and above.
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> 1.5. Take group or individual action to help address local, regional, and/or global problems or issues. 1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms. 	<ul style="list-style-type: none"> Included in Grade 1 Waldorf Curriculum

Theme 1: Living, Learning, and Working Together	
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Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 1.7. Explain and provide examples of how people play important roles in society. 	<ul style="list-style-type: none"> Included in Grade 3 curriculum
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together. 	<ul style="list-style-type: none"> Included in Grade 3 curriculum

Theme 2: Cultures Within Our Communities		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 1.9. Compare life in New Mexico in the past to life in New Mexico today. 	<ul style="list-style-type: none"> Included in grade 4 curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 1.10. Compare fact and opinion in stories and narratives from the past. 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events. 	<ul style="list-style-type: none"> Included in grade 4 curriculum

History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 1.12. Examine and identify cultural differences within their community. 	<ul style="list-style-type: none"> Included in grade 1 curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 1.13. Investigate significant events, people, and observances in history and discuss their effects on local and national communities. 	<ul style="list-style-type: none"> Included in grade 4 curriculum

Theme 3: Making Choices		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 6. Incentives and Choices	<ul style="list-style-type: none"> 1.14. Examine choices that families make in purchasing general goods and identify costs associated with these choices. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 1.15. Examine decisions that people make about spending and saving money. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum

Theme 4: Interactions With Our Physical Environment	
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Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 1.16. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes. 1.17. Identify the common symbols used on maps for human-made structures and physical features. 1.18. Use a variety of maps to locate specific places and identify major landforms, bodies of water, and other places of significance around the United States. 	<ul style="list-style-type: none"> Included in grade 4 curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 1.19. Explain how human-made structures are all examples of how people modify the physical environment to meet needs and wants. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 1.20. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum

Theme 5: Multiple Identities

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20.	<ul style="list-style-type: none"> 1.21. Explain how groups of people believe different things and live in unique ways. 1.22. Explain how student and individual identities are part of what makes each person unique and special.

**Diversity and
Identity**

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> • 1.23. Identify examples of producers and consumers. • 1.24. Examine how earning money through work is related to the purchase of goods and services. 	<ul style="list-style-type: none"> • Included in Grade 3 Waldorf Curriculum

Second Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 2.1. Explain why a compelling question is important. ● 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics. 	<ul style="list-style-type: none"> ● Modeled in grade two, included in grade 3 and up curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 2.3. With support, determine if a source is primary or secondary. 	<ul style="list-style-type: none"> ● Modeled in grade two, included in grade 3 and up curriculum
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details. 	<ul style="list-style-type: none"> ● Modeled in grade two, included in grade 3 and up curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> ● 2.5. Take group or individual action to help address local, regional, and/or global problems or issues. ● 2.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms. 	<ul style="list-style-type: none"> ● Included in Grade 2 Waldorf Curriculum

Theme 1: We the People		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 2.7. Evaluate how American society has changed through rules and laws. 2.8. Understand the purposes and structures of government (tribal, local, state, national government). 	<ul style="list-style-type: none"> Included in grades 5-8 curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 2.9. Assess how the contributions of diverse individuals have helped develop our national identity. 2.10. Examine and compare the American democratic principles to neighboring countries. 	<ul style="list-style-type: none"> Included in grades 5-8 curriculum

Theme 1: We the People (Continued)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 2.11. Examine and understand the various qualities of leadership. 	<ul style="list-style-type: none"> Included in grade two curriculum

Theme 2: Looking in Our Past		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • 2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem. • 2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions. • 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events. 	<ul style="list-style-type: none"> • Included in grade 4 curriculum
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 2.15. Identify and compare the diverse North American cultural groups of the past and today. • 2.16. Evaluate the effects of people, goods, and ideas that diffused from one community to other communities and their impact. 	<ul style="list-style-type: none"> • Included in grade 4 curriculum

Theme 3: What We Make and Use		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> • 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money. • 2.18. Explore how communities share resources and services with other communities. 	<ul style="list-style-type: none"> • Included in Grade 3 Waldorf Curriculum
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none"> • 2.19. Investigate what resources are available in their community, how available resources differ in communities, and what resources are obtained from neighboring communities. 	<ul style="list-style-type: none"> • Included in Grade 3 Waldorf Curriculum

Theme 4: Cultures and Environment		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	

Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America. • 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest. 	<ul style="list-style-type: none"> • Included in grades 4 and 5 curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> • 2.22. Compare the human and physical characteristics of two regions in the United States. • 2.23. Generate a description for their region of the United States by identifying unique features. 	<ul style="list-style-type: none"> • Included in Grade 5 Waldorf Curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> • 2.24. List at least three different waves of migration to the Western hemisphere in chronological order. 	<ul style="list-style-type: none"> • Included in Grade 7 and 8 Waldorf Curriculum

Theme 4: Cultures and Environment (Continued)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 14. Human-Environmental Interactions and	<ul style="list-style-type: none"> • 2.25. Describe ways in which individuals and groups use or conserve natural resources. 	<ul style="list-style-type: none"> • Included in grade 2 curriculum

Sustainability		
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Theme 5: Multi-identity Interactions		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> • 2.26. Express a positive view of themselves while demonstrating respect and empathy for others. • 2.27. Describe ways we are similar and different from people who share identities and people who do not. 	<ul style="list-style-type: none"> • Included in grade 2 curriculum
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> • 2.28. Demonstrate respect for the feelings of people who are similar to or different from them. 	<ul style="list-style-type: none"> • Included in grade 2 curriculum

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an</i>	Performance Standard <i>Therefore, the student is able to:</i>	

<i>understanding of:</i>		
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> ● 2.29. Identify different types of jobs performed in their community. ● 2.30. Assess priorities when making financial decisions. ● 2.31. Classify financial goals as short-term or long-term. 	<ul style="list-style-type: none"> ● Included in Grade 3 and 6 Waldorf Curriculum

Third Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 3.1. Explain how a compelling question represents key ideas. ● 3.2. Use supporting questions to help answer the compelling question in an inquiry. 	<ul style="list-style-type: none"> ● Included in grade 3 curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 3.3. With support, determine the credibility of sources. 	<ul style="list-style-type: none"> ● Included in grade 3 curriculum
Inquiry 25. Develop Claims	<ul style="list-style-type: none"> ● 3.4. Cite evidence that supports a response to supporting or compelling questions. 	<ul style="list-style-type: none"> ● Included in grade 3 curriculum
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details. 	<ul style="list-style-type: none"> ● Included in grade 3 curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> ● 3.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes. ● 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their 	<ul style="list-style-type: none"> ● Included in Grade 3 Waldorf Curriculum

classrooms.

Theme 1: Citizenship

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none">3.8. Explain how the democratic principles motivate people to migrate then and now.	<ul style="list-style-type: none">Included in grades 5-8 curriculum

Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none">3.9. Explain how to be a responsible and active citizen in a democracy.	<ul style="list-style-type: none">Included in grades 5-8 curriculum
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Theme 2: Global Immigration and Migration

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
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Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> • 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities. • 3.11. Analyze how human settlement and movement impact diverse groups of people. • 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States. 	<ul style="list-style-type: none"> • Included in grades 4-8 curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • 3.13. Explain how world events impact New Mexico and the United States, both in the past and present. 	<ul style="list-style-type: none"> • Included in grade 7 curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> • 3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people. 	<ul style="list-style-type: none"> • Included in grade 7 curriculum

Theme 3: Global Issues and Events		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none"> 3.15. Investigate who receives the goods that are produced in various world communities. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> 3.16. Explore the concepts of surplus and scarcity in relation to resources for various world communities. 3.17. Explore the basic economic concepts of supply and demand. 3.18. Explain how supply and demand influence prices and trade. 3.19. Describe how technological developments in transportation and communication influence trade over time. 3.20. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. 3.21. Compare currency, credit, debit, and checks in the United States to other world monetary systems. 	<ul style="list-style-type: none"> Included in Grade 3 Waldorf Curriculum

Theme 4: Our Changing World		
Anchor Standard <i>The student</i>	Performance Standard <i>Therefore, the student is able to:</i>	

<i>demonstrates an understanding of:</i>		
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 3.22. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement. • 3.23. Identify and use a variety of digital and analog mapping tools to locate places. 	<ul style="list-style-type: none"> • Included in grade 3 curriculum (digital tools are not used until middle school)
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> • 3.24. Explain how physical and cultural characteristics of world regions affect people and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations. • 3.25. Identify the components of the Earth's biosystems and their makeup. 	<ul style="list-style-type: none"> • Included in grades 6-8

Theme 5: Global Diversity and Identity		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Ethnic, Cultural, and Identity Studies 20.	<ul style="list-style-type: none"> • 3.26. Express a positive view of themselves while demonstrating respect and empathy for others. • 3.27. Compare and contrast their cultural identity with other people and groups. 	<ul style="list-style-type: none"> • Included in grade 3 curriculum

Diversity and Identity		
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 3.28. Identify the actions of people and groups who have worked throughout history to improve their community which then leads to a more equitable society. 	<ul style="list-style-type: none"> Included in grade 3 curriculum

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> 3.29. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities. 3.30. Create a plan with specific steps to reach a short-term financial goal. 	<ul style="list-style-type: none"> Included in grade 3 curriculum

Fourth Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 4.1. Generate compelling questions in an inquiry. ● 4.2. Use supporting questions to help answer the compelling question in an inquiry. 	<ul style="list-style-type: none"> ● Included in Grade 4 Waldorf Curriculum
Inquiry 25. Develop Claims	<ul style="list-style-type: none"> ● 4.3. Cite evidence that supports a response to supporting or compelling questions. 	<ul style="list-style-type: none"> ● Included in Grade 4 Waldorf Curriculum
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 4.4. Construct responses to compelling questions using reasoning, examples, and relevant details. 	<ul style="list-style-type: none"> ● Included in Grade 4 Waldorf Curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> ● 4.5. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes. ● 4.6. Use deliberative and democratic procedures to make decisions about and act on civic problems or issues in their classrooms. 	<ul style="list-style-type: none"> ● Included in Grade 4 Waldorf Curriculum

Theme 1: New Mexico Government Past and Present		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 4.7. Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico. 	<ul style="list-style-type: none"> Included in grades 4 Waldorf curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 4.8. Explain how democratic principles guide local, state, and sovereign governments. 4.9. Demonstrate understanding that state symbols, holidays, traditions, and songs represent various cultural heritages, natural treasures, and the democratic values of New Mexico. 	<ul style="list-style-type: none"> Included in grades 4 Waldorf curriculum

Theme 1: New Mexico Government Past and Present (Continued)		
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. 	<ul style="list-style-type: none"> Included in grades 4 Waldorf curriculum

Theme 2: Migration and Settlement in New Mexico	
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Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their contributions to New Mexico cultures. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum.
History 16. Cause and Consequence	<ul style="list-style-type: none"> 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 4.13. Create a timeline that depicts events and the changes in New Mexico during a selected time period. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.14. Examine the changes in governance of New Mexico. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum

Theme 3: New Mexico Trade and Industry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 4.15. Explain the impact of using natural resources on the local, county, and state economy. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none"> 4.16. Explain how trade and industry in New Mexico is impacted by bordering economies (Mexico, Arizona, Colorado, Texas). 4.17. Research and create a list of products, goods, and services that New Mexico imports and exports. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 4.18. Explore the significance of various industries in New Mexico. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum

Theme 4: Resources and Land Use in New Mexico		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 4.19. Examine and synthesize (combine) data from at least two types of maps (physical, topographical, or thematic maps) to support a claim about the regional divisions of New Mexico and compare and contrast its diverse geography. 4.20. Using a variety of maps, investigate and compare how New Mexico's boundaries have changed over time. 4.21. Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret digital and analog maps. 4.22. Describe and identify the regions and four provinces that make up New Mexico's land surface. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum; grid mapping is taught in 5th grade.
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 4.23. Explore how geographic factors influence locations of settlements and use of natural resources to meet the basic needs of humans. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum

Theme 5: New Mexico Identity and Diversity		
Anchor Standard <i>The student demonstrates an</i>	Performance Standard <i>Therefore, the student is able to:</i>	

<i>understanding of:</i>		
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 4.24. Explain why various individuals and groups during the same historical period differed in their perspectives towards significant historical events. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 4.25. Participate in inquiry of other people's lives and experiences while demonstrating respect and empathy for others. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 4.26. Explain connections among historical contexts and people's perspectives at the time. 	<ul style="list-style-type: none"> Included in Waldorf 4th grade curriculum

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> 4.27. Establish the purpose of banks and how they work. 4.28. Explain what a checking and savings account are used for. 	<ul style="list-style-type: none"> Included in grade 6 Waldorf curriculum

Fifth Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 5.1. Generate compelling and related supporting questions in an inquiry. ● 5.2. Use supporting questions to help answer the compelling question in an inquiry. 	<ul style="list-style-type: none"> ● Included in grade 5 Waldorf Curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 5.3. With support, identify primary and secondary sources and determine their credibility. 	<ul style="list-style-type: none"> ● Included in grade 5 Waldorf Curriculum
Inquiry 25. Develop Claims	<ul style="list-style-type: none"> ● 5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question. 	<ul style="list-style-type: none"> ● Included in grade 5 Waldorf Curriculum
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 5.5. Construct responses to compelling questions supported by reasoning and evidence. 	<ul style="list-style-type: none"> ● Included in grade 5 Waldorf Curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> ● 5.6. Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes. ● 5.7. Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems or issues 	<ul style="list-style-type: none"> ● Included in Grade 5 in Waldorf Curriculum



in the classroom.



Theme 1: Development and Establishment of U.S. Government		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 5.8. Identify and explain the structure and function of the three branches of government and how they form the basis for our constitutional and federal republic. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the founding documents. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 5.10. Explain how the principles of the founding documents and the principle of liberty became unifying ideas of American democracy. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 5.11. Evaluate how the Bill of Rights shaped the rights of United States citizens. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum

Theme 2: Inequity and Justice in the United States	
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Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 5.12. Explore inequity throughout the history of the United States and its connection to conflict that arises today. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 5.13. Examine history from the perspectives of the participants using a variety of narratives. 	<ul style="list-style-type: none"> Included in grade 8 Waldorf curriculum

Theme 2: Inequality and Justice in the United States (Continued)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
History 17. Historical Thinking	<ul style="list-style-type: none"> 5.14. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. 5.15. Analyze the causes of the Civil War and the effects individuals and groups had on the conflict. 	<ul style="list-style-type: none"> Included in grades 7 and 8 Waldorf curriculum

History 16. Cause and Consequence	<ul style="list-style-type: none"> • 5.16. Create and use a chronological sequence of events and timelines to organize and analyze cause-and- effect relationships. • 5.17. Use primary and secondary sources to acquire historical information. 	<ul style="list-style-type: none"> • Included in grades 6-8 Waldorf curriculum
History 18. Critical Conscious ness and Perspective s	<ul style="list-style-type: none"> • 5.18. Explain the connections among historical contexts and people's perspectives during major historical events in the United States. 	<ul style="list-style-type: none"> • Included in grade 8 Waldorf curriculum

Theme 3: Human Rights and Economic Development		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> • 5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today. • 5.20. Analyze how economic success is defined differently by various communities in the United States throughout the past and present. • 5.21. Identify and compare the major natural resources and industries of two or more countries in Western Hemisphere. 	<ul style="list-style-type: none"> • Included in grade 6 Waldorf curriculum
Economics/Personal Financial Literacy 7. Economic Systems	<ul style="list-style-type: none"> • 5.22. Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects 	<ul style="list-style-type: none"> • Included in grade 6 Waldorf curriculum

and Models	the U.S. economy.	
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Theme 4: Human Impact on Environment		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> ● 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere. ● 5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region. ● 5.25. Demonstrate how the states are organized, including time zones and the regions of the United States. ● 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another. 	<ul style="list-style-type: none"> ● Included in Grade 5 Waldorf Curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> ● 5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories. 	<ul style="list-style-type: none"> ● Included in Grade 5 Waldorf Curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 5.28. Examine and explain how the physical environment influences human population distribution and land use. 	<ul style="list-style-type: none"> ● Included in Grade 5 Waldorf Curriculum

Theme 5: Identity in Multiple Spaces		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 5.29. Identify how the beliefs, experiences, perspectives, and values contribute to forming points of view about civic issues. 	<ul style="list-style-type: none"> Included in Grade 5 Waldorf Curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in their main identity groups. 5.31. Explain how the treatment of groups of people in the past and present impacts who they are. 	<ul style="list-style-type: none"> Included in Grade 5 Waldorf Curriculum

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> 5.32. Create a way to keep track of money spent and saved. 5.33. Determine the relationship between long-term goals and opportunity cost. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum

Sixth Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 6.1. Distinguish primary and secondary sources by correctly identifying the author, type of document, and date of publication of the text in relation to the historical event described in the text. ● 6.2. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers. ● 6.3. Categorize questions as compelling (main topic) or supporting questions. ● 6.4. Generate relevant questions to be answered by historical inquiry that allow for multiple approaches of exploration. 	<ul style="list-style-type: none"> ● Included in Grade 6 Waldorf Curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 6.5. Identify where and how to locate sources to best answer a research question. ● 6.6. Distinguish among fact, opinion, and reasoned judgment in a source and identify the author perspectives and possible biases. ● 6.7. Compare a variety of map projections to evaluate how information is presented and analyze how cartographic conventions portray intended and unintended bias. ● 6.8. Evaluate the credibility of a source by 	<ul style="list-style-type: none"> ● Included in Grade 6 Waldorf Curriculum

	determining its relevance and intended use.	
Inquiry 25. Develop Claims	<ul style="list-style-type: none"> 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question. 6.10. Support a claim using a variety of sources and perspectives. 6.11. Cite specific textual evidence to support analysis of primary and secondary sources. 6.12. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> 6.13. Use applicable presentation technology to communicate research findings or other significant information. 6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. 	<ul style="list-style-type: none"> Included in grades 7 and 8 curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> 6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the history and culture of other people. 6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems. 	<ul style="list-style-type: none"> Included in grade 6 curriculum

Theme 1: Introduction to Geography and Historical Thinking		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	

Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 6.18. Identify how natural forces shape Earth's environments and regions. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 6.19. Identify how differences and similarities between diverse groups impact perspectives. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 6.20. Demonstrate relationships between personal events and historical events. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf Curriculum

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.22. Identify the social structures of early humans. 	<ul style="list-style-type: none"> Included in 6th grade curriculum
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> 6.23. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations. 	<ul style="list-style-type: none"> Included in grade 6 curriculum
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.24. Compare environmental and geographic characteristics of locations of the earliest human settlements. 	<ul style="list-style-type: none"> Included in the grade 6 curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 6.25. Compare ancient cultural and early technological innovations of one early Mesoamerican and one South American civilization. 6.26. Compare cultural, political, and religious characteristics of early river valley civilizations. 	<ul style="list-style-type: none"> Included in grade 6 Waldorf Curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.27. Describe how the local environment impacts cultures and technology. 6.28. Describe how people impact the local environment. 	<ul style="list-style-type: none"> Included in grade 6 Waldorf Curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.29. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples. 	<ul style="list-style-type: none"> Included in grade 7 curriculum

Theme 3: Classical Eastern and Western Civilizations		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.30. Describe cultural and political structures in classical eastern societies. 6.31. Describe cultural and political structures in classical western societies. 6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure. 	<ul style="list-style-type: none"> Included in grade 5 Waldorf curriculum Included in Grade 6 Waldorf curriculum
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.34. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China. 6.35. Evaluate the factors that allowed classical civilizations to thrive. 	<ul style="list-style-type: none"> Included in grade 5 Waldorf curriculum Included in Grade 6 Waldorf Curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.36. Identify the political and social issues that lead to the development of new philosophies during the classical period. 6.37. Compare strategies used by classical civilizations to maintain their empires. 6.38. Compare causes of decline in the Roman, Han, and Gupta empires. 	<ul style="list-style-type: none"> Included in grade 5 Waldorf curriculum Included in Grade 6 Waldorf Curriculum

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">• 6.39. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and African societies during the classical period.	<ul style="list-style-type: none">• Included in grade 5 Waldorf curriculum• Included in grade 6 Waldorf curriculum
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Theme 4: Post-classical Societies and Trade Networks		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to</i>	
Economics/ Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 6.40. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 6.41. Identify and compare the movement of key religions and philosophies over time. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.42. Analyze the significance of innovations such as scientific, mathematical, and technological in European, African, and Asian societies. 6.43. Explain how religion and philosophy shaped European, Asian, and African societies during the post-classical period. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 6.44. Explain what led to the emergence of European feudalism. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum

Theme 4: Post-classical Societies and Trade Networks (<i>continued</i>)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 6.45. Describe how trade networks and the transfer of goods and ideas linked post-classical societies. 6.46. Explain the role of trade in the development and growth of societies. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 6.47. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.48. Compare how regional environments impacted the advances of technology for travel and trade. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum

Theme 5: Encounters and Exchanges: 600 CE–1300 CE		
Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.49. Use maps to explain how encounters and exchanges linked the world. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.50. Examine instances of conflict and oppression in Medieval times as well as responses to these violations. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 16. Causes and Consequence	<ul style="list-style-type: none"> 6.51. Analyze the diffusion and the social, political, and economic effects of the Black Death. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 6.52. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society. 	<ul style="list-style-type: none"> Included in Grade 6 Waldorf curriculum

Theme 6: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	

Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none">• 6.53. Analyze how external factors might influence spending decisions for different individuals and households.• 6.54. Give examples of financial risks that individuals and households face.	<ul style="list-style-type: none">• Included in Grade 6 Waldorf curriculum
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Seventh Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 7.1. Develop compelling questions about a relevant topic of interest. ● 7.2. Create supporting questions from credible sources to expand on the compelling question. 	<ul style="list-style-type: none"> ● Included in Grade 7 Waldorf curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions. ● 7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic. ● 7.5. Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment. ● 7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use. 	<ul style="list-style-type: none"> ● Included in Grade 7 Waldorf curriculum

Inquiry 25. Develop Claims	<ul style="list-style-type: none"> 7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim. 7.8. Make connections between current events, historical materials, and personal experience. 	<ul style="list-style-type: none"> Included in Grade 7 Waldorf curriculum
Inquiry 26. Communi- cate and Critique Conclusio- ns	<ul style="list-style-type: none"> 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia. 7.10. Engage in academic discussions analyzing multiple viewpoints on public issues. 	<ul style="list-style-type: none"> Included in Grade 7 Waldorf curriculum
Inquiry 27. Take Informed Action	<ul style="list-style-type: none"> 7.11. Examine the relationship between stereotypes, bias, and group identity. 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally. 7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities. 	<ul style="list-style-type: none"> Included in Grade 7 Waldorf curriculum

Theme 1: The Land, People, and Resources of New Mexico		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government. 7.15. Describe the relationships of 	<ul style="list-style-type: none"> Included in 7th grade curriculum

	tribal, state, and local governments with the national government under the federal system.	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> • 7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico. • 7.17. Discuss New Mexico's economic limitations and successes. 	<ul style="list-style-type: none"> • Included in 7th grade curriculum
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> • 7.18. Explain the physical and human characteristics of New Mexico using the Five Themes of Geography. 	<ul style="list-style-type: none"> • Included in 7th grade curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> • 7.19. Describe how environmental factors affect human activities and resource use. 	<ul style="list-style-type: none"> • Included in Grade 7 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> • 7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. • 7.21. Define and explain the present demographics of our state. • 7.22. Evaluate how society's responses to different social identities lead to access and barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. 	<ul style="list-style-type: none"> • Included in 7th grade curriculum

Theme 2: The Earliest New Mexicans (c. 12000 BCE–c. 1200 BCE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.23. Demonstrate how early humans compete and cooperate to gather and use resources. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.24. Discuss patterns of migration of early people as they settled across New Mexico and the Southwest region. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.25. Compare and contrast nomadic and semi-nomadic lifestyles. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.26. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 7.27. Describe the technical limitations of historians and archeologists studying the distant past. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE–c. 1500 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 7.29. Define the relationship between specialization and interdependence between c. 1200 BCE and c. 1500 CE. 7.30. Explain early trade networks and their impact on cultural groups. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.31. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples. 7.32. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.33. Connect cultural adaptations of the Pueblo, Apache, and Diné people to today. 7.34. Compare and contrast Athabaskan culture, agricultural practices, and settlement patterns with those of the Pueblos. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.35. Analyze who have been key figures that have contributed to an individual culture and what they did. 7.36. Describe the relationship between cultural heritage(s) and personal identity or identities. 7.37. Identify what tribal leaders want the world to see when their culture is on display, and how to address negative perceptions. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Theme 4: The Spaniards Enter the Americas (c. 1490s CE–c. 1590s CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.38. Compare and contrast global and historical government systems to the U.S. federal system. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.39. Explain the economic motivation of Spaniards as they enter the lands of, and interact with, the Indigenous peoples of the Americas. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 9. Global Economy	<ul style="list-style-type: none"> 7.40. Demonstrate connections between the economies of Spain and the Indigenous People of the Americas. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.41. Analyze the movement of people, goods, and ideas across the world during the Age of Exploration. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.42. Explore the interactions between the Spaniards and Indigenous peoples. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 7.43. Explain the political and religious motivations of Spaniards as they encounter the Indigenous peoples of the Americas. 7.44. Analyze the patterns of colonization, exploration, destruction, and creation that came with the occupation of the Americas 	<ul style="list-style-type: none"> Included in 7th grade curriculum

	by Spaniards.	
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> • 7.45. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. • 7.46. Brainstorm ways in which New Mexicans might heal from past and current injustices. 	<ul style="list-style-type: none"> • Included in 7th grade curriculum

Theme 5: The Spanish Colonial Period (c. 1500s CE–1821 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.47. Describe the relationship between a nation-state and its colonies. 7.48. Draw conclusions about how the policies of the Spanish monarchy in New Spain impacted the people of New Spain. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.49. Describe Spanish economic policies that led to colonial isolation and their impact on the people of New Mexico. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.50. Discuss the role of El Camino Real as a significant corridor for movement of people, goods, and ideas. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.51. Explain how differing places, people, and resources affected events in New Mexico during the Spanish Colonial period. 7.52. Evaluate and compare practices of land usage and ownership between Indigenous peoples and Spaniards. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 15. Historical Change, Continuity, Context, and	<ul style="list-style-type: none"> 7.53. Compare and contrast the revolts and resistance movements under Spanish rule. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Reconciliation		
History 18. Critical Consciousness and Perspective	<ul style="list-style-type: none"> 7.54. Assess evidence of Spanish influence in New Mexico today. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Ethnic, Cultural and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.55. Describe key figures that have made significant contributions to an individual culture. 7.56. Explore personal, familial, and societal cultures in the modern day. 7.57. Discuss the importance of respecting individual cultures and explore how to address stereotypes. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Theme 6: The Mexican Period (1821 CE–1850 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.58. Examine how conflict over social class, land and culture led to Mexican independence from Spain. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 7.59. Summarize the relationship between specialization and interdependence between 1821 CE and 1850 CE. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 7.60. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.61. Describe how the movement of people influenced the division and control of resources. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.62. Explain the impact Mexican Independence had on New Mexico. 7.63. Demonstrate how troubles between Texas and the government of Mexico impacted New Mexico. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 7.64. Interpret the factors that led people in New Mexico to resist and rebel against political leadership between 1821 CE and 1850 CE. 	<ul style="list-style-type: none"> Included in 7th grade curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups. 	<ul style="list-style-type: none"> Included in 7th grade curriculum

Theme 7: American Western Expansion (1848 CE–1869 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 7.66. Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
Economics/Personal Financial Literacy 7. Economic Systems and Models	<ul style="list-style-type: none"> 7.67. Show the correlation between the territorial and Indigenous economies, including how both were impacted by US federal policies. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.68. Distinguish land use patterns of Anglo-Americans during the American westward expansion period. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.69. Evaluate the significance of short- and long-range trails throughout the lands gained in the Mexican Cession. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 7.70. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico. 7.71. Explore the impact of land ownership throughout New Mexico History. 	<ul style="list-style-type: none"> Included in grade 8 curriculum

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none">• 7.72. Identify how stereotyping influences social perspectives about members of a group.	<ul style="list-style-type: none">• Included in grade 8 curriculum
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Theme 8: Early American Territorial Period (1850 CE–1880s CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.73. Evaluate New Mexico’s transition into a US territorial government from the perspectives of the various groups residing in the territory at the time. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 7.74. Describe the economy of territorial New Mexico from various perspectives. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.75. Identify cultural diffusion into and out of the New Mexico territory. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 7.76. Identify causes and consequences of US government policies that impacted the territory of New Mexico. 	<ul style="list-style-type: none"> Included in grade 8 curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 7.77. Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time. 	<ul style="list-style-type: none"> Included in grade 8 curriculum

Theme 9: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> • 7.78. Summarize how the distribution of resources impacts consumerism and individual financial decisions. • 7.79. Differentiate between saving and investing. 	<ul style="list-style-type: none"> • Included in grade 7 curriculum

Eighth Grade

Inquiry		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 23. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 8.1. Develop compelling questions about a relevant topic of interest. ● 8.2. Create supporting questions from credible sources to expand on the compelling question. 	<ul style="list-style-type: none"> ● Included in Grade 8 Waldorf curriculum
Inquiry 24. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions. ● 8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic. ● 8.5. Describe how geographic representations can express both geospatial locations and human bias. ● 8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use. 	<ul style="list-style-type: none"> ● Included in Grade 8 Waldorf curriculum

Inquiry 25. Develop Claims	<ul style="list-style-type: none">● 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.● 8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question.● 8.9. Cite specific textual evidence to support analysis of primary and secondary sources.● 8.10. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.● 8.11. Make connections between current events, historical materials, and personal experience.● 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.	<ul style="list-style-type: none">● Included in Grade 8 Waldorf curriculum
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Inquiry (Continued)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Inquiry 26. Communicate and Critique Conclusions	<ul style="list-style-type: none"> • 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues. • 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper. • 8.15. Develop informational texts, including analyses of historical and current events. • 8.16. Portray historical people, places, events, and ideologies of the time to examine history from the perspective of the participants through creative expression. • 8.17. Use applicable presentation technology to communicate research findings or other significant information. • 8.18. Conduct a research project to answer a self-generated question of historical significance and apply problem-solving skills to historical research. 	<ul style="list-style-type: none"> • Included in Grade 8 Waldorf curriculum

Inquiry 27. Take Informed Action	<ul style="list-style-type: none">• 8.19. Recognize and value my group identities without perceiving or treating others as inferior.• 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.• 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.• 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.• 8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.	<ul style="list-style-type: none">• Included in Grade 8 Waldorf curriculum
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Theme 1: Geography and Indigenous Peoples of North America		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.24. Compare Indigenous government structures to those of the United States today. 8.25. Describe the ways Indigenous peoples organize themselves and their societies. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.27. Use the five themes of geography (location, place, movement, human-environmental interaction, and region) to describe a specific Sovereign Tribal Nation or Indigenous peoples group of North America. 8.28. Analyze how historic events are shaped by geography. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 12. Location, Place, and Region	<ul style="list-style-type: none"> 8.29. Define a region by its human and physical characteristics. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.30. Describe how Indigenous people of North America adapted to their environment. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> • 8.31. Describe how knowledge and perspectives of Indigenous peoples can help inform solutions to environmental and human rights issues. • 8.32. Draw a diagram or make a model to illustrate how Indigenous people have preserved their histories. 	<ul style="list-style-type: none"> • Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> • 8.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States. 	<ul style="list-style-type: none"> • Included in Grade 8 Waldorf curriculum

Theme 2: Age of Exploration and Exploitation (c. 1400 CE–1500 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.34. Discuss the relationship between a ruler of a nation-state and the citizens of its colonies. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Economics/Personal Financial Literacy 7. Economics Systems and Models	<ul style="list-style-type: none"> 8.35. Illustrate significant European economic theories and their connection to the colonization of the Western Hemisphere. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.36. Describe the causes and effects of exploration and expansion into the Americas by the Europeans during the 15th and 16th centuries. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.37. Identify key people, places, and ideas from major European nations of the 15th and 16th centuries. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.38. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between c. 1400 CE and 1500 CE. 8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum

Theme 3: Colonization (1490 CE–1750 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.40. Compare and contrast reasons why people moved to—and left—the Thirteen Colonies. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.42. Evaluate the impacts of European colonization on Indigenous populations. 8.43. Describe the impact of slavery on African populations in Africa and the Americas. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.44. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group between 1490 CE and 1750 CE. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 8.45. Discuss how the exchanges of resources and culture across civilizations led to the emergence of a global society.• 8.46. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.	<ul style="list-style-type: none">• Included in Grade 8 Waldorf curriculum
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Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE–1787 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.47. Assess the responses of various groups to British policies in the Thirteen Colonies. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 8.48. Identify and analyze the economic specializations of the Thirteen Colonies. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
Geography 11. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 8.49. Synthesize geographic information about the significance of the Thirteen Colonies to the British Empire. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.50. Identify Indigenous peoples alliances during and after the American Revolutionary War. 8.51. Compare and contrast the efforts of the American and British governments to gain the services of African Americans with recruitment of Indigenous peoples. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.52. Compare and contrast the causes, demographics, and results of the American Revolution. 8.53. Discuss the role of religion in the Thirteen Colonies and its impact on developing American identity. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum

Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none">• 8.54. Examine the demographics of the Thirteen Colonies in the years leading up to and during the American Revolution.	<ul style="list-style-type: none">• Included in grade 7 Waldorf curriculum
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Theme 5: Constitution and Foundation of the Republic (1787 CE–1815 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention. 8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic. 8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights). 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States. 8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.60. Identify and describe the structure and function of the three branches of government, as laid out in the US Constitution. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.61. Compare and contrast the causes, demographics, and results of the American Revolution with the French and Latin American revolutions. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum

Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.62. Describe the influence of diverse ideologies on politics, society, and culture in early U.S. history. 	<ul style="list-style-type: none"> Included in grade 7 Waldorf curriculum Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none"> 8.63. Discuss the similarities, differences, and interactions between civil rights and civil liberties. 8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Theme 6: Expansion and Displacement (1815 CE–1850 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments through treaties, court decisions, and land acquisition statutes. 8.66. Evaluate the efficacy of formal U.S. policies of expansion, their effects on Sovereign Tribal Nations' ability to self-govern, and Indigenous resistance efforts to preserve tribal sovereignty. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 14. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 8.67. Describe a human-created environmental concern related to western expansion, including different contemporary perspectives and other historical context between 1815 CE and 1850 CE. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.68. Compare and contrast Indigenous and Hispanic peoples assimilation experiences with later immigrants' experience as part of expansion across the territorial United States. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

History 16. Cause and Consequence	<ul style="list-style-type: none"> ● 8.69. Describe causes and effects of the Mexican American War and its consequences on residents living in the “new” U.S. Territories. ● 8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war. 	<ul style="list-style-type: none"> ● Included in Grade 8 Waldorf curriculum
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion. 	<ul style="list-style-type: none"> ● Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> ● 8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States. ● 8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. 	<ul style="list-style-type: none"> ● Included in Grade 8 Waldorf curriculum

Theme 7: Sectionalism (1830 CE–1860 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.74. Compare the federal government's response to the southern states' call for independence with that of the original Thirteen Colonies. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.75. Critique citizens' responses to changing political and social policies during the early 19th century. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Economics/Personal Financial Literacy 5. Economic Decision Making	<ul style="list-style-type: none"> 8.76. Identify and explain the economic differences between the North and the South. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.77. Demonstrate how conflicts over slavery led the North and South to war. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 17. Historical Thinking	<ul style="list-style-type: none"> 8.78. Compare and contrast the causes, demographics, and results of the Haitian Revolution and enslaved peoples' rebellions between 1830 CE and 1860 CE. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	<ul style="list-style-type: none"> 8.79. Examine how enslaved people adapted within and resisted their captivity. 8.80. Describe the formation of African American cultures and identities in free and enslaved communities. 8.81. Identify and explore how current traditions, rights, and norms 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

	of identity groups have changed or are changing over time.	
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 8.82. Apply knowledge of an event of the Sectionalism and Reform Era to analyze current issues and events.	<ul style="list-style-type: none">• Included in Grade 8 Waldorf curriculum

Theme 8: The Civil War (1860 CE–1865 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.83. Discuss the nature of civil wars in general, and the role of border states and territories in the U.S. Civil War specifically and explore the role the territory of New Mexico played. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Economics/Personal Financial Literacy 8. Money and Markets	<ul style="list-style-type: none"> 8.84. Summarize a significant economic warfare initiative of the Civil War through creative expression. 8.85. Explain how Union Army strategies and other socioeconomic changes at the end of the Civil War led to an economic depression in the southeastern United States. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 16. Cause and Consequence	<ul style="list-style-type: none"> 8.86. Evaluate the impact of science and technology during the Civil War period. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.87. Deconstruct the Emancipation Proclamation to determine its contemporary purpose and current significance. 8.88. Discuss the impact of the Western Campaign on Indigenous peoples. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Theme 9: Reconstruction (1865 CE–1877 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression. 8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 19. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. 8.93. Describe demographic shifts because of the Civil War and Reconstruction. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Ethnic, Cultural, and Identity Studies 21. Identity in History	<ul style="list-style-type: none"> 8.94. Explore and demonstrate the contemporary and current significance of Juneteenth. 8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Ethnic, Cultural, and Identity Studies 22. Community Equity Building	<ul style="list-style-type: none">• 8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.	<ul style="list-style-type: none">• Included in Grade 8 Waldorf curriculum
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Theme 10: Immigration and Industrialization (c. 1880 CE–1920 CE)		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Economics/Personal Financial Literacy 6. Incentives and Choices	<ul style="list-style-type: none"> 8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
Geography 13. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 15. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.100. Analyze the development of the women’s suffrage movement over time and its legacy. 8.101. Make personal connections to immigration stories and experiences—both in the past and in the present. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum
History 18. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.102. Examine both sides in debate or academic discussion of politics in response to immigration. 	<ul style="list-style-type: none"> Included in Grade 8 Waldorf curriculum

Theme 11: Personal Financial Literacy		
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>	
Economics/Personal Financial Literacy 10. Personal Financial Literacy	<ul style="list-style-type: none"> • 8.103. Determine the relationship between long-term goals and opportunity cost. • 8.104. Identify ways insurance may minimize personal financial risk. • 8.105. Illustrate the power of compounding to highlight the importance of investing at a young age. 	<ul style="list-style-type: none"> • Included in Grade 8 Waldorf curriculum

Attachment 12

Sun Mountain Community School

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

Part II

Common Core Standards Placement Tables

*For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School*

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

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

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encouraged to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A “Y” in column two indicates a “Yes”, signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

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

Kindergarten

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student’s ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten’s student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

Common Core Standards, ELA Kindergarten: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Key Ideas and Details</i>			
RL 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 1	“text” orally delivered in K
RL 2. With prompting and support, retell familiar stories, including key details.		Gr.1	Re-tell And/or re-enact in K
RL 3. With prompting and support, identify characters, settings, and major events in a story.		Gr. 1	In K, Demonstrated through re- enactment, play
<i>Craft and Structure</i>			
RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) (CA)		Gr. 2	
RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) (CA) .		Gr 3	
RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Gr. 2	
<i>Integration of Knowledge and Ideas</i>			
RL 7. 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.)		Gr. 2	
RL 8. (Not applicable to literature)			
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. Actively engage in group reading activities with purpose and understanding.		Gr. 2	
RL 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 2	
RL 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 2	

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Kindergarten: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			Informational texts appropriate initially at Grade 3
Key Ideas and Details			
RI 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 3	
RI 2. With prompting and support, identify the main topic and retell key details of a text.		Gr.3	
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
Craft and Structure			
RI 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Identify the front cover, back cover, and title page of a book.		Gr. 2	
RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Gr.3	
Integration of Knowledge and Ideas			
RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)		Gr. 3	
RI 8. With prompting and support, identify the reasons an author gives to support points in a text.		Gr. 4	

RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GR. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. Actively engage in group reading activities with purpose and understanding.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 3	
RI 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 3	

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Kindergarten: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Kindergarten students:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.		Gr. 1	
RFS 1a. Follow words from left to right, top to bottom, and page by page.		Gr. 1	
RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters.		Gr. 1	
RFS 1c. Understand that words are separated by spaces in print.		Gr. 1	
RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet.		Gr. 1	
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Gr. 1	
RFS 2a. Recognize and produce rhyming words.		Gr. 1	
RFS 2b. Count, pronounce, blend, and segment syllables in spoken words.		Gr. 1	

RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words.		Gr. 1	
RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)		Gr. 1	
RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Gr.1	
RFS 2f. Blend two or three phonemes into recognizable words. (CA)		Gr. 1	Throughout Grades 1 and 2
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	
RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		Gr. 1	
RFS 3b. 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)		Gr. 2	
RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		Gr. 2	
RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Gr.2	
<i>Fluency</i>			
RFS 4. Read emergent-reader texts with purpose and understanding.		Gr 2	

Common Core Standards, Kindergarten English Language Arts: *Writing*

Common Core Standards, ELA Kindergarten: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Text Types and Purposes</i>			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		Gr. 3	
W 2. 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.		Gr. 2	
W 3. 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.		Gr. 2	
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and		Gr. 3	

express opinions about them).			
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing)
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Kindergarten: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Y		
SL 1b. Continue a conversation through multiple exchanges.	Y		
SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		
SL 2 a. Understand and follow one- and two- step oral directions. (CA)	Y		
SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Y		

SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Y		
SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Y		

Common Core Standards, Kindergarten
English Language Arts: *Language*

Common Core Standards, ELA Kindergarten: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		K—Oral only
L 1a. Print many upper- and lowercase letters.		Gr. 1	
L 1b. Use frequently occurring nouns and verbs.	Y		K—when speaking
L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Y		K—in speaking Gr. 2—in writing
L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Y		K—in speaking Gr. 2—in writing
L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Y		K—in speaking Gr. 1—in writing
L 1f. Produce and expand complete sentences in shared language activities.	Y		In conversation
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in Grades 1 and 2, achieved increasingly

L 2a. Capitalize the first word in a sentence and the pronoun I.		Gr. 1	
L 2b. Recognize and name end punctuation.		Gr. 1	
L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Gr. 1	
L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Gr. 1	
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Gr. 2	
L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Gr. 2	
L 4b. 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.		Gr. 2	
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Gr. 1	Oral guidance and exploration
L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Y		

L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		Gr. 2	
L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Gr. 1	
L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Gr. 1	
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Y		Student responses to written text— Grade 1

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.
3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.
4. Many students demonstrate mastery of skills orally before they do so in writing.
5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.
6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

Common Core Standards: Mathematics Kindergarten	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Kindergarten:</i>			
<i>Counting and Cardinality</i>			
<i>Know number names and the count sequence.</i>			
CC 1. Count to 100 by ones and by tens.		Gr. 1	Begins in K
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Gr. 2	Begins in K
CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		Gr. 1	
<i>Count to tell the number of objects.</i>			
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Y		
CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Y		
CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Y		
CC 4c. Understand that each successive number name refers to a quantity that is one larger.	Y		

CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		Gr. 1	
Compare numbers.			
CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		Gr. 1	Begins in K
CC 7. Compare two numbers between 1 and 10 presented as written numerals.		Gr. 1	

Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		Gr. 1	
OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Gr 1	From whole to parts
OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		Gr. 1	
OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		Gr. 1	
OAT 5. Fluently add and subtract within 5.		Gr. 1	

Number and Operations in Base Ten			
Work with numbers 11-19 to gain foundations for place value.			
NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Begins in Gr. 1
Measurement and Data			
Describe and compare measurable attributes.			
MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Gr. 1	Experiential in K, Conceptual in 1.
MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		Gr. 1	Experiential in K, Conceptual in 1.
Classify objects and count the number of objects in each category.			
MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		Gr. 1	Begins in K
Geometry			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below,		Gr.1	Number of shapes known expands

beside, in front of, behind, and next to.		Gr. 1	across grades Shapes identified and used to exemplify qualities of numbers
G 2. Correctly name shapes regardless of their orientations or overall size.		Gr. 1	Begins in K
G 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		Gr. 2	Begins in K
Analyze, compare, create, and compose shapes.			
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		Gr. 3	Begins in Gr.1
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Gr. 1	Begins in K with simple shapes
G 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"		Gr. 4	Begins in Gr. 1, Experiential through form drawing, Grade 2

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

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

Grade One

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language:** Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 1: <i>Reading Literature</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
Key Ideas and Details			
RL 1. Ask and answer questions about key details in a text.		Gr. 2	Begins at Gr. 1 with stories
RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		
RL 3. Describe characters, settings, and major events in a story, using key details.	Y		
Craft and Structure			
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 2 Language standards 4-6 for additional expectations.) (CA)		Gr. 3	Begins in Gr. 2
RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		Gr. 3	
RL 6. Identify who is telling a story at various points in a text.		Gr. 3	
Integration of Knowledge and Ideas			
RL 7. Use illustrations and details in a story to describe its characters, setting, or events.		Gr, 2	Begins at Gr. 1
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the adventures and experiences of characters in stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	Y		Begins with class writing
<i>RL 10a. Activate prior knowledge related to the information and events in a text. (CA)</i>		Gr. 2	Begins at Gr. 1
<i>RL 10b. Confirm predictions about what will happen next in a text. (CA)</i>		Gr. 2	Begins at Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 1: ELA <i>Reading Informational Texts</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			See Note #2, Below.
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions about key details in a text.		Gr. 3	
RI 2. Identify the main topic and retell key details of a text.		Gr. 3	
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
<i>Craft and Structure</i>			
RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (See grade 1 Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA)		Gr, 4	
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use the illustrations and details in a text to describe its key ideas.		Gr. 3	
RI 8. Identify the reasons an author gives to support points in a text.		Gr. 4	
RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Gr. 3	

Range of Reading and Level of Text Complexity			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in a text. CA		Gr. 3	
RI 10 b. Confirm predictions about what will happen next in a text. CA		Gr. 3	

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 1 ELA: Reading Foundational Skills	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 1:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.	Y		
RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Y		
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Y		
RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words.		Gr. 2	Begins in Gr. 1
RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Y		
RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Y		

RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		Gr. 2	Begins in Gr. 1
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	Begins in Gr. 1
RFS 3a. Know the spelling-sound correspondences for common consonant digraphs.	Y		
RFS 3b. Decode regularly spelled one-syllable words.	Y		
RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds.		Gr. 2	Begins in Gr. 1
RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Gr.2	Begins in Gr. 1
RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Gr. 2	Begins in Gr. 1
RFS 3f. Read words with inflectional endings.		Gr. 2	Begins in Gr. 1
RFS 3g. Recognize and read grade-appropriate irregularly spelled words.		Gr. 2	Begins in Gr. 1
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		Class-generated writing
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	Begins in Gr. 1
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	Begins in Gr. 1

RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 2	Begins in Gr. 1
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Common Core Standards, Grade 1 English Language Arts: *Writing*

Common Core Standards, ELA Grade 1: <i>Writing</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Gr. 3	
W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Gr. 3	
W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Gr. 3	Begins in Gr. 2
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3) (<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Gr. 4	

W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		
W 9. (Begins in grade 4)			
<i>Range of Writing</i>			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 1: <i>Speaking and Listening</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Y		
SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion.	Y		
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give, restate, and follow simple two-step directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		

SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA	Y		
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Y		
SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 1 English Language Arts: *Language*

Common Core Standards, ELA Grade 1: <i>Language</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		In speaking at Gr. 1
L 1a. Print all upper- and lowercase letters.	Y		Lower case may be completed in Gr. 2
L 1b. Use common, proper, and possessive nouns.	Y		Refined through Gr. 3
L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Y		Orally, refined through Gr. 3
L 1d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA	Y		Refined through Gr. 3
L 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Y		Refined through Gr. 4
L 1f. Use frequently occurring adjectives.	Y		Refined in Gr. 2
L 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Y		Refined in Gr. 2
L 1h. Use determiners (e.g., articles, demonstratives).	Y		Refined in Gr. 2
L 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Y		Refined in Gr. 2

L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Y		Oral prompts, skills refined across grades
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in grades 1 and 2, achieved increasingly
L 2a. Capitalize dates and names of people.	Y		Consistently in grade 2
L 2b. Use end punctuation for sentences.	Y		
L 2c. Use commas in dates and to separate single words in a series.		Gr. 3	Introduced in Gr. 2
L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Y		Expanding through the early grades
L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Y		Expanding through the early grades
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Gr. 2	Begins in Gr. 1
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Use frequently occurring affixes as a clue to the meaning of a word.		Gr. 2	

L 4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		Gr. 2	
L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Y		
L 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Y		
L 5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Y		
L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Y		

Grade 1 ELA Summary Notes and Comments

1. In reading the tables—a key distinction:

- In the Notes and comments column, **“begins at”**—indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
- In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
- A **“Y” indicates “yes”**—placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..

2. Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

Common Core Standards: Mathematics <i>Grade 1</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Grade 1:</i>			
Operations and Algebraic Thinking			
<i>Represent and solve problems involving addition and subtraction.</i>			
OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
<i>Understand and apply properties of operations and the relationship between addition and subtraction</i>			
OAT 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>		Gr. 2	
OAT 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>		Gr. 2	
<i>Add and subtract within 20.</i>			
OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Y		

OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as			
<ul style="list-style-type: none"> counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	Y		
Work with addition and subtraction equations.			
OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Y		
<i>OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i>		Gr. 2	
OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.</i>		Gr. 2	Introduced at Gr. 1

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students in Grade 1:			
Extend the counting sequence.			
NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Y		Incorporates K. CC.1

<i>Understand place value.</i>			
NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		Gr. 2	Introduced at Gr. 1
NOBT 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”		Gr. 2	Introduced at Gr. 1
NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Introduced at Gr. 1
NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Gr. 2	Introduced at Gr. 1
NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		Gr. 3	Introduced at Gr. 2
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Gr. 2 Gr. 3 Gr. 2	Introduced at Gr. 2 Understanding place value, introduced at Gr. 2
NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Gr. 2	
NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.		Gr. 3	Introduced at Gr. 2

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
<i>Students in Grade 1:</i>			
<i>Measure lengths indirectly and by iterating length units.</i>			
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Y		
<p>MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;</p> <p>Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>		Gr. 3	
<i>Tell and write time.</i>			
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.		Gr. 3	
<i>Represent and interpret data.</i>			
4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Gr. 3	Introduced in Grade 1, with manipulatives

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<p>G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);</p> <p>Build and draw shapes to possess defining attributes.</p>		Gr. 5	See Note #2, below.
<p>G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(Students do not need to learn formal names such as “right rectangular prism.”)</i></p>		Gr. 5	See Note #2, below.
<p>G 3. Partition circles and rectangles into two and four equal shares,</p> <p>Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.</p> <p>Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		Gr. 4	Introduced at Grade 3

Mathematics
Grade 1
Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

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

Grade Two

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math:** Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables
- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Gardening and nature studies; weather; day and night
- **History & Social Studies:** Multicultural stories; lives of inspiring people who affected history
- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2

English Language Arts: *Reading Literature*

Common Core Standards, ELA ELA Grade 2: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 2:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Y		
RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		
RL 3. Describe how characters in a story respond to major events and challenges.	Y		
<i>Craft and Structure</i>			
RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA		Gr. 3	
RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Y		
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.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Gr. 3	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr.3	

Common Core Standards Table, Grade 2

English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 2: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grade 2:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		Gr. 4	
RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		Gr. 4	
RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Gr. 4	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language standards 4-6 for additional expectations.CA		Gr. 3	
RI 5. 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.		Gr. 4	
RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Gr. 4	

RI 8. Describe how reasons support specific points the author makes in a text.		Gr. 6	
RI 9. Compare and contrast the most important points presented by two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr. 4	

Common Core Standards, Grade 2

English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 2: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 2:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 2			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 2			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Y		
RFS 3b. Know spelling-sound correspondences for additional common vowel teams.	Y		
RFS 3c. Decode regularly spelled two-syllable words with long vowels.	Y		
RFS 3d. Decode words with common prefixes and suffixes.		Gr. 3	
RFS 3e. Identify words with inconsistent but common spelling-sound correspondences.		Gr. 3	
RFS 3f. Recognize and read grade-appropriate irregularly spelled words.		Gr. 3	
<i>Fluency</i>			

RFS 4. Read with sufficient accuracy and fluency to support comprehension.		Gr. 3	
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 3	

Common Core Standards, Grade 2 English Language Arts: *Writing*

Common Core Standards, ELA Grade 2: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Text Types and Purposes</i>			
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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.		Gr. 4	
W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Gr. 3	
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.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		Gr. 4	
W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Y		
W 6. With guidance and support from adults, use a			

variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. 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).		Gr. 4	Experience-based in Gr. 3 Text-based in Gr. 4
W 8. Recall information from experiences or gather information from provided sources to answer a question.		Gr. 3	
W 9. (Begins in grade 4)			
Range of Writing			
W 10. 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. CA (For CC, Begins in Grade 3) (Begins in Grade 2—CA)		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 2: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Y		
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).	Y		
SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others.	Y		
SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Y		
SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give and follow three- and four-step oral directions. CA	Y		
SL 3. 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.	Y		

Presentation of Knowledge and Ideas			
SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Y		
SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		Gr. 3	
SL 5. 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.	Y	Gr. 7	Audio recordings at Grade 7.
SL 6. 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.)	Y		

Common Core Standards, Grade 2 English Language Arts: *Language*

Common Core Standards, ELA Grade 2: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., <i>group</i>).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Y		
L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		Gr. 4	
L 1g. Create readable documents with legible print. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Gr. 3	
L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Gr. 3	
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Y		

L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i>).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Y		
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., <i>When other kids are happy that makes me happy</i>).	Y		

Common Core Standards: Mathematics, Grade 2	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students:			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Gr. 3	Begins at Gr. 2
Add and subtract within 20.			
OAT 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	Y		
Work with equal groups of objects to gain foundations for multiplication.			
OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Y		
OAT 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Y		

Common Core Standards: Grade 2 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students:</i>			
<i>Understand place value.</i>			
NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ol style="list-style-type: none"> 100 can be thought of as a bundle of ten tens — called a “hundred.” The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	Y		
NOBT 2. Count within 1000; skip-count by 2s , 5s, 10s, and 100s. CA	Y		
NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Y		
NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Gr. 3	Begins at Gr. 2
NOBT 6. Add up to four two-digit numbers using			

strategies based on place value and properties of operations.		Gr. 3	Begins at Gr. 2
NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Y		
NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA		Gr. 3	Begins at Gr. 2
NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Y		
NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Y		

CC Standards: Mathematics, Grade 2	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement in the Waldorf Curriculum			
Measurement and Data			
Students:			
Measure and estimate lengths in standard units.			
MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		Gr. 3	
MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		Gr. 3	

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.		Gr. 3	
MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		Gr. 3	
Relate addition and subtraction to length.			
MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		Gr. 4	Begins at Gr. 3
MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Y		
Work with time and money.			
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA		Gr. 3	
MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>		Gr. 3	
Represent and interpret data.			
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		Gr. 6	Introduced at Grade 3
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph.		Gr. 6	Introduced at Grade 3

CC Standards: Mathematics, Grade 2 Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<i>Reason with shapes and their attributes.</i>			
G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Gr. 5	
G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Gr. 3	
G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Gr. 4	

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.
2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for “is more than” or “is less than” until a later grade level.

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

Grade Three

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3

English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
Key Ideas and Details			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
Integration of Knowledge and Ideas			
RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. 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).		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 3:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

Common Core Standards, Grade 3

English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 3:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 3			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 3			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 3 English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
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 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
Range of Writing			
W 10. 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.		Gr. 4 Gr. 3	Extended time Shorter time

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
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.	Y		
SL 1b. 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).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
SL 4a. 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		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 3 English Language Arts: *Language*

Common Core Standards, ELA Grade 3: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., <i>childhood</i>).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	Y		
L 1k. Use reciprocal pronouns correctly. CA	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
Knowledge of Language			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening,	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Y		

Common Core Standards: Grade 3 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 3:			
<i>Represent and solve problems involving multiplication and division.</i>			
OAT 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	Y		
OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	Y		
OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹	Y		
OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \quad \div 3$, $6 \times 6 = ?$.	Y		
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>			

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<p>OAT 5. Apply properties of operations as strategies to multiply and divide.²</p> <p><i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	Y		
<p>OAT 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	Y		
<p>Multiply and divide within 100.</p>			
<p>OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	Y		
<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>			
<p>OAT 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Y		
<p>OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	Y		

² Students need not use formal terms for these properties.(CC)

Common Core Standards: Mathematics Grade 3	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students at Grade 3:</i>			
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Y		
NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Y		
NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Y		
Number and Operations—Fractions			
<i>Develop understanding of fractions as numbers.</i>			
NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		Gr. 4	
NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Gr. 4	
NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the		Gr. 4	

number $1/b$ on the number line.			
NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Gr. 4	
NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		Gr. 4	
NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Gr. 4	
NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Gr. 4	
NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.		Gr. 4	
NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		Gr. 4	

Student Achievement in the In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 3:			
<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>			
MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Y		
MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ⁷		Gr. 5	In grade 3, using standard American measures; the metric system studied in grade 5
<i>Represent and interpret data.</i>			
MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Y		
MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot,	Y		

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where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			
<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>			
MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		Gr. 4	Introduced in Gr. 3
MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Gr. 4	
MD 7. Relate area to the operations of multiplication and addition.		Gr. 4	
MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		Gr. 4	
MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		Gr. 4	
MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		Gr. 6	
MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying		Gr. 4	

<p>this technique to solve real world problems.</p>			
<p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>			
<p>MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>		Gr. 5	
<p>Geometry</p>			
<p><i>Reason with shapes and their attributes.</i></p>			
<p>G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		Gr. 5	
<p>G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</p>		Gr. 4	

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.

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

Grade Four

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4 English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 4: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Key Ideas and Details</i>			
RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Y		
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).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Gr. 6	
RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Gr. 6	

<i>Integration of Knowledge and Ideas</i>			
RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Gr. 6	
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. 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.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 4: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 4:			
<i>Key Ideas and Details</i>			
RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Y		
RI 3. 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.	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See grade 4 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Gr. 6	
RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Gr.6	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an		Gr. 6	Not in electronic or digital formats

understanding of the text in which it appears.			
RI 8. Explain how an author uses reasons and evidence to support particular points in a text.		Gr. 6	
RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. 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.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 4: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 4:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 4			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 4			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. 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.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 4 English Language Arts: *Writing*

Common Core Standards, ELA Grade 4: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that are supported by facts and details.		Gr. 6	Introduced in Gr. 5
W 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		Gr. 6	Introduced in Gr. 5
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
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.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words and phrases to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events	Y		
<i>Production and Distribution of Writing</i>			
W4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
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.)	Y		

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Gr. 8	Introduced in Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Y		
W 8. 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	Y		Digital sources in Grade 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).		Gr. 5	Developed throughout the earlier grades
W 9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		Gr. 6	
Range of Writing			
W 10. 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.	Y		

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 4: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
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.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
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.	Y		
SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		Non-electronic media
SL 3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA		Gr. 6	Electronic media sources in Gr. 7

Presentation of Knowledge and Ideas			
SL 4. 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.	Y		
SL 4a. 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	Y		
SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	Visual displays in Gr. 4. Use of electronic media in Gr. 7.
SL 6. 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.)	Y		

Common Core Standards, Grade 4 English Language Arts: *Language*

Common Core Standards, ELA Grade 4: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) CA		Gr. 6	Introduced in Gr. 4
L 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Y		
L 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		Gr. 6	Introduced in Gr. 4
L 1d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Y		
L 1e. Form and use prepositional phrases.	Y		
L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Gr. 6	Introduced in Gr. 4
L 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Y		
L 1h. Write fluidly and legibly in cursive or joined italics. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use correct capitalization.	Y		
L 2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Y		
L 2c. Use a comma before a coordinating conjunction in a compound sentence.	Y		
L 2d. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a Choose words and phrases to convey ideas precisely.	Y		
L 3b. Choose punctuation for effect.	Y		
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).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Y		

L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		Gr. 6	Greek at Gr. 5 Latin at Gr. 6
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	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Y		
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Y		
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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 4:			
<i>Use the four operations with whole numbers to solve problems.</i>			
OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Y		
OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹	Y		
OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Y		
<i>Gain familiarity with factors and multiples.</i>			
OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a	Y		

given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.			
Generate and analyze patterns.			
OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 4:			
Generalize place value understanding for multi-digit whole numbers.			
NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	Y		
NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		

NOBT 3. Use place value understanding to round multi-digit whole numbers to any place.	Y		
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Y		
NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
Number and Operations—Fractions <i>(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i>			
<i>Extend understanding of fraction equivalence and ordering.</i>			
NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Y		
NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual	Y		

fraction model.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
NOF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.			
NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Y		
NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i>	Y		
NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		Gr. 5	
NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Y		
NOF 4a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	Y		
NOF 4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>		Gr. 5	

<p>NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>Y</p>		
<p><i>Understand decimal notation for fractions, and compare decimal fractions.</i></p>			
<p>NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>		<p>Gr. 5</p>	
<p>NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>		<p>Gr. 5</p>	
<p>NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA</p>		<p>Gr. 5</p>	

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 4:			
<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i>			
MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>		Gr. 5	Standards American measures, Gr. 3, Metric measures, Gr. 5
MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Y		Decimal solutions at Gr. 5
MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	Y		
<i>Represent and interpret data.</i>			
MD 4. Make a line plot to display a data set of			

measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection</i>	Y		
Geometric measurement: understand concepts of angle and measure angles.			
MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees		Gr. 5	
MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Gr. 6	Forms drawn freehand at Gr. 4, at Gr. 6 with protractor
MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		Gr. 6	
Geometry			
Students at Grade 4:			
<i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i>			
G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Gr. 6	

<p>G. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA</p>		<p>Gr. 6</p>	
<p>G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>		<p>Gr. 6</p>	

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

Grade Five

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies:** Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language:** Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Games:** Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 5: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Y		
RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA	Y		
RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Gr. 6	
RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.		Gr. 6	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Gr. 7	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 5: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Y		
RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Gr. 6	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Gr. 6	
RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Gr. 8	Introduced at Gr. 7
<i>Integration of Knowledge and Ideas</i>			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Y		Digital sources in Gr. 7

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Y		
RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 5: Reading Foundational Skills	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 5:			
<i>Print Concepts</i>			
RFA1. Not in CC at Grade 5			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 5			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. 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	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 5 English Language Arts: *Writing*

Common Core Standards, ELA Grade 5: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.		Gr. 6	
W 1b. Provide logically ordered reasons that are supported by facts and details.		Gr. 6	
W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		Gr. 6	
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Y		

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		Gr. 8	Introduced at Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Y		Digital sources Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Gr. 6	
W 9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Y		
W 9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		Gr. 6	
Range of Writing			
W 10. 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.	Y		

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 5: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
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.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Y		
SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Y		
SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		
SL 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA		Gr. 7	

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		Topic or text at Gr. 5, opinion at Gr. 6
SL 4a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA		Gr. 6	
SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	Y		
SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	
SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 5 English Language Arts: *Language*

Common Core Standards, ELA Grade 5: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Gr. 6	
L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		Gr. 6	
L 1c. Use verb tense to convey various times, sequences, states, and conditions.	Y		
L 1d. Recognize and correct inappropriate shifts in verb tense.	Y		
L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Gr. 6	
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation to separate items in a series.	Y		

L 2b. Use a comma to separate an introductory element from the rest of the sentence.	Y		
L 2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Y		
L 2d. Use underlining, quotation marks, or italics to indicate titles of works.	Y		
L 2e. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Y		
L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Gr. 6	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		Gr. 6	Greek in Gr. 5; Latin in Gr. 6

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	Y		Digital in Gr. 7
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Gr. 8	Developed throughout the grades
L 5a. Interpret figurative language, including similes and metaphors, in context.		Gr. 6	Developed throughout the grades
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Y		

Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 5:			
<i>Write and interpret numerical expressions.</i>			
OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		Gr. 7	
OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>		Gr.7	
OAT 2.1. Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA	Y		
<i>Analyze patterns and relationships.</i>			
OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the</i>	Y		

<p><i>resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>			
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Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 5:			
<i>Understand the place value system.</i>			
NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Y		
NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Y		
NOBT 3. Read, write, and compare decimals to thousandths. <ol style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	Y		
NOBT 4. Use place value understanding to round multi-digit whole numbers to any place.	Y		

<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>			
NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	Y		
NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Y		
Number and Operations—Fractions			
<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>			
NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	Y		
NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	Y		

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
<p>NOF 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	Y		
<p>NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Y		
<p>NOF 4a. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p><i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p>	Y		
<p>NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	Y		
<p>NOF 5. Interpret multiplication as scaling (resizing), by:</p> <p>NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the</p>	Y		

<p>other factor, without performing the indicated multiplication.</p> <p>NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.</p>	Y		
<p>NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	Y		
<p>NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	Y		
<p>NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p>	Y		
<p>NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	Y		
<p>NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	Y		

For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Y		
NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA	Y		

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Common Core Standards Grade 5 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 5:			
<i>Convert like measurement units within a given measurement system.</i>			
MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
<i>Represent and interpret data.</i>			
MD 2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally</i>	Y		
<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i>			
MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a		Gr. 8	Introduced at Gr. 6

volume of n cubic units.			
MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		Gr. 8	Introduced at 6
MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Gr. 8	Introduced at 6
MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		Gr. 8	Introduced at 6
MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		Gr. 8	Introduced at 6
MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		Gr.8	Introduced at 6
Geometry			
Students at Grade 5:			
<i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i>			
G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in		Gr. 7	

the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).			
G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		Gr. 7	
<i>Classify two-dimensional figures into categories based on their properties.</i>			
G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Y		
G 4. Classify two-dimensional figures in a hierarchy based on properties.	Y		

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

Grade 6

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination. They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. . It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math:** Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts:** Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science:** Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies:** Roman and Medieval history; projects and reports
- **Geography:** European and African geography

- **Handwork:** Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking:** Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language:** Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games:** Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6

English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 6: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Introduced in Gr. 6
RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RL 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		
RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Gr. 7	Introduced in Gr. 6 through comparison with a “live version” of the text.
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 6: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Formal “analysis” Introduced in Gr. 6
RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		Gr. 7	Analysis of electronic media text features at grade 8
RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Y		Digital and electronic media introduced in Gr. 6
RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
RI 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6 English Language Arts: *Writing*

Common Core Standards, ELA Grade 6: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.		Gr. 7	Introduced in Gr. 6
W 1a. Introduce claim(s) and organize the reasons and evidence clearly.		Gr. 7	Introduced in Gr. 6
W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Gr. 7	Introduced in Gr. 6
W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		Gr. 7	Introduced in Gr. 6
W 1 d. Establish and maintain a formal style.		Gr. 7	Introduced in Gr. 6
W 1e. Provide a concluding statement or section that follows from the argument presented.		Gr. 7	Introduced in Gr. 6
W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting

W 2a. (note continued)			introduced at Grade 7.
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the			

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Y		Developing capacities to use technology in grades 7 and 8.
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Y		
W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y	Gr. 7	
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Y		
W 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Y		

Range of Writing			
W 10. 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.	Y		

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 6: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Y		
SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Y		
SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Y		Digital Introduced in Gr. 7 Remove

SL 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	Y		
SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Y		Digital Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 6 English Language Arts: *Language*

Common Core Standards, ELA Grade 6: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Y		
L 1b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. CA	Y		
L 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Y		
L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Y		
L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Y		
L 2b. Spell correctly.	Y		

Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Y		
L 3b. Maintain consistency in style and tone.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Y		
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Y		Digital Introduced in Gr. 7 Remove
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L5 a. Interpret figures of speech (e.g., personification) in context.	Y		
L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole,	Y		

item/category) to better understand each of the words.			
L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 6:			
<i>Understand ratio concepts and use ratio reasoning to solve problems.</i>			
<p>RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p><i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>	Y		
<p>RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p><i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</i></p>		Gr. 8	Begins at Gr. 6
<p>RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Y		Developed further in grades 7 and 8
<p>RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use</p>		Gr. 8	Begins at Gr.6

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

tables to compare ratios.			
RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	Y		
RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Y		
RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 6:			
<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>			
NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general,</i>	Y		

<i>(a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?</i>			
Compute fluently with multi-digit numbers and find common factors and multiples.			
NS 2. Fluently divide multi-digit numbers using the standard algorithm.	Y		
NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Y		
NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	Y		
Apply and extend previous understandings of numbers to the system of rational numbers.			
NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Gr. 7	Introduced at Gr. 6
NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself,		Gr. 7 Gr. 7	

<p>e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>		Gr. 7	
<p>NS 7. Understand ordering and absolute value of rational numbers.</p> <p>NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>NS 7d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	Y	Gr. 7 Gr. 7 Gr. 7	Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6
<p>NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second</p>		Gr. 7	Introduced in Gr. 6

coordinate.			
Expressions and Equations			
<i>Apply and extend previous understandings of arithmetic to algebraic expressions.</i>			
EE 1. Write and evaluate numerical expressions involving whole-number exponents.		Gr. 7	
<p>EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i></p> <p>EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p>EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>		Gr. 7 Gr. 7 Gr. 7	
<p>EE 3. Apply the properties of operations to generate equivalent expressions.</p> <p><i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of</i></p>		Gr. 7	

<i>operations to $y + y + y$ to produce the equivalent expression $3y$.</i>			
EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>		Gr. 7	
<i>Reason about and solve one-variable equations and inequalities.</i>			
EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Gr. 7	
EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		Gr. 7	
EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		Gr. 7	
EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		Gr. 7	
<i>Represent and analyze quantitative relationships between dependent and independent variables.</i>			
EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the		Gr. 8	Introduced at Gr. 7

<p>independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>			
Geometry			
<i>Solve real-world and mathematical problems involving area, surface area, and volume.</i>			
G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		Gr. 7	Introduced in Gr. 6
G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		Gr. 8	
G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems..		Gr. 8	
G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Gr. 8	

Common Core Standards Grade 6 Mathematics	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement In the Waldorf Curriculum			
Statistics and Probability			
Students at Grade 6:			
<i>Develop understanding of statistical variability.</i>			
SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.		Gr. 8	
SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		Gr. 8	
<i>Summarize and describe distributions</i>			
SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Gr. 8	
SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		Gr. 8	

<p>SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>		Gr. 8	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Seven

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math:** Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts:** Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science:** Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies:** End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography:** Geography of North and South America
- **Handwork:** Hand sewing, embroidery
- **Woodworking:** Initiation and Precision: May include bowl, metal-working, tool-making
- **Foreign Language:** Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts:** Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7

English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 7: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Y		
RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Y		
RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to		Gr. 8	

each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 7: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Key Ideas and Details			
RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Y		
RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CA--See grade 7 Language standards 4–6 for additional expectations.)	Y		
RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		Gr. 8	Introduced at Gr. 7
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA		Gr. 8	Introduced in Gr. 7
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Gr. 8	Introduced in Gr. 7

<i>Integration of Knowledge and Ideas</i>			
RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Y		
RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		Gr. 8	Introduced in Gr. 7
RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Gr. 8	Introduced in Gr. 7
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7 English Language Arts: *Writing*

Common Core Standards Grade 7: ELA <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Text Types and Purposes</i>			
W 1. Write <i>arguments</i> to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA	Y		
W 1b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write <i>informative/explanatory texts</i> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect;		Gr. 8	Introduced in Gr. 7

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA			
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		

<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Gr. 8	Initial use in Gr. 7, Expanding in Gr. 8
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Gr. 8	Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Y		
W 9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	Y		

the evidence is relevant and sufficient to support the claims”).			
<i>Range of Writing</i>			
W 10. 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.	Y		

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 7: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Y		
SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Y		
SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how		Gr. 8	Begins in Gr. 7, Expands in Gr. 8

the ideas clarify a topic, text, or issue under study.			
SL 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA		Gr. 8	Introduced in Gr. 7; Additional development in gr. 8 and beyond
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA		Gr. 8	Introduced in Gr. 7
SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Gr. 8	Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 7 English Language Arts: *Language*

Common Core Standards Grade 7 ELA: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of phrases and clauses in general and their function in specific sentences.	Y		
L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Y		
L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Y		
L 2b. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Y		
L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Y		

<p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>Y</p>		
<p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Y</p>		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 7:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
<p>RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p>	Y		
<p>RPR 2. Recognize and represent proportional relationships between quantities.</p> <p>RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>RPR 2c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>		<p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p>	<p>RPR 2, a, b, and c, Introduced at Grade 7</p>

RPR 2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.		Gr. 8	
RPR 3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>		Gr. 8	Introduced in Grade 6
The Number System			
Students at Grade 7:			
<i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>			
NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Y		
NS 1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	Y		
NS 1b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Y		
NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Y		

NS 1d. Apply properties of operations as strategies to add and subtract rational numbers.	Y		
<p>NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>		<p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p>	<p>Introduced in Gr. 7</p> <p>Introduced in Gr. 7</p> <p>Introduced in Gr. 7</p> <p>Introduced in Gr. 7</p> <p>Introduced in Gr. 7</p>
NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Expressions and Equations			
Students at Grade 7:			
<i>Use properties of operations to generate equivalent expressions.</i>			
EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Gr. 8	
EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>		Gr. 8	
<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>			
EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about</i>		Gr. 8	Introduced in Grade 7

<i>9 inches from each edge; this estimate can be used as a check on the exact computation.</i>			
EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		Gr. 8	
EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	Y		Continues in Gr. 8
EE 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>		Gr. 8	Introduced in Gr. 7
Geometry			
<i>Draw, construct, and describe geometrical figures and describe the relationships between them.</i>			
G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Y		Continues in Gr. 8
G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when	Y		Not typically done with technology at grade 7 (See summary note at

the conditions determine a unique triangle, more than one triangle, or no triangle.			the end of this Gr. 7 document.)
G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Gr. 8	Introduced in Gr. 7
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>			
G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Y		
G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Y		
G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		Gr. 8	Introduced in Gr. 7
Statistics and Probability			
<i>Use random sampling to draw inferences about a population.</i>			
SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		Gr. 8	Introduced in Gr. 7
SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Gr. 8	Introduced in Gr. 7

<p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>			
<p>Draw informal comparative inferences about two populations.</p>			
<p>SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>		Gr. 8	
<p>SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>		Gr. 8	
<p>Investigate chance processes and develop, use, and evaluate probability models..</p>			
<p>SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>		Gr. 8	
<p>SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative</p>		Gr. 8	

<p>frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>			
<p>SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>		Gr. 8	
<p>SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p>		Gr. 8	
<p>SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>		Gr. 8	
<p>SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>		Gr. 8	
<p>SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>		Gr. 8	

<p>SP 8c. Design and use a simulation to generate frequencies for compound events.</p> <p><i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>		Gr. 8	
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Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Eight

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchical orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics:** Continue Algebra; geometry; practical, technological, and scientific applications of mathematics
- **Language Arts:** Composition: essays, research reports, short stories, poetry
- **Literature:** short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies:** The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography:** Asian Geography
- **Handwork:** Machine sewing
- **Woodworking:** Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language:** Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts:** Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 8: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Y		
RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		
RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Y		Developed further throughout the high school years—and beyond
RL 8. (Not applicable to literature)			
RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Y		Development continues throughout the high school years—and beyond
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 8: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Key Ideas and Details			
RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Y		
RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	Y		
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and	Y		

responds to conflicting evidence or viewpoints.			
<i>Integration of Knowledge and Ideas</i>			
RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Y		
RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Y		
RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8 English Language Arts: *Writing*

Common Core Standards, ELA Grade 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Y		
W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA	Y		

W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		
W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and	Y		

events.			
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Y		
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or	Y		

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).			
W 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Y		
<i>Range of Writing</i>			
W 10. 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.	Y		

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 8: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Y		
SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Y		
SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Y		

SL 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	Y		
SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Y		
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 8 English Language Arts: *Language*

Common Core Standards, ELA Grade 8: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Y		
L 1b. Form and use verbs in the active and passive voice.	Y		
L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Y		
L 1d. Recognize and correct inappropriate shifts in verb voice and mood.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Y		
L 2b. Use an ellipsis to indicate an omission.	Y		
L 2c. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Y		
L 5b. Use the relationship between particular words to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 8:			
<i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i>			
NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Y		
NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	Y		
Expressions and Equations			
Students at Grade 8:			
<i>Work with radicals and integer exponents.</i>			
EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>	Y		

EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Y		
EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>	Y		
EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Y		
<i>Understand the connections between proportional relationships, lines, and linear equations.</i>			
EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	Y		
EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	Y		
Analyze and solve linear equations and pairs of simultaneous linear equations.			
EE 7. Solve linear equations in one variable.	Y		

EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Y		
EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Y		
EE 8. Analyze and solve pairs of simultaneous linear equations.	Y		
EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Y		
EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	Y		
EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Functions			
Students at Grade 8:			
<i>Define, evaluate, and compare functions.</i>			
F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Y		
F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	Y		
F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	Y		
<i>Use functions to model relationships between quantities.</i>			
F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate	Y		

of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Y		
Geometry			
Students at Grade 8:			
<i>Understand congruence and similarity using physical models, transparencies, or geometry software.</i>			
G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Y		
G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Y		
G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Y		
G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Y		

<p>G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p><i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>	Y		
Understand and apply the Pythagorean Theorem.			
G 6. Explain a proof of the Pythagorean Theorem and its converse.	Y		
G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Y		
G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Y		
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Y		
Statistics and Probability			
Students at grade 8:			
Investigate patterns of association in bivariate data.			
<p>SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	Y		

<p>SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>Y</p>		
<p>SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>	<p>Y</p>		
<p>SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>Y</p>		

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

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

**Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:**

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

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

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--From the Introduction to the ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***, California edition, March 2013, (p. iii).

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6-8: Reading in History/Social Studies</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Key Ideas and Details			
RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.	Y		
RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Y		
RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Y		
Craft and Structure			
RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Y		
RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Y		
RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Y		
Integration of Knowledge and Ideas			

RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Y		Electronic media introduced In grades 7-8
RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.	Y		
RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6- 8: Reading in Science and Technical Subjects</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6- 8:			
<i>Key Ideas and Details</i>			
RST 1. Cite specific textual evidence to support analysis of science and technical texts.	Y		
RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Y		
RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Y		
<i>Craft and Structure</i>			
RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Y		
RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Y		
RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Y		

<i>Integration of Knowledge and Ideas</i>			
RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Y		
RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Y		
RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Y		Use of electronic media begins in Grades 7 and 8.
<i>Range of Reading and Level of Text Complexity</i>			
RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Y		

**Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Writing**

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects Grades 6- 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
<i>Text Types and Purposes</i>			
<p>W 1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	Y		The “Y” (Yes) applies to all component parts of the standard (a.–e.).

<p>W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Y		The “Y” (Yes) applies to all component parts of the standard (a.–f.).
W 3. See Note, below. (Not applicable as a separate requirement.)	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Y		Use of electronic media begins in Grades 7 and 8.

Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	Y		Use of electronic media begins in Grades 7 and 8.
W 9. Draw evidence from informational texts to support analysis reflection, and research.	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for 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.	Y		

Note (W3): Students’ narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards**, as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Attachment 13

Sun Mountain Community School

Public Waldorf Model (NCS)

Strong Map

6th Astronomy
6th Astronomy/Geology
8th Meteorology

6th Geology

8th Meteorology

6th Astronomy/Geology

7th/8th Physiology

7th Physiology

7th Omnivore's Dilemma

7th Physiology

7th Physiology

7th/8th Chemistry

7th/8th Chemistry

7th/8th Physics

8th Physics

6th Physics

8th Physics

6th Physics

Disciplinary Core Idea	Subtopic	Preferred Integrated			Discipline Specific		
		6	7	8	6	7	8
Earth & Space	1 Earth's Place in the Universe			X	X		
	2 Earth's Systems	X			X		
	3 Earth and Human Activity	X			X		
Life	1 From Molecules to Organisms: Structures and Processes	X				X	
	2 Ecosystems: Interactions, Energy, and Dynamics				X		
	3 Heredity: Inheritance and Variation of Traits	X				X	
	4 Biological Evolution: Unity and Diversity				X	X	
Physical	1 Matter and its Interactions		X				X
	2 Motion and Stability: Forces and Interactions		X				X
	3 Energy	X			X		X
	4 Waves and Their Applications in Technologies for Information Transfer	X					X
ETS	Every course includes integrations with ETS						
SEP	Every course utilizes all 8 SEPs						
CCC	Every course highlights all 7 CCCs						

Attachment 14

Sun Mountain Community School

Sun Mountain Community School

2025 - 2026 School Calendar

August '25						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Aug. instructional days <u>14</u>						
Non-instructional Day <u>3</u>						
November '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Nov. instructional days <u>16</u>						
Non-instructional Day <u>0</u>						
February '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Feb. instructional days <u>19</u>						
Non-instructional Day <u>2</u>						
May '26						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
May. instructional days <u>18</u>						
Non-instructional Day <u>2</u>						
September '25						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Sept. instructional days <u>21</u>						
Non-instructional Day <u>0</u>						
December '25						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Dec. instructional days <u>15</u>						
Non-instructional Day <u>0</u>						
January '26						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Jan. instructional days <u>17</u>						
Non-instructional Day <u>0</u>						
March '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
March instructional days <u>20</u>						
Non-instructional Day <u>0</u>						
April '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
April instructional days <u>19</u>						
Non-instructional Day <u>2</u>						
June '26						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
June instructional days <u>20</u>						
Non-instructional Day <u>5</u>						
July '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Aug. instructional days <u>0</u>						
Non-instructional Day <u>5</u>						

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- Student Orientation
- First and Last Day of School



Offices Closed

Community Festival



Parent/Teacher Conference

End of Semester

Start and End Dates	
July 18th - First day for teachers	May 26th - End date for Students
August 8th - Start date for students	May 31st - End date for Teachers
Student Days: 180 Teacher Work Days: 187 Admin Work Days: 12 Months Hours of Instruction: 1,140 (380 min. a day)	Teacher Professional Development Full Days: 8am-4pm Fridays: 1:15pm-4pm

Assessment Dates Fall Benchmark Window The Kindergarten WIDA-ACCESS (kinder.) and WIDA Screener (for Grades 1-12) Istation iMSSA Dyslexia Screening SEL Winter Benchmark Window ACCESS Alternate ACCESS Istation iMSSA Spring Benchmark Window Istation MSSA ASR Gifted screening - 3rd Grade SEL

July 18, Aug 3rd: Teacher PD Sept 5th: School Closed Sept 6th: Teacher PD Oct 10th: School Closed Oct. 21st: Family Event Nov. 23rd 25th: School Closed Dec 22nd-Jan 4th: Winter Break Jan 5th & 6th: Teacher PD Jan. 16th: MLK Day	Feb. 17th: Family Event Feb. 20th Presidents' Day Mar. 30th, 31st: Teacher PD Apr. 3rd-7th: Spring Break May 5th: May Faire May 29th: Memorial Day May 30th, 31st: Teacher PD
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Attachment 15

Sun Mountain Community School

Sun Mountain Community School

2026 - 2027 School Calendar

August '26						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. instructional days 13

Non-instructional Day 3

September '26						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept. instructional days 22

Non-instructional Day 0

October '26						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct. instructional days 19

Non-instructional Day 2

November '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. instructional days 17

Non-instructional Day 0

December '26						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. instructional days 14

Non-instructional Day 0

January '27						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. instructional days 19

Non-instructional Day 2

February '27						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb. instructional days 19

Non-instructional Day 0

March '27						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March instructional days 18

Non-instructional Day 2

April '27						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April instructional days 20

Non-instructional Day 0

May '27						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May instructional days 22

Non-instructional Day 0

June '27						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June instructional days 20









Non-instructional Day 2

July '27						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July instructional days 25

Non-instructional Day 0

30	31																		
May. instructional days <u>17</u>							June instructional days <u>1</u>							Aug. instructional days <u>0</u>					
Non-instructional Day <u>2</u>							Non-instructional Day <u>3</u>							Non-instructional Day <u>5</u>					

-  School Closed/ Holidays
-  Teacher in-Service Day (no school for students)
-  Student Orientation
-  First and Last Day of School
-  Offices Closed
-  Parent/Teacher Conference
-  Community Festival
-  End of Semester

Start and End Dates	
July 18th - First day for teachers	May 26th - End date for Students
August 8th - Start date for students	May 31st - End date for Teachers
Student Days: 180 Teacher Work Days: 187 Admin Work Days: 12 Months Hours of Instruction: 1,140 (380 min. a day)	Teacher Professional Development Full Days: 8am-4pm Fridays: 1:15pm-4pm

<p>Assessment Dates</p> <p>Fall Benchmark Window The Kindergarten WIDA-ACCESS (kinder.) and WIDA Screener (for Grades 1-12) Istation iMSSA Dyslexia Screening SEL</p> <p>Winter Benchmark Window ACCESS Alternate ACCESS Istation iMSSA</p> <p>Spring Benchmark Window Istation MSSA ASR Gifted screening - 3rd Grade SEL</p>
--

July 18, Aug 3rd: Teacher PD Sept 5th: School Closed Sept 6th: Teacher PD Oct 10th: School Closed Oct. 21st: Family Event Nov. 23rd 25th: School Closed Dec 22nd-Jan 4th: Winter Break Jan 5th & 6th: Teacher PD Jan. 16th: MLK Day	Feb. 17th: Family Event Feb. 20th Presidents' Day Mar. 30th, 31st: Teacher PD Apr. 3rd-7th: Spring Break May 5th: May Faire May 29th: Memorial Day May 30th, 31st: Teacher PD
---	---

Attachment 16

Sun Mountain Community School

Sun Mountain Community School

Elementary Weekly Schedule (Grade 1-8)

(Instructional time requirements 360 min/day, 1800 min/wk, 1080 hr/year)

Elementary School (Grade 1-5) Subject to change (1805 minutes of instruction per week)					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 (15 min)	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering
8:15 - 10:15 (120 min)	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:15 - 10:45 (30 min)	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time
10:45 - 11:35 (50 min)	Extra Main/Math (Period 1)	Handwork	Extra Main/Math	Handwork	Extra Main/Math
11:40 - 12:30 (50 min)	Language (Period 2)	Art	Language	Art	Language
12:35 - 1:25 (50 min)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:30 - 2:20 (50 min)	Extra Main/LA (Period 3)	Movement/ Handwork	Extra Main/LA	Movement/ Handwork	Teacher Professional Development
2:25 - 3:15 (50 min)	Music (Period 4)	Environ. Ed	Music	Environ. Ed	Teacher Professional Development
3:15 - 3:35 (20 min)	Chores & Dismissal	Chores & Dismissal	Chores & Dismissal	Chores & Dismissal	
Daily total minutes of instruction	385	385	385	385	265

Weekly minutes: 1805

(Instructional time requirements 370 min/day, 1850 min/wk, 1110 hr/year)

Middle School (Grade 6-8) Subject to change (1900 minutes of instruction per week)					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 (15 min)	Faculty Gathering	Faculty Gathering	Faculty Gathering	Faculty Gathering	Faculty Gathering
8:15 - 9:10 (55 min)	Handwork (Period 1)	Movement	Handwork	Movement	Ex. Main
9:15 - 11:05 (110 min)	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
11:05 - 11:35 (30 min)	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time
11:40 - 12:35 (55 min)	Extra Main/Math (Period 2)	Language	Extra Main/Math	Language	Extra Main/Math
12:40 - 1:35 (55 min)	Extra Main/LA (Period 3)	Art	Language	Art	Extra Main/LA
1:35 - 2:05 (30 min)	Lunch	Lunch	Lunch	Lunch	Lunch
2:10 - 3:05 (55 min)	Environ. Ed (Period 4)	Handwork/ Woodwork	Handwork/ Woodwork	Handwork/ Woodwork	Teacher PD
3:05 - 3:25 (20 min)	SEL, Chores, Dismissal	SEL, Chores, Dismissal	SEL, Chores, Dismissal	SEL, Chores, Dismissal	Teacher PD
Daily total minutes of instruction	395	395	395	395	320

Weekly minutes: 1900

Attachment 17

Sun Mountain Community School

Sun Mountain Community School

Elementary Partial Day Schedule (Grade 1-8)

(Instructional time requirements 360 min/day, 1800 min/wk, 1080 hr/year)

Elementary School (Grade 1-5) Subject to change (1805 minutes of instruction per week)					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 (15 min)	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering	Breakfast & Faculty Gathering
8:15 - 10:15 (120 min)	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:15 - 10:45 (30 min)	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time	SEL/Outdoor Integration Time
10:45 - 11:35 (50 min)	Extra Main/Math (Period 1)	Handwork	Extra Main/Math	Handwork	Extra Main/Math
11:40 - 12:30 (50 min)	Language (Period 2)	Art	Language	Art	Language
12:35 - 1:25 (50 min)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:30 - 2:20 (50 min)	Extra Main/LA (Period 3)	Movement/ Handwork	Extra Main/LA	Movement/ Handwork	Teacher Professional Development
2:25 - 3:15 (50 min)	Music (Period 4)	Environ. Ed	Music	Environ. Ed	Teacher Professional Development
3:15 - 3:35 (20 min)	Chores & Dismissal	Chores & Dismissal	Chores & Dismissal	Chores & Dismissal	
Daily total minutes of instruction	385	385	385	385	265

Weekly minutes: 1805

(Instructional time requirements 370 min/day, 1850 min/wk, 1110 hr/year)

Middle School (Grade 6-8) Subject to change (1900 minutes of instruction per week)					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 (15 min)	Faculty Gathering	Faculty Gathering	Faculty Gathering	Faculty Gathering	Faculty Gathering
8:15 - 9:10 (55 min)	Handwork (Period 1)	Movement	Handwork	Movement	Ex. Main
9:15 - 11:05 (110 min)	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
11:05 - 11:35 (30 min)	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time	Outdoor Integration Time
11:40 - 12:35 (55 min)	Extra Main/Math (Period 2)	Language	Extra Main/Math	Language	Extra Main/Math
12:40 - 1:35 (55 min)	Extra Main/LA (Period 3)	Art	Language	Art	Extra Main/LA
1:35 - 2:05 (30 min)	Lunch	Lunch	Lunch	Lunch	Lunch
2:10 - 3:05 (55 min)	Environ. Ed (Period 4)	Handwork/ Woodwork	Handwork/ Woodwork	Handwork/ Woodwork	Teacher PD
3:05 - 3:25 (20 min)	SEL, Chores, Dismissal	SEL, Chores, Dismissal	SEL, Chores, Dismissal	SEL, Chores, Dismissal	Teacher PD
Daily total minutes of instruction	395	395	395	395	320

Weekly minutes: 1900

Attachment 18

Sun Mountain Community School

Grade Six Block Rotation

August 26-September 27

Geology and Mineralogy

Class trip to Carlsbad and Guadalupe National Parks- Sept 10-13

September 30-October 25

Astronomy

October 28- November 22

Roman History

Parent-teacher conferences (no school) Oct 31-Nov 1

Thanksgiving break Nov 25-29

December 2-20

Geometry

Winter Break Dec 23-January 3

January 6-31

Roman History and the Early Middle Ages

Feb 3- March 6

Business Math

February Break (no school) Feb 17-21

March 9- April 3

Physics

Spring Break April 13-17

April 6-May 8

Medieval History/ play

Class play April 30-May 1 (I hope)

May 11-June 5

**Central and South American Culture and
Geography**

Medieval games- TBD

Attachment 19

Sun Mountain Community School

Primary/Home Language Survey for All New Kindergarten and Incoming Students to SCCS

Instructions for schools in completing the survey:

1. Interview the parents or guardians of ALL new kindergarten and incoming students in grades k–12 and record all information requested.
2. Provide interpretation services whenever necessary.
3. Check to see that all questions on the form are answered.

Student Information (The parents or guardians should complete this section.)	
First Name: _____ Last Name: _____	Date of Birth: (Month/Day/Year)
Questions for Parents or Guardians	Response
What Language(s) is (are) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from the school?	

Parent or Guardian's Signature: _____ Date: _____

Attachment 20

Sun Mountain Community School

Block Report: Perspective Drawing

Name: Date: September 16th, 2022

In Perspective Drawing, we learned how to bring drawn objects into three dimensions on our paper. To do this, students became proficient with rulers, T-squares, triangles, and soft and light pencils. They learned single and two point perspectives and became independent in their ability to establish vanishing points, horizon lines, orthagonals, and perpendicular lines in order to create a three dimensional object on papers.

We also learned the origin of perspective drawing, studying the life of the Italian Renaissance architect, Brunelleschi. Students formed an image of life in the city of Florence with the Arno river and the important guilds. They learned about Brunelleschi's origin and education, his attempt to win the commission for the doors of the baptistery and subsequent travels to Rome, and his creation of the Duomo. We also learned the story of Queen Eleanor and her imperative role in ushering European culture into the Renaissance from the Medieval Ages.

Effort (40%):

Completion and Timeliness (20%):

Attendance and Participation (30%):

In-Person Etiquette and Preparedness (10%):

Assignment	Comments	Completed
Title Page		
Table of Contents		
One Point Perspective		
Two Point Perspective using color to increase perspective		
City scape		
A room in perspective		
Palace of the Governors in perspective		
Essay on Queen Eleanor		
Portrait of Queen Eleanor		

Attachment 21

Sun Mountain Community School

Sun Mountain Community School

~ Grade One

Name: Year:

Rating score: 4 = Strength; 3 = Demonstrates; 2 = Improving; 1 = Needs Support;

N/A = not assessed during this assessment period

Mathematics			
Standards and Skills			
A	Number Sense		
1.	Counts numbers to a hundred.		
2.	Reads and writes numbers to 100, forwards and backwards.		
5 .	Orders numbers to 100.		
6.	Compares numbers to show greater than, less than, equal to.		
7 .	Skip counts number families 2, 3, 4, 5, & 10 to the 12 th multiple.		
8.	Can regroup objects to show different representations of the same sum to 12.		
B	Computation and Procedures		
1 .	Beginning to learn addition and subtraction facts to 12.		
2.	Can represent on paper a sum or product to 12 in algorithmic form in a variety of ways (e.g., 4+4, 6+2, 7+1) both horizontally and vertically.		
3 .	Can show relationship between all four processes by acting out number stories with real objects or by writing the algorithm that illustrates the story.		
4 .	Knows the different “jobs” of addition, subtraction, multiplication and division.		
5 .	Can solve mentally or in writing problems using all 4 processes (up to 12).		
C	Patterns and Algebra		
1 .	Can continue and extend a pattern rhythmically, symbolically, in shape or color, or numerically.		

D	Data Analysis, Statistics & Probability		
1 .	With a group, can collect data and form a display and be able to indicate greater than, less than, or equal.		
E	Geometry		
1 .	Can kinesthetically form a circle, a square, an oval, and a rectangle with class.		
2.	Knows right from left.		
3 .	Can arrange objects in space according to position and direction.		
4 .	Can order objects by shape, volume and size.		
5 .	Can give and follow directions about location.		

COMMENTS/ SUGGESTIONS:

Stone Bridge School Grade 1 Rubrics Version 3.0 October, 2009

Stone Bridge School~ Grade One

*Rating score: 4 = Strength; 3 = Demonstrates; 2 = Improving; 1 = Needs Support;
N/A = not assessed during this assessment period*

	Language Arts: Reading		
	Standards and Skills		
A	Literature		
1 .	Shows enthusiasm and attentive behavior while listening to stories		
B	Comprehension		

1	Can retell a story		
2	Talks to others about a story and participates in discussions		
3	Creates projects (drawings and paintings) related to a story		
4	Can dramatize a story through acting and puppetry		
5	Uses pictures to make predictions		
C	Skills and Strategies		
1	Demonstrates knowledge of how print is organized and read		
2	Understands concept of reading from left to right/top to bottom		
3	Can identify the front and back of a book		
4	Can match some spoken words with print		
5	Identifies upper case letter names, shapes and sounds		
6	Identifies some high frequency words		
7	Demonstrates knowledge of phonemic awareness		
8	Identifies beginning, middle and ending sounds of words		
9	Can clap syllables in words and sentences		
10.	Orally recognizes rhyming words		
11.	Recognizes words that start and end the same		
12.	Can substitute words in a rhyming pattern		
13.	Begins to blend sounds into letter-sound correspondences when reading		
14.	Uses beginning and ending consonants and vowels when reading		
15.	Recognizes some word families		
16.	Beginning to read unknown words using meaning cues (pictures, knowledge of the story etc.)		

17.	Beginning to use decoding strategies (sounds out words, compares similar words, breaks words into smaller words)		
18.	Beginning to recognize blends when reading.		

COMMENTS/ SUGGESTIONS:

Stone Bridge School Grade 1 Rubrics Version 3.0 October, 2009

Stone Bridge School~ Grade One

Rating score: 4 = Strength; 3 = Demonstrates; 2 = Improving; 1 = Needs Support; N/A = not assessed during this assessment period

	Language Arts: Writing		
	Standards and Skills		
A	Skills		
1	Forms letters out of practice with form drawing		
2.	Can copy written words from memorized verses and stories		
B	Organization		
1	Can organize ideas for simple sentences		
2.	Can include facts and details when brainstorming for writing		
3	Can explain own drawings that tell a story		
C	Communication		

1 .	Can read and explain own drawing and writings		
2.	Draws pictures about experiences		
3 .	Copies sentences from stories or verses		
4 .	Dictates own story or contributes to a group story		
D	Using Conventions		
1 .	Writes using a left to right, top to bottom progression		
2.	Can write own name		
3 .	Uses letters to write and copy		
4 .	Understands the meaning of a sentence		

COMMENTS/ SUGGESTIONS:

Rating score: 4 = Strength; 3 = Demonstrates; 2 = Improving; 1 = Needs Support;
 N/A = not assessed during this assessment period

Language Arts: Speaking & Listening				
Standards and Skills				
A	Speaking Skills			
1.	Recognizes rhythms and patterns of language in verses			
2.	Uses correct pronunciation			
3.	Speaks clearly and audibly			
4.	Building a rich resource of words			
5.	Uses an increasingly broad vocabulary			
6.	Building comprehension through retelling of stories			
7.	Participates in creative dramatics and choral speaking			
8.	Respectfully take turns when speaking			
9.	Expresses ideas orally in complete sentences			
10.	Developing higher thinking skills through retelling stories			
B	Listening Skills			
1.	Shows increased vocabulary and conceptual comprehension			
2.	Uses pictorial thinking			
3.	Shows an enthusiasm for the oral tradition			
4.	Follows simple direction			
5.	Recites short poems, rhymes, songs and stories with repeated patterns			

COMMENTS/ SUGGESTIONS:

Stone Bridge School Grade 1 Rubrics Version 3.0 October, 2009

Stone Bridge School~ Grade One

Rating score: 4 = Strength; 3 = Demonstrates; 2 = Improving; 1 = Needs Support;
N/A = not assessed during this assessment period

	Standards and Skills			
	Social Behavior			
1.	Listens courteously to teacher and other students.			
2.	Understands and follows rules.			
3.	Helps fellow classmates and teacher.			
4.	Is socially included and inclusive in play.			
5.	Takes responsibility for own behavior.			

	Circle/Verses			
1.	Participates actively with expected movements and gestures.			
2.	Joins class in singing the songs and saying the verses.			
3.	Transitions attentively from one activity to the next.			
4.	Stays in sync w/ classmates and teacher.			
	Desk/Seat Work			
1.	Participates in guided drawing and instruction.			
2.	Works quietly without distracting, or being distracted by, others.			
3.	Completes main lesson book pages with care.			
4.	Maintains an organized desk and crayon bag.			
5.	Raises hand before asking a question.			
6.	Is able to self-correct book work.			
	Sensory-Motor Skills/Movement Skills			
1.	Understands body geography.			
2.	Demonstrates increasing accuracy in throwing and catching.			
3.	Is able to stay in sync w/ classmates and teacher.			
4.	Demonstrates growing ability to execute isolated finger movements (string games, flute, knitting).			
5.	Creates freehand drawings of common geometric forms (circle, square, triangle, spiral, mirror image).			
6.	Is able to skip.			
7.	Is able to jump rope.			
8.	Is able to maintain quiet and appropriate posture when required.			
9.	Is able to walk on a balance beam forward and backward.			
10.	Is able to tie a bow.			
11.	Is able to maintain appropriate physical boundaries throughout activities.			

.				
12 .	Appears able to understand verbal and non-verbal communications.			
13 .	Can give and follow directions about location.			

COMMENTS/ SUGGESTIONS:

Stone Bridge School Grade 1 Rubrics Version 3.0 October, 2009

Attachment 22

Sun Mountain Community School

Sun Mountain Community School

School Board Agenda & Minutes

Day, Month Date, 2024

x`

General Information	Date:		Location:	Zoom/In-person/Hybrid
	Zoom link (if needed):	SMCS Zoom Link		
	Starting time:		Ending time:	
	Members:			
	Missing			
	Guests:			
Roles	Facilitator:		Time tracker:	
	Minute taker:			

<p><i>The Human Being Is a Bridge</i></p> <p><i>The human being is a bridge Between the past And future existence; The present is a moment; Moment as bridge.</i></p> <p><i>Spirit grown to soul In matter's husk Comes from the past; Soul growing to spirit As seed encased Journeys towards the future.</i></p>	<p><i>Grasp future things Through past ones.</i></p> <p><i>Hope for evolving things Through what has evolved.</i></p> <p><i>So grasp existence In evolving growth; So grasp what will be In what exists.</i></p> <p><i>December 21, 1920 Rudolf Steiner for Ita Wegman</i></p>
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<p>Previous meeting minutes and approval: <i>Link to last meeting minutes</i> <i>Approved with some minor edits, made in meeting.</i> Motion to approve: Seconded: Approve: All</p>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Pending <input type="checkbox"/> Not applicable
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Previous action items - See status types [below](#)

Action item	Assigned to	Status to date

Topics for this meeting - See topic types [below](#)

			Time (min)	Type ²
		We have a quorum or not.		
1	Topic: Notes:	Approval of last meeting minutes. Proposed: Seconded: Accepted with edit	5	
2	Topic: Notes:	Old Business •	30	
3	Topic: Notes:	Financial Report: •	20	
4	Topic: Notes:	Academic Report: •	15	
5	Topic: Notes:	Operational Report: •	10	
6	Topic: Notes:	Reports from Committees as needed •	5	
7	Topic: Notes:	New Business •		
8	Topic: Notes:	Announcements, may include: • Upcoming PED Governing Body Trainings • Recruitment announcements		

9	Topic: Notes:	Communication: <ul style="list-style-type: none"> • April 15th town hall • May Faire 		
10	Topic: Notes:			

Action items from this meeting

Action item	Assigned to

Decisions made in this meeting - Review the *Decision Making Checklist (pending)*

Decision	Date effective	Who is affected	Who needs to be informed

Quick References

<p>(1) Action Items Status:</p> <ul style="list-style-type: none"> • Not initiated • In progress • Finished 	<p>(2) Agenda Items types:</p> <ul style="list-style-type: none"> • I = Inform the group / Presentation • D = Discussion / Potential Solutions • F = a Final Decision needs to happen
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Signature - Board of Trustees President

Date

Attachment 23

Sun Mountain Community School



NEW MEXICO PRINCIPAL SELF –ASSESSMENT

District: _____

Today's Date: _____

Principal's Name: _____

Position: _____

Supervisor's Name: _____

School: _____

School Year: _____

Years of Experience: _____

NEW MEXICO PRINCIPAL LEADERSHIP COMPETENCIES AND INDICATORS

Identify the level of proficiency with the following symbols: BEGINNING with a **(B)**; EMERGING with an **(E)**; PROFICIENT with a **(P)**; and ADVANCED with an **(A)**

(B) BEGINNING
(E) EMERGING
(P) PROFICIENT
(A) ADVANCED

Domain: Instructional Leadership

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators



1.1 Works with all members of the school community to make quality instruction a prime focus.

1.2 Uses accountability literacy in making decisions about student success and achievement.

1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.

1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.



Identify the level of proficiency with the following symbols: BEGINNING with a **(B)**; EMERGING with an **(E)**; PROFICIENT with a **(P)**; and ADVANCED with an **(A)**

(B) BEGINNING
(E) EMERGING
(P) PROFICIENT
(A) ADVANCED

Domain: Communication

Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators



2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.	
2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.	
2.3 Supports an environment of inclusion and respect.	
2.4 Communicates with others objectively, sensitively, fairly, and ethically.	
2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.	
2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.	
2.7 Maintains a continuous dialogue with decision makers who affect the school community.	

Domain: Professional Development

Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators



3.1 Identifies and assesses student and staff performance to inform professional development needs.	
3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional	
3.3 Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.	
3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.	



Identify the level of proficiency with the following symbols: BEGINNING with a **(B)**; EMERGING with an **(E)**; PROFICIENT with a **(P)**; and ADVANCED with an **(A)**

(B) BEGINNING
(E) EMERGING
(P) PROFICIENT
(A) ADVANCED

Domain: Operations Management

Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators 	4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.	
	4.2 Manages the school budget to ensure that resources are maximized for student success.	
	4.3 Manages the day to day operations to maximize the efficiency of the school.	
	4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.	

Domain: Scope of Responsibility in Secondary Schools

Competency 5:

The middle school and high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators 	5.1 Supervises co-curricular and extracurricular activities to engage all students.	
	5.2 Develops 21 st century skills throughout the curriculum.	
	5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.	

Attachment 24

Sun Mountain Community School

2023-2024 SFPS Teacher and Ancillary Staff Salary Schedule

Level 1 Teacher Salary Schedule

Level 2 Teacher Salary Schedule

Level 3 Teacher Salary Schedule

Step	BA	BA+15	BA+45	MA	MA+15	MA+45	Step	BA	BA+15	BA+45	MA	MA+15	MA+45	Step	BA	BA+15	BA+45	MA	MA+15	MA+45
0	\$ 50,000	\$ 50,005	\$ 50,010	\$ 50,015	\$ 50,020	\$ 50,025	0	\$ 60,000	\$ 60,020	\$ 60,040	\$ 60,060	\$ 60,080	\$ 60,100	0	\$ 70,000	\$ 70,030	\$ 70,060	\$ 70,090	\$ 70,120	\$ 70,150
1	\$ 53,000	\$ 53,005	\$ 53,011	\$ 53,016	\$ 53,021	\$ 53,027	1	\$ 63,600	\$ 63,621	\$ 63,642	\$ 63,664	\$ 63,685	\$ 63,706	1	\$ 74,200	\$ 74,232	\$ 74,264	\$ 74,295	\$ 74,327	\$ 74,359
2	\$ 53,005	\$ 53,011	\$ 53,016	\$ 53,021	\$ 53,027	\$ 53,032	2	\$ 63,621	\$ 63,642	\$ 63,664	\$ 63,685	\$ 63,706	\$ 63,727	2	\$ 74,232	\$ 74,264	\$ 74,295	\$ 74,327	\$ 74,359	\$ 74,391
3	\$ 53,011	\$ 53,016	\$ 53,021	\$ 53,027	\$ 53,032	\$ 53,037	3	\$ 63,642	\$ 63,664	\$ 63,685	\$ 63,706	\$ 63,727	\$ 63,748	3	\$ 74,264	\$ 74,295	\$ 74,327	\$ 74,359	\$ 74,391	\$ 74,423
4	\$ 53,016	\$ 53,021	\$ 53,027	\$ 53,032	\$ 53,037	\$ 53,042	4	\$ 63,664	\$ 63,685	\$ 63,706	\$ 63,727	\$ 63,748	\$ 63,770	4	\$ 74,295	\$ 74,327	\$ 74,359	\$ 74,391	\$ 74,423	\$ 74,454
5	\$ 53,021	\$ 53,027	\$ 53,032	\$ 53,037	\$ 53,042	\$ 53,048	5	\$ 63,685	\$ 63,706	\$ 63,727	\$ 63,748	\$ 63,770	\$ 63,791	5	\$ 74,327	\$ 74,359	\$ 74,391	\$ 74,423	\$ 74,454	\$ 74,486
6	\$ 53,027	\$ 53,032	\$ 53,037	\$ 53,042	\$ 53,048	\$ 53,053	6	\$ 63,706	\$ 63,727	\$ 63,748	\$ 63,770	\$ 63,791	\$ 63,812	6	\$ 74,359	\$ 74,391	\$ 74,423	\$ 74,454	\$ 74,486	\$ 74,518
7	\$ 53,032	\$ 53,037	\$ 53,042	\$ 53,048	\$ 53,053	\$ 53,058	7	\$ 63,727	\$ 63,748	\$ 63,770	\$ 63,791	\$ 63,812	\$ 63,833	7	\$ 74,391	\$ 74,423	\$ 74,454	\$ 74,486	\$ 74,518	\$ 74,550
8	\$ 53,037	\$ 53,042	\$ 53,048	\$ 53,053	\$ 53,058	\$ 53,064	8	\$ 63,748	\$ 63,770	\$ 63,791	\$ 63,812	\$ 63,833	\$ 63,854	8	\$ 74,423	\$ 74,454	\$ 74,486	\$ 74,518	\$ 74,550	\$ 74,582
9	\$ 53,042	\$ 53,048	\$ 53,053	\$ 53,058	\$ 53,064	\$ 53,069	9	\$ 63,770	\$ 63,791	\$ 63,812	\$ 63,833	\$ 63,854	\$ 63,876	9	\$ 74,454	\$ 74,486	\$ 74,518	\$ 74,550	\$ 74,582	\$ 74,613
10	\$ 53,048	\$ 53,053	\$ 53,058	\$ 53,064	\$ 53,069	\$ 53,074	10	\$ 63,791	\$ 63,812	\$ 63,833	\$ 63,854	\$ 63,876	\$ 63,897	10	\$ 74,486	\$ 74,518	\$ 74,550	\$ 74,582	\$ 74,613	\$ 74,645
11	\$ 53,053	\$ 53,058	\$ 53,064	\$ 53,069	\$ 53,074	\$ 53,080	11	\$ 63,812	\$ 63,833	\$ 63,854	\$ 63,876	\$ 63,897	\$ 63,918	11	\$ 74,518	\$ 74,550	\$ 74,582	\$ 74,613	\$ 74,645	\$ 74,677
12	\$ 53,058	\$ 53,064	\$ 53,069	\$ 53,074	\$ 53,080	\$ 53,085	12	\$ 63,833	\$ 63,854	\$ 63,876	\$ 63,897	\$ 63,918	\$ 63,939	12	\$ 74,550	\$ 74,582	\$ 74,613	\$ 74,645	\$ 74,677	\$ 74,709
13	\$ 53,064	\$ 53,069	\$ 53,074	\$ 53,080	\$ 53,085	\$ 53,090	13	\$ 63,854	\$ 63,876	\$ 63,897	\$ 63,918	\$ 63,939	\$ 63,960	13	\$ 74,582	\$ 74,613	\$ 74,645	\$ 74,677	\$ 74,709	\$ 74,741
14	\$ 53,069	\$ 53,074	\$ 53,080	\$ 53,085	\$ 53,090	\$ 53,095	14	\$ 63,876	\$ 63,897	\$ 63,918	\$ 63,939	\$ 63,960	\$ 63,982	14	\$ 74,613	\$ 74,645	\$ 74,677	\$ 74,709	\$ 74,741	\$ 74,772
15	\$ 53,074	\$ 53,080	\$ 53,085	\$ 53,090	\$ 53,095	\$ 53,101	15	\$ 63,897	\$ 63,918	\$ 63,939	\$ 63,960	\$ 63,982	\$ 64,003	15	\$ 74,645	\$ 74,677	\$ 74,709	\$ 74,741	\$ 74,772	\$ 74,804
16	\$ 53,080	\$ 53,085	\$ 53,090	\$ 53,095	\$ 53,101	\$ 53,106	16	\$ 63,918	\$ 63,939	\$ 63,960	\$ 64,119	\$ 64,141	\$ 64,162	16	\$ 74,677	\$ 74,709	\$ 74,741	\$ 74,953	\$ 75,302	\$ 75,334
17	\$ 53,085	\$ 53,090	\$ 53,095	\$ 53,101	\$ 53,106	\$ 53,111	17	\$ 63,939	\$ 63,960	\$ 63,982	\$ 64,141	\$ 64,162	\$ 64,183	17	\$ 74,709	\$ 74,741	\$ 74,772	\$ 74,984	\$ 75,334	\$ 75,366
18	\$ 53,090	\$ 53,095	\$ 53,101	\$ 53,106	\$ 53,111	\$ 53,117	18	\$ 63,960	\$ 63,982	\$ 64,003	\$ 64,162	\$ 64,183	\$ 64,204	18	\$ 74,741	\$ 74,772	\$ 74,804	\$ 75,016	\$ 75,366	\$ 75,398
19	\$ 53,095	\$ 53,101	\$ 53,106	\$ 53,111	\$ 53,117	\$ 53,122	19	\$ 63,982	\$ 64,003	\$ 64,024	\$ 64,183	\$ 64,204	\$ 64,225	19	\$ 74,772	\$ 74,804	\$ 74,836	\$ 75,048	\$ 75,398	\$ 75,430
20	\$ 53,101	\$ 53,106	\$ 53,111	\$ 53,117	\$ 53,122	\$ 53,127	20	\$ 64,003	\$ 64,024	\$ 64,045	\$ 64,204	\$ 64,225	\$ 64,247	20	\$ 74,804	\$ 74,836	\$ 74,868	\$ 75,080	\$ 75,430	\$ 75,461
21	\$ 53,106	\$ 53,111	\$ 53,117	\$ 53,122	\$ 53,127	\$ 53,133	21	\$ 64,024	\$ 64,045	\$ 64,066	\$ 64,363	\$ 64,384	\$ 64,406	21	\$ 74,836	\$ 74,868	\$ 74,900	\$ 75,292	\$ 75,960	\$ 75,991
22	\$ 53,111	\$ 53,117	\$ 53,122	\$ 53,127	\$ 53,133	\$ 53,138	22	\$ 64,045	\$ 64,066	\$ 64,088	\$ 64,384	\$ 64,406	\$ 64,427	22	\$ 74,868	\$ 74,900	\$ 74,931	\$ 75,324	\$ 75,991	\$ 76,023
23	\$ 53,117	\$ 53,122	\$ 53,127	\$ 53,133	\$ 53,138	\$ 53,143	23	\$ 64,066	\$ 64,088	\$ 64,109	\$ 64,406	\$ 64,427	\$ 64,448	23	\$ 74,900	\$ 74,931	\$ 74,963	\$ 75,355	\$ 76,023	\$ 76,055
24	\$ 53,122	\$ 53,127	\$ 53,133	\$ 53,138	\$ 53,143	\$ 53,148	24	\$ 64,088	\$ 64,109	\$ 64,130	\$ 64,427	\$ 64,448	\$ 64,469	24	\$ 74,931	\$ 74,963	\$ 74,995	\$ 75,387	\$ 76,055	\$ 76,087
25	\$ 53,127	\$ 53,133	\$ 53,138	\$ 53,143	\$ 53,148	\$ 53,154	25	\$ 64,109	\$ 64,130	\$ 64,151	\$ 64,448	\$ 64,469	\$ 64,490	25	\$ 74,963	\$ 74,995	\$ 75,027	\$ 75,419	\$ 76,087	\$ 76,119

New Hires may be credited with up to 20 years of experience. For employees with more than 25 years of service, the steps and salary cells continue in the payroll system. Call payroll office for more information.

Annual salary is based on 182 workdays. Teacher workday is considered to be 7 hours per day for elementary (PreK-6) teachers, 7 hours and 5 minutes per day for middle school teachers, and 7 hours and 10 minutes per day for high school teachers. For the purpose of calculating an hourly rate of pay, 7 hours per day will be used as the basis for those calculations.

2023-2024 SFPS Paraprofessional/Educational Assistant (EA) and Library EA Salary Schedule

Step	BASE		BASE10		BASE25		BASE40		BASE60	
	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual
0	\$ 19.84	\$25,000	\$ 19.86	\$25,025	\$ 19.88	\$25,050	\$ 19.90	\$25,075	\$ 19.92	\$25,100
1	\$ 19.88	\$25,050	\$ 19.90	\$25,075	\$ 19.92	\$25,100	\$ 19.94	\$25,125	\$ 19.96	\$25,150
2	\$ 19.92	\$25,100	\$ 19.94	\$25,125	\$ 19.96	\$25,150	\$ 19.98	\$25,175	\$ 20.00	\$25,200
3	\$ 19.96	\$25,150	\$ 19.98	\$25,175	\$ 20.00	\$25,200	\$ 20.02	\$25,225	\$ 20.04	\$25,250
4	\$ 20.00	\$25,200	\$ 20.02	\$25,225	\$ 20.04	\$25,250	\$ 20.06	\$25,275	\$ 20.08	\$25,300
5	\$ 20.04	\$25,250	\$ 20.06	\$25,275	\$ 20.08	\$25,300	\$ 20.10	\$25,325	\$ 20.12	\$25,350
6	\$ 20.08	\$25,300	\$ 20.10	\$25,325	\$ 20.12	\$25,350	\$ 20.14	\$25,375	\$ 20.16	\$25,400
7	\$ 20.12	\$25,350	\$ 20.14	\$25,375	\$ 20.16	\$25,400	\$ 20.18	\$25,425	\$ 20.20	\$25,450
8	\$ 20.16	\$25,400	\$ 20.18	\$25,425	\$ 20.20	\$25,450	\$ 20.22	\$25,475	\$ 20.24	\$25,500
9	\$ 20.20	\$25,450	\$ 20.22	\$25,475	\$ 20.24	\$25,500	\$ 20.26	\$25,525	\$ 20.28	\$25,550
10	\$ 20.24	\$25,500	\$ 20.26	\$25,525	\$ 20.28	\$25,550	\$ 20.30	\$25,575	\$ 20.32	\$25,600
11	\$ 20.32	\$25,600	\$ 20.34	\$25,625	\$ 20.36	\$25,650	\$ 20.38	\$25,675	\$ 20.40	\$25,700
12	\$ 20.40	\$25,700	\$ 20.42	\$25,725	\$ 20.44	\$25,750	\$ 20.46	\$25,775	\$ 20.48	\$25,800
13	\$ 20.48	\$25,800	\$ 20.50	\$25,825	\$ 20.52	\$25,850	\$ 20.54	\$25,875	\$ 20.56	\$25,900
14	\$ 20.56	\$25,900	\$ 20.58	\$25,925	\$ 20.60	\$25,950	\$ 20.62	\$25,975	\$ 20.63	\$26,000
15	\$ 20.63	\$26,000	\$ 20.65	\$26,025	\$ 20.67	\$26,050	\$ 20.69	\$26,075	\$ 20.71	\$26,100
16	\$ 20.71	\$26,100	\$ 20.73	\$26,125	\$ 20.75	\$26,150	\$ 20.77	\$26,175	\$ 20.79	\$26,200
17	\$ 20.79	\$26,200	\$ 20.81	\$26,225	\$ 20.83	\$26,250	\$ 20.85	\$26,275	\$ 20.87	\$26,300
18	\$ 20.87	\$26,300	\$ 20.89	\$26,325	\$ 20.91	\$26,350	\$ 20.93	\$26,375	\$ 20.95	\$26,400
19	\$ 21.15	\$26,650	\$ 21.17	\$26,675	\$ 21.19	\$26,700	\$ 21.21	\$26,725	\$ 21.23	\$26,750
20	\$ 21.43	\$27,000	\$ 21.45	\$27,025	\$ 21.47	\$27,050	\$ 21.49	\$27,075	\$ 21.51	\$27,100
21	\$ 21.98	\$27,700	\$ 22.00	\$27,725	\$ 22.02	\$27,750	\$ 22.04	\$27,775	\$ 22.06	\$27,800
22	\$ 22.26	\$28,050	\$ 22.28	\$28,075	\$ 22.30	\$28,100	\$ 22.32	\$28,125	\$ 22.34	\$28,150
23	\$ 22.54	\$28,400	\$ 22.56	\$28,425	\$ 22.58	\$28,450	\$ 22.60	\$28,475	\$ 22.62	\$28,500
24	\$ 22.82	\$28,750	\$ 22.84	\$28,775	\$ 22.86	\$28,800	\$ 22.88	\$28,825	\$ 22.90	\$28,850
25	\$ 23.10	\$29,100	\$ 23.12	\$29,125	\$ 23.13	\$29,150	\$ 23.15	\$29,175	\$ 23.17	\$29,200

For employees with more than twenty five (25) years of service, the steps and salary cells continue in the payroll system. Contact the payroll office for more information. Annual Salary is based on one hundred eighty two (182) days.

EAs and Library EAs from Row 20 to the bottom of this salary schedule will qualify for a \$1,000 longevity stipend for the 2023-2024 school year. Half of this stipend will be paid in December, and the remainder will be paid in May. This stipend will need to be renegotiated for the following school year.

2023-2024 SFPS 10 Month Community School Coordinators Salary Schedule

Step	HS Diploma		Associate's Degree		Bachelor's Degree		Master's Degree	
	Hrly	Annual	Hrly	Annual	Hrly	Annual	Hrly	Annual
0	\$15.63	\$25,000	\$25.00	\$40,000	\$31.25	\$50,000	\$37.50	\$60,000
1	\$15.66	\$25,050	\$25.31	\$40,500	\$31.56	\$50,500	\$37.81	\$60,500
2	\$15.69	\$25,100	\$25.63	\$41,000	\$31.88	\$51,000	\$38.13	\$61,000
3	\$15.72	\$25,150	\$25.94	\$41,500	\$32.19	\$51,500	\$38.44	\$61,500
4	\$15.75	\$25,200	\$26.25	\$42,000	\$32.50	\$52,000	\$38.75	\$62,000
5	\$15.78	\$25,250	\$26.56	\$42,500	\$32.81	\$52,500	\$39.06	\$62,500
6	\$15.81	\$25,300	\$26.88	\$43,000	\$33.13	\$53,000	\$39.38	\$63,000
7	\$15.84	\$25,350	\$27.19	\$43,500	\$33.44	\$53,500	\$39.69	\$63,500
8	\$15.88	\$25,400	\$27.50	\$44,000	\$33.75	\$54,000	\$40.00	\$64,000
9	\$15.91	\$25,450	\$27.81	\$44,500	\$34.06	\$54,500	\$40.31	\$64,500
10	\$15.94	\$25,500	\$28.13	\$45,000	\$34.38	\$55,000	\$40.63	\$65,000
11	\$15.97	\$25,550	\$28.44	\$45,500	\$34.69	\$55,500	\$40.94	\$65,500
12	\$16.00	\$25,600	\$28.75	\$46,000	\$35.00	\$56,000	\$41.25	\$66,000
13	\$16.03	\$25,650	\$29.06	\$46,500	\$35.31	\$56,500	\$41.56	\$66,500
14	\$16.06	\$25,700	\$29.38	\$47,000	\$35.63	\$57,000	\$41.88	\$67,000
15	\$16.09	\$25,750	\$29.69	\$47,500	\$35.94	\$57,500	\$42.19	\$67,500
16	\$16.13	\$25,800	\$30.00	\$48,000	\$36.25	\$58,000	\$42.50	\$68,000
17	\$16.16	\$25,850	\$30.31	\$48,500	\$36.56	\$58,500	\$42.81	\$68,500
18	\$16.19	\$25,900	\$30.63	\$49,000	\$36.88	\$59,000	\$43.13	\$69,000
19	\$16.22	\$25,950	\$30.94	\$49,500	\$37.19	\$59,500	\$43.44	\$69,500
20	\$16.25	\$26,000	\$31.25	\$50,000	\$37.50	\$60,000	\$43.75	\$70,000
21	\$16.28	\$26,050	\$31.56	\$50,500	\$37.81	\$60,500	\$44.06	\$70,500
22	\$16.31	\$26,100	\$31.88	\$51,000	\$38.13	\$61,000	\$44.38	\$71,000
23	\$16.34	\$26,150	\$32.19	\$51,500	\$38.44	\$61,500	\$44.69	\$71,500
24	\$16.38	\$26,200	\$32.50	\$52,000	\$38.75	\$62,000	\$45.00	\$72,000
25	\$16.41	\$26,250	\$32.81	\$52,500	\$39.06	\$62,500	\$45.31	\$72,500

Annual salary is based on two hundred (200) days and eight (8) hours per day. New hires/current employees can bring up to 10 years or equivalent experience.

For employees with more than twenty five (25) years of service, the steps and salary cells continue in the payroll system. Call the payroll office for more information.

Attachment 25

Sun Mountain Community School

Sun Mountain Community School Employee and Staff Handbook

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I. OVERVIEW OF SUN MOUNTAIN COMMUNITY SCHOOL

A. MISSION

The Sun Mountain Community School (SMCS) is a community of families and educators dedicated to cultivating the intellectual, social, emotional, physical and consciousness capacities of the developing human being. Our mission is to educate the whole child, using an age-appropriate approach to content and skills based on principles of Waldorf Education and the work of Rudolf Steiner. Our students engage in rigorous academics, develop connections to the natural world and moral discernment, and achieve an appreciation of themselves and others.

B. PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide requirements of employment, as well as information. This handbook covers a broad range of topics. If you have questions, please see the Head of School.

II. EMPLOYMENT POLICIES

A. EQUAL EMPLOYMENT OPPORTUNITY

SMCS is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. SMCS does not discriminate against any person on the basis of race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy covers all programs, services, policies, and procedures of SMCS.

B. EMPLOYEES WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA), SMCS does not discriminate against any “qualified individuals with a disability.” Individuals qualify for employment if they meet the educational, skills, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one's self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual's ability to perform a class of jobs or broad range of jobs.

If you believe that you have been unlawfully discriminated against because of a disability, you should discuss the matter with the Head of School and/or follow the complaint procedure described below.

C. ANTI-HARASSMENT/DISCRIMINATION POLICY

SMCS is committed to providing a workplace that is free of discrimination or harassment. Every staff member is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully.

Each staff member is required to familiarize him/herself with this Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If you have any questions about SMCS's policy, please contact the Head of School.

- 1. NO TOLERANCE HARASSMENT/DISCRIMINATION POLICY.** SMCS is committed to creating a workplace free of discrimination and harassment. Both the law and SMCS prohibit any form of discrimination and/or harassment based on race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy applies to all employees, contract workers, consultants, vendors, students, parents and guardians, visitors and guests, or any other people doing business with or for the SMCS. It is in effect not only at SMCS's primary site but during all SMCS sponsored functions.
- 2. HARASSMENT.** Harassment means to create an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.

A. SEXUAL HARASSMENT. Sexual harassment may include:

- 1) requests for sexual favors;
- 2) sexual advances
- 3) persistent or unwelcome flirtation or requests for dates, especially if the

- behavior continues after a clear objection has been made;
- 4) sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another's movements;
 - 5) displaying sexually suggestive objects, pictures or cartoons;
 - 6) demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors; AND/OR
 - 7) intimidation and hostility directed to an individual because of sex
 - 8) or explicit or degrading verbal, written or electronic comments of a sexual nature, such as comments about an individual's body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and others invited to the SMCS premises. Sexual harassment can apply to conduct in any work-related setting outside the work place as well.

B. OTHER HARASSMENT. Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual for any reason. Conduct similar to that described above as sexual harassment and discrimination is unlawful. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs.

C. Unlawful harassment does not only affect the people directly involved. Harassment may be experienced and reported by anyone observing the harassing behavior even if it is not directed at him or her.

3. **DISCRIMINATION**

- A. Discrimination is negative behavior toward an individual or group of individuals based on race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation, physical or mental handicap or serious medical condition.
- B. Discrimination in any form will not be tolerated at SMCS.

4. **EMPLOYEE RESPONSIBILITIES**

- A. All staff members of SMCS are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at SMCS. SMCS encourages you to report the conduct immediately. In addition, if you observe discrimination or harassment of another staff member, student, visitor or guest, by a fellow staff member, report the concern immediately.

5. **REPORTING COMPLAINTS**

- A. If you experience or observe harassment or discrimination you should bring your concerns directly to SMCS's Head of School, the SMCS counselor or the Operations Director. Your complaint will be promptly investigated by the individual to whom you reported or a third-party investigator, if appropriate.

6. **NO RETALIATION**

- A. SMCS will not tolerate retaliation or reprisals of any type against any staff member who complains of harassment or provides information in connection with any such complaint. Retaliation is considered to be misconduct and grounds for disciplinary action, up to and including discharge.

7. **COMPLAINT PROCEDURE, INVESTIGATION AND RESPONSE**

- A. Complaints may initially be made verbally or in writing.
- B. Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All staff member-witnesses, the complainant, and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false

information during an investigation, including in complaint itself, will be grounds for disciplinary action, up to termination or discharge. Other individuals, such as a third-party investigator, may be involved to resolve the complaint. The investigator will collect and review all relevant documents.

- C. SMCS will investigate every report of harassment or discrimination. In conducting an investigation, SMCS will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need to conduct a complete and thorough investigation.
- D. When the investigation is finished, the investigator will inform the parties of the results of the investigation. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including termination or discharge of the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action.
- E. Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the SMCS School Board or to a neutral third party, whichever is deemed appropriate by the Head of School under the circumstances. The employee appealing the supervisor's decision must submit a written appeal to the Head of School with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions within three (3) working days from the date they receive the appealing parties' appeal.
- F. Final Decision. The School Board or neutral third-party will inform the complainant/respondent of the appeal decision in writing within ten (10) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The time lines set forth in this policy may be waived or extended by the School Board.

D. RELIGIOUS ACCOMMODATION

Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. SMCS will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for the employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your religious beliefs, you should contact the Head of School or the Operations Director, if employed by SMCS. You may be asked to provide appropriate documentation to support your request.

E. EMPLOYEE BACKGROUND CHECK

Prior to becoming an employee of SMCS, a comprehensive background check consisting of prior employment verification, professional reference checks, education licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws. This background check must be conducted every 24 months.

F. IMMIGRATION LAW COMPLIANCE

All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and, as required by federal law, to sign a Federal Form I-9, "Employment Eligibility Verification Form." If you at any time cannot verify your right to work in the United States, SMCS will be obliged to terminate your employment.

G. PERSONNEL RECORDS

The responsibility of handling personnel records and related personnel administration functions at SMCS has been assigned to the Head of School. Questions regarding insurance, wages, and interpretation of

personnel policies may be directed to Head of School or the Operations Director. The Head of School (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personnel records are up to date and should notify the Operations Director, if employed by SMCS and if not the Head of School, in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); beneficiary designations if applicable; and emergency contact information. If you have a change in any of these items, please contact your Operations Director, if employed by SMCS and if not the Head of School, as soon as possible and he or she will provide you with the necessary forms.

1. Contents of File. In addition, an employee's personnel file may contain the following information:
 - a. Complete application for employment along with verification of qualifications for the position as outlined in job description;
 - b. Professional license;
 - c. Official transcript;
 - d. Employee's contract;
 - e. Signed Job description;
 - f. Pre-employment references;
 - g. Signed acknowledgment that the employee has received the employee policies handbook, including acknowledgements that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity; drug free workplace, conflicts of interest, employee complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality.
 - h. Performance appraisals;
 - i. Documented attendance at educational and training programs, including in-service courses and orientation;
 - j. Any complaints, allegations, inquiries or findings of student abuse or neglect; warnings or disciplinary actions;
 - k. Documentation of equipment issued to employee: keys, pagers, cell phones, etc.
2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:
 - a. Employment medical records;
 - b. INS (Immigration and Naturalization) I-9 Form;
 - c. Workers' compensation records;
 - d. Health records;
 - e. Drug testing records.
 - f. fingerprint results/background check results
3. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Head of School (or designee). Such inspection will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Head of School (or designee) that documentation to correct such materials be added to personnel files.

H. WORK SCHEDULE:

1. BUSINESS HOURS

SMCS generally operates from 7:45 am until 4 pm. Work schedules are determined by the Head of School. Please consult with the Head of School if you have any questions concerning your work schedule.

2. CLASSROOM COVERAGE

Students must be supervised at all times and are never left unattended. If you need to leave your classroom or work station, you must contact the Head of School so adequate coverage can be arranged. If you need to leave the campus for any reason, you are required to notify the Head of School, sign out at the front desk, and sign back in upon returning.

3. ABSENCE OR LATENESS

If you are unable to report to work, or if you will arrive late, you are required to contact the office before 7:15 am. If you know in advance that you will need to be absent, you must request this time off directly from the Head of School. Leave Requests must be submitted by the end of the business day or before the day of absence. If you are absent because of an illness, the Head of School may require that you submit a written statement from your health care provider stating that you are able to resume your employment responsibilities. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, including possible termination or discharge.

4. SEVERE WEATHER AND EMERGENCY CONDITIONS

In the event of severe weather conditions or other emergencies, SMCS will follow the delays and closures of Santa Fe Public Schools.

III. WAGE AND SALARY POLICIES

A. SMCS – AN EQUAL OPPORTUNITY EMPLOYER

Staff member compensation will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of SMCS without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law.

B. PAY PERIODS

All employees are paid twice a month by direct deposit and payments are prorated according to the services rendered and to insure 24 checks throughout the calendar year. Your check will reflect your compensation for that pay period, less required payroll deductions. If you were hired after a payroll deadline (check with your supervisor), your first paycheck will be delayed until the second payday after you started work. You will be issued pay checks every two weeks or 24 times per year.

Your deductions will be itemized on your payroll stub. You should review your paycheck stub carefully each payday. If, at any time, you have any questions about the amounts shown on your paycheck or how they are calculated, you should contact the Operations Coordinator/Director. If you have been overpaid, and it is later discovered, you will be required to return the overpayment in full to SMCS

C. BASIS FOR DETERMINING PAY

The SMCS School Board adopts a salary schedule each year based upon license level, education, experience, and legislative mandates.

D. SALARY INCREASES

SMCS School Board shall set the salary schedule based on the SMCS's annual budget. A licensed employee's salary will conform to or exceed the New Mexico Public Education Department's (NMPED) mandated three-tier license, salary schedule. Any salary increase may be based on the salary schedule, individual qualifications, and/or legal mandates. A Declaration of Advancement form must be completed by January 31st to inform SMCS of advancement for the subsequent fiscal year. All supporting documentation required for licensure advancement must be provided to SMCS no later than June 30th in order to be used for the employee's contract in the subsequent fiscal year. No contract adjustments for licensure level or hours can be made after the start date of an employee's contract.

E. DIRECT PAYROLL DEPOSIT

- a. Direct payroll deposit is the automatic deposit of your pay directly into a financial institution account. Contact the Operations Director/Coordinator for details and the necessary authorization forms. This is a benefit we provide for your convenience.

F. MANDATORY DEDUCTIONS FROM PAYCHECK

Federal, state and local income taxes and your contribution to Social Security and New Mexico Educators retirement system will be deducted from your pay check as required by law. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information, you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify the number of deductions, please request a new W-4 form from the Operations Director/Coordinator. Only you may modify your W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. We advise you to check your pay stub to ensure that it reflects the proper number of withholdings. Other mandatory deductions from your paycheck may include court-ordered garnishments or support deductions if applicable. If SMCS receives a court order mandating that your pay be garnished, you will be notified and provided a copy of the order. SMCS will comply with the court order until such time as you provide a subsequently dated and signed court order directing SMCS to cease making the deduction from your pay check.

G. REIMBURSEMENT FOR TRAVEL AND EXPENSES

Staff members will be reimbursed for authorized travel and per diem expenses pursuant to the New Mexico Per Diem and Mileage Act and accompanying regulations. You must obtain prior written authorization for expenditures for which you expect to be reimbursed for by SMCS. Failure to follow the appropriate procedures **prior** to incurring an expense, for which you want to be reimbursed, may result in a denial of your request for reimbursement. If you expect to travel, please make arrangements for reimbursement with the Head of School before incurring costs to be sure your travel is covered by the Per Diem and Mileage Act.

H. EMPLOYMENT CLASSIFICATIONS

Your position at SMCS is classified as either regular full-time, part-time or short-term. In addition, you are classified as either **non-exempt** or **exempt**. Certain policies and procedures outlined in this Handbook may apply differently to you depending on how your job position is classified. If you have a question concerning applicability of any particular provision, contact the Head of School or the Operations Director prior to signing the receipt for this Handbook.

1. NON-EXEMPT AND EXEMPT EMPLOYEES

- a. At the time you are hired or you transfer to a new position, you will be classified as either "exempt" or "nonexempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek.
- b. Exempt employees are Head of School, Pedagogical Director, Special Ed Director, Operations Director, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

2. FULL-TIME EMPLOYEES

- a. An employee who works 40 hours per week, is considered a full-time employee.
- b. A teacher or Educational Assistant who works more than 32 hours per week is considered a full-time employee.

3. PART-TIME EMPLOYEES

- a. An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If you are a part-time employee working less than 32 hours per week, you are not eligible for the full employee benefits package described in this Sun Mountain Community School Employee Handbook. The New Mexico Public School Insurance Authority sets the benefits rates and percentages

paid by the employee and employer based on salary.

4. OVERTIME PAY

- a. If you are a non-exempt employee, you will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by your supervisor; failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, SMCS's work week shall be from 12:00 a.m. Monday until 11:59 p.m. Sunday.

5. COMPENSATORY TIME

- a. SMCS does not award compensatory time off.

IV. PERFORMANCE

A. PERFORMANCE REVIEWS

The Head of School will follow all applicable laws and policies when conducting performance reviews for all licensed and certified personnel. The performance review will be conducted collaboratively between the Head of School and the employee. The SMCS's Head of School will be evaluated no less frequently than once per year by SMCS's School Board.

During a formal performance review the Head of School may cover the following areas:

1. The quality and quantity of your work.
2. Strengths and areas for improvement.
3. Initiative and teamwork.
4. Attendance.
5. Orientation towards Whole Child Education.
6. Problem solving skills.
7. Ongoing professional growth and development.

V. STANDARD OF CONDUCT

Educational professionals are required to comply with the New Mexico Code of Ethical Responsibility of the Education Profession. 6.30.9 NMAC. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the Head of School for an explanation.

A. SMOKING

The use of tobacco, or tobacco products at SMCS or any SMCS sponsored functions, events or activities is prohibited for students, faculty, volunteers, and staff.

B. EMPLOYEE TECHNOLOGY ACCEPTABLE USE POLICY

SMCS provides technology resources and business equipment to its staff for educational and administrative purposes. This Policy governs the use of business equipment, computers and telephonic communication systems, including e-mail, Internet and Internet systems (collectively referred to as (technology resources). The use of SMCS technology resources is a privilege granted to staff members for the enhancement of job-related functions. Violation of this Policy may result in disciplinary actions.

SMCS does not attempt to articulate all possible violations of this policy. In general, users are expected to use SMCS computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

1. Knowingly send, receive, or display sexually oriented images, messages, or cartoons.

2. Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
3. Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others.
4. Knowingly send, receive, or display communications that disparage or berate SMCS, School Board member, or staff members, or diminish staff productivity and/or professionalism.
5. Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws.
6. Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
7. Disrupt, disable, damage, or interfere with services, equipment, or other users.
8. Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
9. Use SMCS computers for personal business.

SMCS reserves the right to review, audit, intercept, access, and disclose all matters placed on SMCS technology resources, as business conditions and/or security considerations warrant, without notice, during or after staff working hours. The use of a SMCS provided password by a staff member does not restrict SMCS's right to access electronic communications. While SMCS does not regularly monitor electronic communications it reserves the right to do so without notice. Because SMCS reserves the right to access and monitor the use of SMCS's technology resources, no staff member should have any expectation of privacy in connection with the use of this equipment or the transmission, receipt, or storage of information in such equipment, whether the information is personal or SMCS related.

C. DRESS CODE AND PERSONAL APPEARANCE

Staff are expected to be suitably attired (including components for outdoor weather) and groomed during working hours or when representing SMCS. Staff members who violate dress code standards may be subject to disciplinary action.

D. DRUG-FREE WORKPLACE POLICY

Staff Members who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, Staff Members who work under the influence of alcohol or drugs threaten SMCS's reputation and integrity. SMCS policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in school business off premises are strictly prohibited.

PROHIBITION AND STANDARDS

1. General Prohibition. No staff member or student will unlawfully possess, use, distribute, dispense, manufacture or be under the influence of alcohol or drugs while on SMCS grounds; at SMCS sponsored or supervised activities (e.g., field trips); in any SMCS owned, leased or used vehicle; while engaged in or going to or from SMCS activities; or, while attending a SMCS related activity (e.g., workshop).
2. Definition of Drug. For purposes of this policy, the term "drug" will include any "illicit drug," "controlled substance," "intoxicating substance," "inhalant," "counterfeit substance," "look-alike substance," "marihuana," "cannabis," "opiate," "hallucinogen," "narcotic," or other unlawful drug for purposes of federal or state law including, but not necessarily limited to the Drug-Free Workplace Act, the Drug-Free Schools and Communities Act Amendments, the U.S. Controlled

Substances Act and the New Mexico Controlled Substances Act. NMSA 1978 §§30-31-1 et seq.

3. Exceptions. This policy is not intended to prevent possession of a controlled substance if it was obtained directly pursuant to a valid prescription or order including medical cannabis, from a physician, dentist or other person duly licensed, registered, or otherwise permitted under federal and state law to distribute or dispense the substance in the course of professional practice. If a staff member is taking prescribed or over-the-counter medication that may affect work performance, this information should be immediately reported to the Head of School or her designee. This policy is likewise not intended to infringe upon any religious use of a substance otherwise considered a controlled substance protected by federal and/or state constitutions.
4. Conditions of employment. As a condition of employment, each staff member will abide by the terms of this drug-free workplace policy. Every staff member is required to notify the Head of School of any criminal drug conviction or plea of no contest for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Where a staff member violates the terms of this policy or is convicted of violating a criminal drug statute for an offense occurring in the workplace, the staff member will be subject to sanctions, consistent with law and policy, which may include either appropriate personnel action against the staff member, up to and including termination; or, a requirement that such staff member satisfactorily participate in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health agency, law enforcement or another appropriate agency. The staff member will be responsible for all uninsured costs associated with any such program.

E. ACCEPTANCE OF GIFTS

Advance approval from the Head of School is required before a staff member may solicit a gift on behalf of SMCS. SMCS staff members are not to receive payment for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other SMCS functions.

F. EMPLOYMENT OF RELATIVES

If you and members of your immediate family are employed by SMCS, one may not supervise the other nor work in the same department. If the staff members are unable to develop a workable solution, the Head of School will decide which staff member may be transferred in such situations. Immediate family members include the staff member's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, domestic partner brother, sister, brother-in-law, sister-in-law, daughter or son of the staff member's spouse or domestic partner, and any relative living in the household of the staff member or domestic partner. Should two staff members who work together or supervise each other enter into a personal, non-work-related relationship, one or both staff members may have to be transferred.

No person who is the immediate family member of the Head of School may be employed by SMCS unless approved by the School Board. The School Board may not hire a Head of School who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law of any member of the School Board, unless done in conformance with an exception to the SMCS Conflict of Interest Policy.

G. CONFIDENTIALITY

As a staff member of SMCS, you may learn confidential information about students, other staff members or

SMCS business (together referred to as “confidential SMCS information”). During and after employment with SMCS, confidential SMCS information may not be shared with non-staff members of SMCS. Violation of this Policy may result in disciplinary action up to and including termination or discharge.

Only the Head of School or his/her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide you with an appropriate form. You must provide a written and signed authorization form to the school, before SMCS will release your personal information.

SMCS protects staff members' confidentiality and expects the staff members to protect confidential SMCS information as well. No one should provide any information about a staff member and must refer any phone calls seeking such information to Head of School or Operations Director.

I. BASIS FOR CONDUCT-RELATED DISCIPLINE

The following is a list of unacceptable activities that can result in disciplinary action, up to and including discharge or termination. This list should not be considered exhaustive.

1. Violation of any SMCS policy.
2. Violation of security or safety rules or failure to observe safety rules or SMCS safety practices.
3. Negligence or any careless action which endangers the life or safety of another person.
4. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on SMCS premises, except medications prescribed by a physician to the staff member in possession and which do not impair work performance.
5. Unauthorized possession of dangerous or illegal firearms, weapons or explosives on SMCS property or at any SMCS sponsored event.
6. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on SMCS premises or when representing SMCS; fighting, or provoking a fight on SMCS property.
7. Insubordination or refusing to obey reasonable instructions or directives issued by your supervisor while at work; unreasonably refusing to help out on a special assignment.
8. Threatening, intimidating or coercing fellow staff members on or off the premises at any time, for any purpose.
9. Intentional or negligent destruction of or damage to SMCS property, or the property of fellow staff members, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of SMCS property or the property of fellow staff members; unauthorized possession or removal of any SMCS property, including documents, from the premises without prior permission from administration; unauthorized use of SMCS equipment or property for personal reasons; using SMCS equipment for personal profit or business.
11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by SMCS; unauthorized alteration of SMCS or student records or other documents.
12. Engaging in behavior which creates discord and lack of harmony; interfering with another staff member's ability to perform his/her job; restricting work output or

encouraging others to do the same.

13. Immoral conduct or indecency on SMCS property.
14. Conducting a lottery or gambling on SMCS premises or when using SMCS property and/or equipment.
15. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
16. Any act of harassment as described above.
17. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.
18. Sleeping during working hours.
19. Excessive use of SMCS telephones for personal calls.
20. Smoking on SMCS property, at SMCS events, or in SMCS vehicles.
21. Creating or contributing to unsanitary conditions.
22. Repeated failure to report an absence or late arrival; excessive absence or lateness.
23. Obscene or abusive language toward any supervisor, staff member, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on SMCS premises.
24. Speeding or careless driving of vehicles where SMCS students or staff are present.
25. Failure to immediately report damage to, or an accident involving, SMCS equipment or property.
26. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another staff member on SMCS premises.
27. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another staff member's timesheet or records, or causing someone to alter your timesheet or records.
28. Any other act or omission which impairs or restricts the ability of SMCS to provide a safe and healthy environment for staff members and students.

J. DISCIPLINE PROCESS

A number of tools are utilized to motivate, correct, and/or discipline staff members, including, but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well.

The Head of School reserves the right to discipline any staff member by taking whatever actions, at his/her/their sole discretion, they deem to be appropriate and in the best interests of SMCS, up to and including discharge.

In some cases, it may be necessary to protect the safety and security of the workplace by suspending or placing the involved staff members on administrative leave in order to remove them from the

workplace pending investigation into the conduct or incident

K. GRIEVANCE PROCEDURES

The purpose of this Policy and these Procedures is to provide for the reporting and resolution of employment-related concerns of the staff members of SMCS.

1. DEFINITIONS

- (a) “Grievant” means a staff member who is personally and directly affected by a condition for which he or she seeks a resolution.
- (b) “Grievance” means an allegation by a staff member that the treatment he or she has received is unfair or improper, or that there has been a violation of SMCS policy, applicable laws, or procedures that directly and adversely affect the grievant. A single grievance may be submitted jointly by more than one grievant.
- (c) “Resolution(s)” means the proposed written decision by the appropriate administrator(s), grievance review committee, or School Board, in response to the grievance.
- (d) “Parties in interest” means the grievant and the person being complained about whose conduct or actions are the subject of the grievance.

2. GENERAL PROCEDURAL REQUIREMENTS

- (a) A grievance must be initiated at Level 1 within ten (10) working days of the date upon which the grievant became aware of the circumstances which gave rise to the grievance. Awareness of the circumstances is necessary to trigger the start of the 10-working day deadline.
- (b) Whenever possible, any grievance conference or hearing at any level will be scheduled during a mutually convenient time that does not conflict with the regularly scheduled SMCS program.
- (c) A grievant requiring the attendance and testimony of others will have the right to bring such witness as are willing to testify in his or her behalf, and any necessary substitutes or release time will be provided and the expense borne by SMCS when hearings must be scheduled during the SMCS day.
- (d) A separate file will be maintained by the Head of School for grievances. All documents produced during the processing of a grievance will be kept in the separate file.
- (e) All parties shall maintain confidentiality with regard to proceedings, and the resolution of the grievance, to the extent possible.
- (f) A grievant may terminate the process at any level if he or she indicates in writing a desire to do so, accepts the resolution at that level, or fails to pursue his or her grievance by filing at the next level within the specified time period.
- (h) The time limits at any level may be extended by mutual agreement between the grievant and the Head of School, review committee or School Board.

3. PROCEDURAL STEPS

- (a) Level 1 (Informal Conference). Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with the Head of School in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. If the Head of School is the person being complained about the grievant may initiate his or her grievance by contacting the Chair of the School Board directly.

- (b) Level 2 (Head of School). If the grievant is not satisfied with the discussion and disposition of the grievance at Level 1, he or she or they may file a written grievance with the Head of School within ten (10) days of the disposition. The Head of School will communicate his or her proposed resolution in writing to the parties within five (5) work days from the filing of the written grievance. If any party is not satisfied with the proposed resolution that party may request a hearing. This request must be made within five (5) working days from the proposed resolution. The hearing or conference will occur within ten (10) working days of the party's objection of the proposed resolution. The hearing should be as informal as possible and will be conducted in consultation with the SMCS's legal counsel. The Head of School will have the right to ask any question of the parties as he or she deems necessary. Within ten (10) working days following the hearing, the Head of School will render his or her written decision to the parties.
- (c) Level 3 (SMCS School Board) If the grievant is not satisfied with the resolution of the grievance at Level 2, or if the Head of School is the person being complained about, the grievant may make a written request to the School Board for a hearing with the School Board within ten (10) work days after the Head of School's resolution was rendered or after the date of the occurrence if the Head of School is the person being complained about. At its sole option, the School Board may hear the grievance itself or may appoint a Grievance Review Committee to hear the grievance.

4. PROCEDURE FOR HEARING BEFORE SCHOOL BOARD OR ITS COMMITTEE The following procedure will be used at hearings before the School Board or its Committee.

- (a) The parties in interest will submit written statements of position which will be delivered to the Chair at least five (5) working days prior to the hearing. In addition, any other documentary evidence desired to be reviewed by the School Board Committee will be submitted at that time.
 - (b) The grievant will present his/her grievance first through testimony, witnesses, documents, etc. Cross-examination will not be allowed by the other party in interest, if any.
 - (c) The other party or parties in interest, if any, will present their responses to the grievance. Cross-examination will not be allowed.
 - (d) The Committee members may ask any questions they deem necessary.
 - (e) Arrangements to make a taped recording or to transcription of the proceeding will be made by the Committee.
 - (f) Within five (5) working days following the date of the hearing, the Committee will transmit its findings and recommendations for proposed resolutions to the School Board. Within ten (10) working days, the School Board shall consider the recommendations of the Committee. The School Board may accept the recommendations as presented, impose a lesser sanction if disciplinary action was recommended, or decide to hold a new hearing on the grievance.
 - (g) If the School Board rules that it is appropriate to hear the grievance as a body, it will set the date for such hearing and the parties in interest will be notified by the School Board Chair. If the School Board adopts the recommendations of the School Board Committee, the decision shall be final.
- 6. Hearing before full School Board.** If the School Board decides to undertake a new hearing the following procedures will be followed.
- (a) Each party in interest will have the opportunity to present oral statements limited to thirty (30) minutes each.
 - (b) Evidence may not be cross-examined by the other party in interest; however, the School Board may ask questions of any party as it deems necessary or appropriate.

(c) Hearings will be conducted in a private setting, except for those portions required to be public under the New Mexico Open Meetings Act.

(e) The School Board will render a written decision within 10 working days after the hearing. In arriving at its decision, the School Board has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested. The School Board's decision is final.

VI. TERMINATION AND DISCHARGE

A. DEFINITIONS

1. TERMINATION

Termination means non-renewal of a contract at the end of its term.

2. DISCHARGE

Discharge means to sever the employment relationship of licensed personnel or employees under contract before the end of the existing contract.

3. JUST CAUSE Just cause refers to a reason for termination or discharge allowed under law and that is not in violation of the employee's civil or constitutional rights.

B. TERMINATION

1. The Head of School may terminate a licensed school employee, excluding licensed educational assistants who have not been offered and accepted the third consecutive contract, for any reason it deems sufficient. A School may terminate a non-licensed school employee or a licensed educational assistant with less than one year of employment for any reason it deems sufficient. Upon request of the employee, the local Head of School or state agency administrator shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed by the local Head of School, state agency administrator, local school board or governing authority. The reasons shall not provide a basis for contesting the decision under the School Personnel Act.
2. Before terminating a non-licensed school employee or a licensed educational assistant, the Head of School shall serve the employee or assistant with a written notice of termination.
3. A licensed school employee who has been employed for more than two consecutive years or a non-licensed school employee or licensed educational assistant who has been employed for more than one year and who receives a notice of termination may request an opportunity to make a statement to the School Board on the decision to terminate the employee or assistant by submitting a written request to the Head of School within five working days from the date written notice of termination is served upon the employee or assistant. The employee or assistant may also request in writing the reasons for the termination action. The Head of School shall provide written reasons for the notice of termination to the employee or assistant within five working days from the date the written request for a meeting and the written request for the reasons were received Head of School. Neither the Head of School nor the School Board shall publicly disclose its reasons for termination.
4. A licensed school employee who has been offered and accepted a third-year contract or a non-licensed school employee or licensed educational assistant who has been employed for more than one year may not be terminated without just cause.
5. The employee's request pursuant this section shall be granted if the employee responds to the written reasons as provided by this section by submitting in writing to Chair of the School Board a contention that the decision to terminate was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support the employee's contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the Head of School. The submission of this statement constitutes a representation on the part of the employee that the employee can support the employee's contentions and an acknowledgment that the School may offer the causes for its decision and any relevant data in its possession in rebuttal of the employee's contentions.
6. The School Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after it receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act. The employee and the Head of School may each be accompanied by a person of their choice. First, the Head of School shall present the factual basis for the determination that just cause exists for the termination of the employee, limited to those reasons

provided to the employee pursuant to subsection 3 of this section. Then, the employee shall present the employee's contentions, limited to those grounds specified in subsection 5 of this section. The School may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the School Board, the employee or the employee's representative and the local Head of School or state agency administrator or the local Head of School's or state agency administrator's representative. The School Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The School Board shall notify the employee and the local Head of School or state agency administrator of its decision in writing within five working days from the conclusion of the meeting.

7. An employee who is still aggrieved by a decision of the School Board may appeal the decision to an arbitrator. A written appeal shall be submitted to the Chair of the School Board within five working days from the receipt of the written decision by the employee. The appeal shall be accompanied by a statement of particulars specifying the grounds on which it is contended that the decision was impermissible under the law and including a statement of facts supporting the contentions. Failure of the employee to submit a timely appeal or a statement of particulars with the appeal shall disqualify him for any appeal and render the School Board's decision final.
8. The School and the employee shall meet within ten working days from the receipt of the request for an appeal and select an independent arbitrator to conduct the appeal. If the parties fail to agree on an independent arbitrator, they shall request the presiding judge in the judicial district in which the employee's public school is located to select one. The presiding judge shall select the independent arbitrator within five working days from the date of the parties' request.
9. A qualified independent arbitrator shall be appointed who is versed in employment practices and school procedures and who preferably has experience in the practice of law. No person shall be appointed to serve as the independent arbitrator who has any direct or indirect financial interest in the outcome of the proceeding, has any relationship to any party in the proceeding, is employed by the School or is a member of or employed by any professional or labor organization of which the employee is a member.
10. Appeals from the decision of the School shall be decided after a de novo hearing before the independent arbitrator. The issue to be decided by the independent arbitrator is whether there was just cause for the decision of the School to terminate the employee.
11. The de novo hearing shall be held within thirty working days from the selection of the independent arbitrator. The arbitrator shall give written notice of the date, time and place of the hearing, and such notice shall be sent to the employee and the School.
12. Each party has the right to be represented by counsel at the hearing before the independent arbitrator.
13. Discovery shall be limited to depositions and requests for production of documents on a time schedule to be established by the independent arbitrator.
14. The independent arbitrator may issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence and shall have the power to administer oaths. Subpoenas so issued shall be served and enforced in the manner provided by law for the service and enforcement of subpoenas in a civil action.
15. The rules of civil procedure shall not apply to the de novo hearing, but it shall be conducted so that both contentions and responses are amply and fairly presented. To this end, the independent arbitrator shall permit either party to call and examine witnesses, cross-examine witnesses and introduce exhibits. The technical rules of evidence shall not apply, but, in ruling on the admissibility of evidence, the independent arbitrator shall require reasonable substantiation of statements or records tendered, the accuracy or truth of which is in reasonable doubt.
16. The School has the burden of proof and shall prove by a preponderance of the evidence that, at the time the notice of termination was served on the employee, the School had just cause to terminate the employee. If the School proves by a preponderance of the evidence that there was just cause for its action, then the burden shifts to the employee to rebut the evidence presented by the School.
17. The independent arbitrator shall uphold School's decision only if it proves by a preponderance of the evidence that, at the time the notice of termination was served on the employee, the School had just cause to terminate the employee. If the School fails to meet its burden of proof or if the employee rebuts the proof offered by the School, the arbitrator shall reverse the decision of the School.
18. No official record shall be made of the hearing. Either party desiring a record of the arbitration proceedings may, at his own expense, record or otherwise provide for a transcript of the proceedings; provided, however, that the record so provided shall not be deemed an official transcript of the proceedings nor shall it imply any right of automatic appeal or review.
19. The independent arbitrator shall render a written decision affirming or reversing the action of the School. The decision shall contain findings of fact and conclusions of law. The parties shall receive actual written notice of the decision of the independent arbitrator within ten working days from the conclusion of the de novo hearing.
20. The sole remedies available under this section shall be reinstatement or payment of compensation reinstated in full but subject to any additional compensation allowed other employees of like qualifications and experience employed by the School and including reimbursement for compensation during the entire period for which compensation was terminated, or both, less an offset for any compensation received by the employee during the period the compensation was terminated.
21. Unless a party can demonstrate prejudice arising from a departure from the procedures established in

this section such departure shall be presumed to be harmless error.

22. The decision of the independent arbitrator shall be binding on both parties and shall be final and non-appealable except where the decision was procured by corruption, fraud, deception or collusion, in which case it shall be appealed to the district court in the judicial district in which the public school or state agency is located.
23. Each party shall bear its own costs and expenses. The independent arbitrator's fees and other expenses incurred in the conduct of the arbitration shall be assigned at the discretion of the independent arbitrator.
24. The School shall file a record with the public education department of all terminations and all actions arising from terminations annually.

C. DISCHARGE. The Head of School may discharge a licensed school employee during the term of a contract authorized pursuant to Section 22-10A-21 NMSA 1978 only for just cause according to the following procedure:

1. the Head of School shall serve a written notice of intent to recommend discharge on the licensed school employee in accordance with the law for service of process in civil actions; and
2. the Head of School shall state in the notice of intent to recommend discharge the cause for the recommendation and shall advise the licensed school employee of the licensed school employee's right to a discharge hearing before the governing authority as provided in this section. If the licensed school employee does not exercise that right to hearing, the Head of School shall discharge the licensed school employee.
2. A licensed school employee who receives a notice of intent to recommend discharge pursuant to this section may exercise the licensed school employee's right to a hearing before the governing authority by giving the Head of School written notice of that election within ten working days of the licensed school employee's receipt of the notice of intent to recommend discharge.
3. The governing authority shall hold a discharge hearing no less than twenty and no more than forty working days after the Head of School receives the written election from the licensed school employee and shall give the licensed school employee at least ten days' written notice of the date, time and place of the discharge hearing.
4. Each party, the Head of School and the licensed school employee, may each be accompanied by a person of the party's choice.
5. The parties shall complete and respond to discovery by deposition and production of documents prior to the discharge hearing.
6. The governing authority shall have the authority to issue subpoenas for the attendance of witnesses and to produce books, records, documents and other evidence at the request of either party and shall have the power to administer oaths.
7. The Head of School shall have the burden of proving by a preponderance of the evidence that, at the time of the notice of intent to recommend discharge, the Head of School had just cause to recommend discharge of the licensed school employee.
8. The Head of School shall present evidence first, with the licensed school employee presenting evidence thereafter. The governing authority shall permit either party to call, examine and cross-examine witnesses and to introduce documentary evidence.
9. An official record shall be made of the hearing. Either party may have one copy of the record at the expense of the governing authority.
10. The governing authority shall render its written decision within twenty days of the conclusion of the discharge hearing.
11. A licensed school employee aggrieved by a decision of the governing authority to discharge the licensed school employee after a discharge hearing held pursuant to Section 22-10A-27 NMSA 1978 may appeal the decision to an independent arbitrator. A written notice of appeal shall be submitted to the governing authority within ten working days from the receipt of the copy of the written decision of the governing authority.
12. The governing authority may delegate responsibility for the arbitration to the Head of School. The Head of School as delegate of the governing authority and the licensed school employee shall meet within ten calendar days from the receipt of the notice of appeal and select an independent arbitrator to conduct the appeal, or, in the event the parties fail to agree on an independent arbitrator, they shall request the presiding judge in the judicial district in which the public school is located to select the independent arbitrator. The presiding judge shall select the independent arbitrator within five working days from the date of the parties' request.
13. A qualified independent arbitrator shall be appointed who is versed in employment practices and school procedures. No person shall be appointed to serve as the independent arbitrator who has any direct or indirect financial interest in the outcome of the proceeding, has any relationship to any party in the proceeding, is employed by the Head of School or is a member of or employed by any professional organization of which the licensed school employee is a member.
14. Appeals from the decision of the governing authority shall be decided after a de novo hearing before the independent arbitrator. The Head of School, as delegate of the governing authority, shall have the burden of proving by a preponderance of the evidence that, at the time of the notice of intent to recommend discharge, the Head of School had just cause to discharge the licensed school employee. The Head of School shall present evidence first, with the licensed school employee presenting evidence

thereafter.

15. The hearing shall be held within thirty working days from the selection of the independent arbitrator. The independent arbitrator shall give written notice of the date, time and place of the hearing, and such notice shall be sent to the licensed school employee and the governing authority.
16. Each party has the right to be represented by counsel at the hearing before the independent arbitrator.
17. Discovery shall be limited to depositions and requests for production of documents on a time schedule to be established by the independent arbitrator.
18. The independent arbitrator may issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence and shall have the power to administer oaths. Subpoenas so issued shall be served and enforced in the manner provided by law for the service and enforcement of subpoenas in a civil action or in the manner provided by the American arbitration association's voluntary labor arbitration rules if that entity is used by the parties.
19. The rules of civil procedure shall not apply to the hearing, but it shall be conducted so that both contentions and responses are amply and fairly presented. To this end, the independent arbitrator shall permit either party to call and examine witnesses, cross-examine witnesses and introduce exhibits. The technical rules of evidence shall not apply, but, in ruling on the admissibility of evidence, the independent arbitrator may require reasonable substantiation of statements or records tendered, the accuracy or truth of which is in reasonable doubt. An official record shall be made of the hearing. Either party may order a transcript of the record at the party's own expense.
20. The independent arbitrator shall render a written decision affirming or reversing the action of the governing authority. The decision shall contain findings of fact and conclusions of law. The parties shall receive the written decision of the independent arbitrator within thirty working days from the conclusion of the hearing.
21. Unless a party can demonstrate prejudice arising from a departure from the procedures established in this section and in Section 22-10A-27 NMSA 1978, such departure shall be presumed to be harmless error.
22. The decision of the independent arbitrator shall be final and binding on both parties and shall be non-appealable except where the decision was procured by corruption, fraud, deception or collusion, in which case it may be appealed to the court of appeals by filing a notice of appeal as provided by the New Mexico rules of appellate procedure.
23. Each party shall bear its own costs and expenses. The independent arbitrator's fees and other expenses incurred in the conduct of the arbitration shall be assigned at the discretion of the independent arbitrator.

D. REDUCTION-IN-FORCE (RIF)

A reduction in force may become necessary to eliminate certain jobs or reduce the number of positions at the School due to certain circumstances.

G. ADMINISTRATIVE LEAVE PENDING POSSIBLE DISCIPLINARY ACTION

If you are suspected of violating SMCS's policies, procedures, or work rules, you may be placed on administrative leave with pay pending an investigation of the situation.

H. RESIGNATION/JOB ABANDONMENT

All contract employees are required to provide written notice of their intent to terminate employment with SMCS to the Head of School at least thirty (30) calendar days in advance. Failure to provide adequate notice may result in a complaint to the PED Licensing Bureau.

SMCS will consider you to have voluntarily terminated your employment if you do any of the following:

1. Resign from SMCS;
2. Fail to return from an approved leave of absence on the date specified for your return; or
3. Fail to report to work or call in for two (2) or more consecutive work days without an allowable excuse.

I. RETIREMENT

Eligible staff members who meet the criteria established by the New Mexico Educators Retirement Board (ERB) and wish to retire and should contact the Head of School or Operations Director and

ERB in advance of the anticipated retirement date to initiate retirement proceedings.

J. RETURN OF SMCS PROPERTY

Any SMCS property issued to you, such as keys, computer equipment, etc. must be returned to SMCS at the time of your resignation, termination, or discharge. You will be responsible for any lost or damaged items. If you do not return property of value, you will be asked to sign a wage deduction authorization form for this purpose.

K. SAFETY

1. GENERAL STAFF MEMBER SAFETY

SMCS is committed to the safety and health of all staff members and recognizes the need to comply with regulations governing injury and accident prevention and staff member safety. Maintaining a safe work environment, however, requires the continuous cooperation of all staff members. SMCS will maintain safety and health practices consistent with the needs of our profession. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Head of School for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. We strongly encourage staff member participation and your input on health and safety matters.

2. REPORTING SAFETY ISSUES/WORKERS COMPENSATION INJURIES

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Head of School or her designee. If you or another staff member is injured, you should contact outside emergency response agencies, if needed. A claim for Worker's Compensation Benefits Form must be completed for any instance of employee injury, even if no medical attention is sought at the time of injury. If you fail to report your injury timely, you may jeopardize your right to collect workers' compensation benefits.

L. VIOLENCE IN THE WORKPLACE POLICY

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect SMCS or which occur on SMCS property or at SMCS events will not be tolerated. Every staff member is required to report incidents of threats or acts of physical violence of which he/she is aware to the Head of School.

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at SMCS, or to create a hostile, abusive, or intimidating work environment for one or several staff members. Examples of workplace violence include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction of or threatening to destroy SMCS's property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or inappropriate use of firearms or weapons.

M. SECURITY

Maintaining the security of SMCS buildings and vehicles is every staff member's responsibility. Develop habits that ensure security as a matter of course. For example: When you leave SMCS premises make sure that all entrances are properly locked and secured. All SMCS staff members are required to follow the security and premises use policies.

N. PROHIBITED DISCLOSURE OF STUDENT INFORMATION

No person shall sell or use student, faculty or staff lists with personal identifying information obtained from SMCS for the purpose of marketing goods or services directly or indirectly to anyone.

O. PROHIBITED SALES BY SMCS PERSONNEL

Staff members of the SMCS shall not directly or indirectly, sell or be a party to any transaction to sell or receiving any commission or profit from any contract for sale any instructional material, furniture, equipment, insurance, SMCS supplies to SMCS. This provision shall not apply in cases in which SMCS staff member contracts to perform special services with SMCS with which they are associated or employed during time periods wherein service is not required under a contract for instruction, administration or other employment. No staff member of SMCS shall solicit or sell or be the party to a transaction to solicit or sell insurance or investment securities to any staff member of SMCS. In addition, the PED may suspend or revoke the licensure of a licensed SMCS staff member for acting contrary to this provision.

VII. BENEFITS

SMCS is committed to sponsoring a comprehensive benefits program for all eligible staff members. Literature is available from the New Mexico Public School Insurance Authority (NMPSIA) for details on your health/dental/vision/long term disability/additional life insurance coverage. Please see the Operations Director, if employed by SMCS, or the Head of School for information on your benefits and coverage.

If you are a full-time employee, or a part-time employee who works more than thirty-two (32) hours per week, you will be eligible to receive all of the benefits described in this Employee Handbook. If you are a part-time employee who works more than twenty (20) hours per week, you will be eligible to receive the retirement benefits described in this Employee Handbook. NMPSIA sets the benefits rates and percentages paid by the employee and employer based on salary. Coverage is available to you and your dependents as defined in the benefit summary plan descriptions. Benefits are deducted from pay checks one month in advance, and if hired late then benefit deductions will be adjusted accordingly. Please see the Operations Director or Head of School for details.

A. GROUP INSURANCE

Employees may participate in the New Mexico Public School Insurance Authority's (NMPSIA) Employee Benefits Group Plan, which consists of Group Medical, Dental, Vision, and Basic Life coverage. Employees who are active at work and work the minimum qualifying number of hours shall be eligible for the following:

1. All employees who work a minimum of thirty-two (32) hours or more per week shall be entitled to participate in Medical, Dental, and Vision coverage.
2. SMCS shall enroll and pay premiums at the rate of 100% for Basic Life insurance coverage for any employee who works a minimum of twenty-five (25) hours per week, regardless if the employee participates or is eligible to participate in any other line of NMPSIA coverage.
3. Members of the School Board are not eligible to participate in medical, dental, vision, and life insurance coverage.
4. A newly eligible employee is required to enroll within thirty-one (31) calendar days of being hired or within thirty-one (31) calendar days of being upgraded to that of an eligible employee. Evidence of upgrade is required.
 - Coverage is effective on the first day of the month following the day the employee applies, provided the employee authorizes in writing that the premium is to be withheld from his payroll check, subject to the actively-at-work provision, and for self-payers, the first day of the month following receipt of the premium by the authority.
5. An employee may enroll just himself only. However, if the employee chooses to enroll one eligible dependent, the employee shall enroll all eligible dependents unless one or more eligible dependents have other coverage. If the dependent of an eligible employee participant is enrolled in another medical plan, the eligible employee participant may enroll in the authority's medical plan as a single and in the two-party or family coverage for other

lines. Evidence of the other coverage is required.

6. Eligible employee or dependents who involuntarily lose benefits coverage have a 31-day window to enroll in the authority. Supporting documentation showing the reason for the involuntary loss of benefits coverage, the date benefits coverage was lost, who was covered and what types of benefits coverage was lost must be submitted within 31 days from the date of loss of coverage. The effective date of new benefits coverage will be the first of the month following receipt by the authority of the documentation required and the necessary application or applications, provide that all enrollment rules of the authority are met
7. The participant shall only be permitted to switch from one plan to another plan within the same line of coverage during an established switch enrollment period and then only under the terms and conditions permitted by the authority.
6. An employee may drop any line of coverage at any time at the employee's discretion, provided, however, any provision with respect to prohibition against dropping any lines of coverage shall be enforced. In divorce situations, a divorced eligible employee may not drop eligible dependents based on a change in status until a divorce decree is filed with the authority. When a domestic partnership is terminated, the employee, ex-domestic partner may not drop eligible dependents based on a change in status until the authority receives written notice that the domestic partnership is terminated in the form of an affidavit terminating domestic partnership. If the employee drops the line of coverage(s), the employee cannot re-enroll except as this part permits.
7. Proper documentation, including evidence of medical insurability where required, must be provided by the eligible employee seeking coverage within 31 calendar days of the qualifying event. Coverage may be rejected where adequate proof and documentation satisfactory to the authority is not submitted in a timely manner.
8. An employee shall be enrolled pursuant to his actual status at the time of enrollment. If a change in status of an employee occurs, he must notify the employer within 31 calendar days of the change and complete any enrollment documents required by the authority.
“Change of status” means the change of status of an eligible employee or eligible dependent by: (1) death; (2) divorce or annulment; (3) loss of employment; (4) loss of group or individual health insurance coverage through no fault of the person having the insurance coverage; (5) birth; (6) adoption or child placement order in anticipation of adoption; (7) legal guardianship; (8) marriage; (9) incapacity; (10) establishment or termination through affidavit of domestic partnership or affidavit terminating domestic partnership; or (11) fulfilling the actively at work requirement and minimum qualifying number of hours through promotion with salary increase or acceptance of a full-time position with salary increase with the same participating entity.
9. SMCS shall comply with the 1985 Consolidated Omnibus Budget Reconciliation Act (COBRA) in notifying employees of their right to continue health and life insurance coverage upon resignation, termination, or retirement. Dependents that are also losing coverage upon becoming ineligible shall also be informed of their COBRA rights.

B. NEW MEXICO RETIREMENT PLAN

The New Mexico Educational Retirement Board is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of the time (.25 FTE) and also Long-Term Substitutes working 90 days or more in the same classroom are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan. Participation in the Plan begins on the date of hire. SMCS and the employee are required by State law to contribute to this retirement plan operated by the New Mexico Educational Retirement Board. The details regarding SMCS and employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the New Mexico Educational Retirement Board. Employees who are part of the New Mexico Return to Work program should work closely with the SMCS Operations Director or Head of School and the New Mexico Educational Retirement Board to assure they are in full compliance with the program.

C. SOCIAL SECURITY

In accordance with the applicable federal law, all employees are required to participate in and contribute to Social Security. SMCS also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security office.

D. WORKERS' COMPENSATION

SMCS maintains Workers' Compensation Insurance coverage for employees who sustain an injury or illness compensable under the New Mexico workers' compensation laws. SMCS pays the full cost of the workers' compensation insurance. All workers' compensation claims are subject to evaluation and investigation by SMCS and its insurance carrier. If you are injured while performing duties related to your job at SMCS, you must report the injury promptly to your immediate supervisor and must complete all required forms along with providing requested documentation. More information is available from SMCS's Operations Director, if employed by SMCS. SMCS employees pay a portion of a quarterly workers compensation fee, and SMCS pays the other portion of the fee to the New Mexico Taxation and Revenue.

E. UNEMPLOYMENT COMPENSATION

SMCS employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the SMCS Head of School or Operations Director/Coordinator.

F. LEAVE BENEFITS

Leaves may be granted with or without pay. In order to take leave without pay you must obtain prior approval from the Head of School. Requests for Leave forms must be completed and submitted to the Head of School for approval and must be submitted by the end of the business day or before the day of absence. If this leave is unpaid, you will be responsible for 100% of the cost of your benefits during your leave. Please see your Operations Director or Head of School if you believe you will need an unpaid leave of absences.

G. SICK LEAVE

Regular full-time employees working 40 hours per week are entitled to ten (10) paid sick days (based on average hours worked per day) per SMCS year. Other employees, including administrative employees, are entitled to the amount of sick leave contained in their contract. Unless otherwise provided for or as approved by the Head of School, sick leave is to be used by employees in accordance with the following provisions:

1. Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family. Misuse of sick leave is cause for discipline, up to and including termination or discharge. For the purposes of this section, "immediate family" is defined as a spouse, domestic partner, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Head of School.
2. Notice of absence from work due to illness should be provided to the Head of School or his or her designee by no later than 7:00 a.m. on the day of illness. If use of sick leave foreseeable advance notice shall be provided to the Head of School or his or her designee.
3. An employee will not be paid for unused sick leave days upon voluntarily or involuntarily severance from his/her employment from SMCS; however, unused sick leave may be carried over into succeeding SMCS years up to a maximum of 200 hours. Accumulated unused sick leave must be used for personal or family illnesses as described in the Medical Leave provisions below.
4. The Head of School may, at any time, request that an employee bring a doctor's note verifying that your leave was necessitated by illness.

H. PERSONAL LEAVE

Regular full-time employees working 40 hours per week are entitled to two (2) days (based on average hours

worked per day) per SMCS year. Other employees, including administrative employees are entitled to the amount of personal leave contained in their contract.

Requests for personal leave must be made at least two school days in advance and the Head of School has the discretion to deny personal leave as she/he deems it appropriate. A request must be in writing and approved prior to taking the leave.

An employee will not be paid for unused personal leave days upon voluntarily or involuntarily severance of his/her employment from SMCS: however, unused personal leave may be carried over into succeeding SMCS years up to a maximum of 40 hours.

I. UNPAID MEDICAL LEAVE

1. PURPOSE

- A. The purpose of this Policy of Sun Mountain Community School (School) is to allow the School to consider an employee's request for unpaid Medical Leave (Medical Leave) in accordance with guidelines set forth below.

2. ELIGIBILITY

- A. An employee is eligible for Medical Leave if the employee is experiencing:
 1. Childbirth and infant care;
 2. Placement of a child with the employee for adoption or placement of a child with the employee by a state agency or for foster care;
 3. Care of the employee's family members, romantic partner, or a financial dependent with a serious health condition which must be verifiable; or
 4. The inability of the employee to perform his or her job or duties due to his or her own verifiable serious health condition or the necessary absence from work of an employee to receive verifiable medically necessary treatment.
- B. For the purposes of this Policy a "serious health condition" is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, continuing treatment by a health care provider for a condition that either prevents the Employee from performing the functions of the Employee's job or prevents the qualified family member from participating in school or other daily activities, or a positive test for Coronavirus..
- C. Medical Leave is available to full-time staff only who have been employed by the School for at least twelve months and have worked at least 1,250 hours in the past twelve months before leave is taken.
- D. Employees taking Medical Leave must use first all of their available accrued and unused leave as part of the leave. Once the employee's paid leave benefits are exhausted, the employee will continue for the duration of the Medical Leave without pay.

3. REQUESTING MEDICAL LEAVE

- A. Medical Leave must be requested by the employee on the form provided with this Policy. The form must be approved by the Head of School. If the employee requesting the leave is the Head of School, the form must then be approved by the School Board.
- B. For eligibility triggered by II(A)(3) or (4) above the employee must provide verification of the necessity of the Medical Leave with a letter from a healthcare professional to the School stating the employee has a "serious health condition" as defined by this Policy, as well as an estimated return to work date for the employee. Nothing in this Policy shall be construed to infringe on the employee's rights under law including the Health Insurance Portability and Accountability Act (HIPAA). Confidentiality of documentation will be kept in secure locked file cabinet accessible only by designated personnel. Designated personnel shall participate in HIPAA compliance training.
- C. Requests for Medical Leave may be considered on a case-by-case basis. A decision on any individual request shall not constitute, nor should it be construed or interpreted as, establishing a precedent, practice, pattern or any form of future entitlement. The decision is not appealable.
- D. If the need to use Medical Leave is foreseeable, the employee must give the School at least 30 days' prior notice of the need to take leave. When 30 days' notice is not possible, the employee must give notice as soon as practicable. Failure to provide such notice may be grounds for delaying the start of the Medical Leave.

4. CONDITIONS OF MEDICAL LEAVE

If approved, Medical Leave is predicated on the following conditions:

- A. The leave is considered unpaid leave and is designated for a specific time & purpose.
- B. The leave is for 480 hours or less.
- C. With regard to retirement benefits the leave is considered a break in service.
- D. If any benefits are available to the employee during the Medical Leave, the employee shall be responsible to pay any and all premiums, fees or costs.

5. RETURNING FROM MEDICAL LEAVE

An employee is expected to return from Medical Leave on the date listed in the Medical Leave Request Form. For eligibility triggered by II(A)(1) or (2) above the employee need only return to work on the preapproved day. For eligibility triggered by any other event in this Policy in order to return to work an employee must have Doctor Release or have fulfilled the required self-isolation time in the event of a positive test for Coronavirus.

If an employee is released to return to work sooner than the expected return date listed on the Leave Request, the employee must notify the School within two (2) business days of receiving the release.

Failure to return to work as scheduled after leave may be used as just cause for discharge or termination of the employee.

J. BEREAVEMENT LEAVE

After a death in the immediate family of any employee, SMCS provides up to three (3) consecutive days of bereavement leave without loss of pay beginning with the date of death and ending with and/or including the day after the funeral or final services.

For each bereavement day, the employee was scheduled to work, an employee may receive pay in an amount equivalent to the number of hours the employee was scheduled to work that day, or if instructional personnel, number of days. An employee may be required to submit proof of death and/or funeral or services date.

Immediate family includes current spouse, parent, step-parents, parent-in-law, step parent-in-law, grandparent, child, stepchild, grandchild, sibling, step-siblings, current domestic partner, child of domestic partner and any relative living in the household of the employee.

K. LEAVE FOR JURY DUTY AND SUBPOENA FOR WITNESS SERVICE

If you are a regular employee, full-time or part-time, and are required by an order of court to serve as a juror, SMCS will pay you the difference between your jury duty pay and your regular pay for any scheduled work time that you miss during the first two weeks of your jury duty. To be reimbursed, you must present proof of actual jury duty service as well as proof of amount paid for jury service.

To receive jury duty pay, employees must provide SMCS's Head of School with a copy of the court order as soon as it has been received. An employee required to be available for jury duty, but not required to be in court, must report to work.

If you are served with a Subpoena for witness duty and the matter in which you are to testify is directly on behalf of SMCS, SMCS will pay you the difference between your witness fees, plus any mileage reimbursement, and your regular pay for any scheduled work time that you miss. To be reimbursed, you must present the subpoena and a copy of the witness fee payment voucher.

L. PROFESSIONAL LEAVE

May be granted at the discretion of the Head of School, upon request, for professional development, professional organizational activities, SMCS-related professional activities, or other activities related to the employee's assignments.

M. RELIGIOUS LEAVE

May be granted, upon request, to all employees for observance of religious events. Personal leave may be used or leave without pay may be granted. This leave may be granted for up to two (2) days per year.

N. MILITARY LEAVE OF ABSENCE

If you are a full-time employee and are inducted into the U.S. Armed Forces, you may be eligible for reemployment after completing military service provided a suitable position and funding is available and:

1. You show your orders to the Head of School as soon as you receive them.
2. You satisfactorily complete active-duty service of five years or less.
3. You enter the military service directly from your employment with SMCS.
4. You apply for and are available for re-employment within ninety (90) days after discharge from active duty. If you are returning from up to six (6) months of active duty for training, you must apply within thirty (30) days after discharge.

O. MILITARY RESERVES OR NATIONAL GUARD LEAVE OF ABSENCE

Employees who serve in the U. S. military organizations or the National Guard may take the necessary time off during the school year, with pay up to 15 days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish; however, they are not obliged to do so. You must notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.

P. VOTING LEAVE

Will be granted to employees who are eligible voters and whose scheduled work day begins less than two hours after the polls open (before 9:00 a.m.) and ends less than three hours before the polls close (after 4:00 p.m.) If you qualify you will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. The Head of School will schedule voting leave to ensure department work is covered.

Attachment 26

Sun Mountain Community School

Sun Mountain Community School Conflict of Interest Policy

I. PURPOSE

The purpose of the conflict of interest policy is to protect Sun Mountain Community School (“SMCS”), a New Mexico public charter school, when it is considering a transaction or arrangement that might benefit the private interest of a member of the school’s School Board or an employee of SMCS, or that might result in a possible benefit to a related entity or person. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to charter school governing bodies, public schools, or their employees.

II. DEFINITIONS

1. **Conflict of Interest**: a conflict arises when a School Board member, employee, any member of their immediate family, or their domestic partner, has a financial or familial relationship in or with a person, firm, or company that has been selected by SMCS to receive a contract or lease for goods, services, or real property.
2. **Interested Person**: any School Board member or SMCS employee, who has a direct or indirect financial interest, as defined below, is an interested person.
3. **Financial Interest**: a person has a financial interest if the person would have/does directly, or indirectly, through business, investment, or family: a. an ownership or investment interest in any entity or third party with which SMCS has a transaction or arrangement; b. a compensation arrangement with SMCS or with any entity or individual with which SMCS has a related transaction or arrangement; c. a potential ownership or investment interest in, or compensation arrangement with, d. any entity or individual with which SMCS is negotiating a transaction or arrangement; e. hold office, serves on the board, participates in management, or is otherwise employed with any third party dealing with SMCS; or f. receives personal gifts, loans or other financial benefits from third parties dealing with SMCS.
4. **Family Members**: spouses, fathers, fathers-in-law, mothers, mothers-in-law, brothers, brothers-in-law, sisters, sisters-in-law, sons, sons-in-law, daughters, daughters-in-law, or domestic partners are considered to be family members for purposes of this policy.
5. **Compensation**: compensation includes direct and indirect payment, financial benefit, or remuneration as well as gifts or favors.

III. PROHIBITED TRANSACTIONS

1. **Employment of School Board Members**. School Board members and/or their family members may not be employed by SMCS and may not contract with it to provide goods or services for compensation except as provided for pursuant to Section IV of this policy. Members may be reimbursed, however, in accordance with the New Mexico Per Diem and Mileage Act for reasonable expenses incurred (such as travel and training) and which have been given appropriate approval.
2. **Participation in School Board Action**. School Board members shall not participate in the selection, award, or administration of any contract, if the SMCS School Board determines that a real or apparent conflict of interest exists.

3. Employment of Family Members. The SMCS Head of School shall not initially employ or approve the initial employment in any capacity of a person who is a family member of a member of the School Board or the Head of School. However, after due consideration, the School Board may waive the nepotism rule for family members of the Head of School or School Board Members if it is in the best interest of SMCS to do so.
4. Gifts and Favors. School Board members and employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.
5. Prohibited Sales for Employees. Employees may not, directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to SMCS. It is not a conflict of interest, however, for employees to contract to perform special services with SMCS during time periods wherein service is not required under a contract for instruction, administration or other employment.
6. Confidential Information. School Board members and employees shall not use confidential information acquired by virtue of their association with SMCS for their individual or another's personal gain.
7. Use of School Property. School Board members or employees shall not use SMCS time, personnel, equipment, supplies, or good will for personal gain.

IV. PROCEDURES

1. Duty to Disclose. In connection with any actual or potential conflict of interest, a School Board member or employee has a duty to and must disclose the nature of the particular interest. The member or employee will be given the opportunity to disclose all material facts to the School Board in an open session (if interested person is a School Board member) or to the Head of School (if interested person is an employee).
2. Determination of Conflict – School Board Member. With respect to matters before the School Board the following process shall be used when determining whether a conflict of interest exists:
 - a. The School Board member shall disclose the real or potential conflict of interest concerning a pending transaction or matter before the School Board to the President of the School Board, or if the President is the one with the conflict, then to the Vice President;
 - b. The matter shall be brought to the attention of the entire School Board during a noticed public meeting;
 - c. The School Board may take the matter under advisement and receive counsel on the matter;
 - d. If the School Board determines that there is a real or apparent conflict of interest, the member with the conflict of interest shall not provide input on the transaction or matter or participate in the vote regarding the pending transaction or matter;
 - e. The School Board when voting on a pending transaction or matter in which it has established that a real or apparent conflict of interest exists, prior to voting on the pending matter or transaction, it must consider:
 - i. whether the pending transaction or matter violates any of the prohibited acts set forth in Section III of this policy;

- ii. whether the pending transaction or matter to be considered was solicited by a competitive bid, comparable valuations or other process required by the New Mexico Procurement Code or other governing procurement rules; and
- iii. whether the pending transaction or matter if approved, would be in the best interest of SMCS.

3. Determination of Conflict – Employee. With respect to matters affecting employees, the Head of School shall use the following process when determining whether a conflict of interest exists:

- a. The employee must disclose in writing the real or potential conflict of interest concerning a pending transaction or matter to the Head of School. If the Head of School has the real or potential conflict of interest, consideration of whether a conflict exists must be presented to the School Board and the procedure outlined in Section IV. 2. of this policy shall be followed.
- b. The Head of School shall make a written determination explaining why they determined that there was/was not a conflict of interest.
- c. If the Head of School determines there is an actual or apparent conflict of interest, prior to approving the transaction or pending matter, the Head of School shall consider:
 - i. whether the pending transaction or matter violates any of the prohibited acts set forth in Section III of this policy;
 - ii. whether the transaction to be considered was solicited by a competitive bid, comparable valuations or other process required by the New Mexico Procurement Code or other governing procurement rules; and
 - iii. whether the pending transaction or matter if approved, would be in the just, fair and in the best interest of SMCS.
- d. The employee will have the opportunity to discuss the Head of School's determination of whether a conflict of interest exists and the consequences of the Head of School's determination. If the employee is not satisfied with the Head of School's determination, s/he may use the employee grievance process.
- e. The Head of School shall advise the School Board of any actual conflict of interest of an employee in matters or transactions relating to SMCS business.

V. VIOLATIONS

1. School Board Members

- a. If the School Board has reasonable cause to believe that a member has knowingly failed to disclose actual or possible conflicts of interest, the President or Vice-President of the School Board shall inform the member of the basis for such belief and afford the individual the opportunity to explain the alleged failure to disclose. All such discussions shall take place in an open meeting.

b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the School Board determines that the member has knowingly failed to disclose an actual or possible conflict of interest, the School Board shall take appropriate disciplinary and corrective action, which may include up to removal from the School Board and such other actions required by law.

2. Employees

a. If the Head of School has reasonable cause to believe that an employee has knowingly failed to disclose actual or possible conflicts of interest, the Director shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

b. If after hearing the employee's response and after making further investigation as warranted by the circumstances, the Head of School determines the person has failed to disclose an actual or possible conflict of interest, the Head of School shall take appropriate disciplinary and corrective action, which may include up to discharge, termination, and such other actions required by law.

i. Disciplinary action for licensed employees will be carried out in accordance with any collective bargaining agreements. However, circumstances with legal ramifications may require immediate action without following the steps of progressive discipline.

VI. RECORDS OF PROCEEDINGS REGARDING CONFLICTS OF INTEREST

1. School Board

a. The minutes of the School Board shall contain:

i. The names of the persons who disclosed or otherwise were found to have a personal or financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the School Board's decision as to whether a conflict of interest in fact existed.

ii. The names of the persons who were present for discussions and votes relating to the matter, transaction, or arrangement, the content of the discussion, including any alternatives to the proposed matter, transaction or arrangement, and a record of any votes taken in connection with the proceedings.

2. Employees

a. The Head of School shall ensure that appropriate documentation of the employee's response and the ultimate determination are retained by SMCS.

VII. ANNUAL DISCLOSURE STATEMENTS

Every employee and School Board member shall annually sign a statement that affirms such person: 1. has received a copy of the Conflict of Interest Policy 2. has read and understands the policy, and 3. has agreed to comply with the policy.

VIII. INTERPRETATION OF THIS STATEMENT OF POLICY

Conflicts might arise in other areas or through other relations not specifically described in this policy. It is assumed that the School Board members and employees will recognize such areas. The fact that one of the interests described in this policy exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of SMCS. However, it is the policy of the SMCS School Board that the existence of any of the interests described in this policy shall be disclosed before any transaction is completed. It shall be the continuing responsibility of the School Board, its members and SMCS employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

IX. ADOPTION AND AMENDMENT

This Policy and any amendments thereto shall be adopted by the School Board simple majority vote, provided however that if any Member of the School Board has an actual or apparent conflict of interest under the terms of this Policy and the proposed Amendment would remove or clarify the conflict of interest in any way, such Member shall recuse him or herself for any vote to amend this Policy or adopt a new Policy.

Attachment 27

Sun Mountain Community School

Dear

My name is Daniel Wendland and I am the Community Outreach Coordinator for the Charter Committee of the Santa Fe Waldorf School. We have submitted a 'Notice of Intent to Submit a Charter Application' to the NMPED for a Waldorf Charter School in Santa Fe located on the original campus of the former Santa Fe Waldorf School on Puesta Del Sol. Our Notice of Intent, which outlines the goals and pedagogy of our proposed Charter School, can be found here: <https://webnew.ped.state.nm.us/wp-content/uploads/2024/01/SCPWS-Notice-of-Intent-2024.pdf>

Waldorf education has a pedagogical philosophy, rooted in the principles of Rudolf Steiner, that emphasizes whole life learning while nurturing a student's physical, social, emotional, intellectual, creative, and spiritual capacities. This pedagogical approach drew many families of children of all ages due to its focus on educating the whole human being while engaging their heads, hands and hearts. After a 40 year history of providing Waldorf Education in Santa Fe, the Santa Fe Waldorf School had to close its doors in August of 2023. The closure has left our community with no Waldorf options in the State of NM. Our mission is to resurrect Waldorf education in Santa Fe in a more diverse and equitable model.

Our goal is to engage with stalwart educators, businesses and nonprofits in the Santa Fe community as part of our outreach process. Your organization, _____, has been an integral part of the educational landscape of Santa Fe. Your insights and advice would be much appreciated as we set upon this journey. I would appreciate meeting with _____ (institution/school/business/etc) to discuss our charter initiative. Please reach out to me by phone or email to schedule a date/time for a conversation.

Thank you for considering my request.

Sincerely,

Daniel Wendland
Waldorf Educator
SFWS Charter Outreach Coordinator
dwendland@santafewaldorf.org
505-795-0632

Attachment 28

Sun Mountain Community School

Santa Fe Community Survey

/ Encuesta Comunitaria de Santa Fe

Sangre De Cristo Charter School

* Indicates required question

1. Email *

Existing Educational Options / Opciones educativas existentes

2. Your name *

Su nombre

3. Your phone number *

Su número de teléfono

4. Do you have children in school (K-12) in Santa Fe? *

¿Tiene hijos en la escuela (K-12) en Santa Fe?

Mark only one oval.

Yes

No

5. If yes, what are their ages? *
- En caso afirmativo, ¿cuáles son sus edades?*

6. What school do they attend? *
- ¿A qué escuela asisten?*

7. Are you satisfied with the education they are receiving? *
- ¿Está satisfecho con la educación que están recibiendo?*

Mark only one oval.

- I am satisfied / Estoy satisfecha
- I am mostly satisfied / Estoy mayormente satisfecha
- I am somewhat satisfied / Estoy algo satisfecha
- I am mostly unsatisfied / Estoy mayormente insatisfecha
- I am not satisfied / No estoy satisfecha
- I do not have school age children / No tengo hijos en edad escolar

8. Is your child comfortable with the amount of academics required of them by their school? *
- ¿Su hijo se siente cómodo con la cantidad de estudios académicos que le exige su escuela?*

Mark only one oval.

- Yes / Sí
- No / No
- I do not have school age children / No tengo hijos en edad escolar

9. Do you and your child feel nurtured by your school? *

¿Usted y su hijo se sienten protegidos por su escuela?

Mark only one oval.

Yes / Sí

No / No

I do not have school age children / No tengo hijos en edad escolar

10. Does your child feel emotionally held at their school? *

¿Su hijo se siente retenido emocionalmente en su escuela?

Mark only one oval.

Yes / Sí

No / No

I do not have school age children / No tengo hijos en edad escolar

11. Does your child have enough outdoor time at their school? *

¿Tiene su hijo suficiente tiempo al aire libre en su escuela?

Mark only one oval.

Yes / Sí

No / No

I do not have school age children / No tengo hijos en edad escolar

12. What do you think is missing from your child's educational experience?

¿Qué cree que falta en la experiencia educativa de su hijo?

13. If unsatisfied with your child's current school, what are you looking for?

Si no está satisfecho con la escuela actual de su hijo, ¿qué está buscando?

Waldorf Education / Educación Waldorf

14. Are you familiar with Waldorf education? *

¿Estás familiarizada con la educación Waldorf?

Mark only one oval.

- Very knowledgeable / Muy bien informada
- Knowledgeable / Experta
- Some knowledge / Algún conocimiento
- Unfamiliar / Desconocida

15. Would you send your child to a private Waldorf school? *

¿Enviarías a tu hijo a una escuela Waldorf privada?

Mark only one oval.

Yes / Sí

No / No

16. Why or why not?

¿Por qué o por qué no?

17. How much annual tuition would you pay for a private Early Childhood Waldorf School? *

¿Cuánta matrícula anual pagarías por una Escuela Waldorf de Primera Infancia privada?

18. How much annual tuition would you pay for a private Grades 1-8 Waldorf School? *

¿Cuánta matrícula anual pagaría por una escuela Waldorf privada de grados 1 a 8?

19. How much annual tuition would you pay for a private 9-12 Waldorf High School? *

¿Cuánta matrícula anual pagaría por una escuela secundaria Waldorf privada de 9 a 12?

20. Would you send your child to a tuition-free public Waldorf Charter school? *

Mark only one oval.

Yes / Sí

No / No

21. Why or why not?

¿Por qué o por qué no?

22. What grades should the charter school serve? *

¿Qué grados debería atender la escuela autónoma?

Mark only one oval.

K-6

K-8

K-12

7-12

Other: _____

23. What grade or grades do you think are most important for a new charter school to serve in its first term (first 5 years)? *

¿Qué grado o grados cree que son los más importantes para que una nueva escuela autónoma funcione en su primer período (primeros 5 años)?

Mark only one oval.

- K-6
- K-8
- K-12
- 7-12

24. Please elaborate on the reason(s) for your choice in the previous question. *

Por favor explique los motivos de su elección en la pregunta anterior.

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Attachment 29

Sun Mountain Community School

Charter School Name

The term "Waldorf" or "Public Waldorf" cannot be used in the school's name at this point. The "Public Waldorf" service mark is licensed from the Alliance for Public Waldorf Education through their membership process, which can start once the new charter school is operational.

El término "Waldorf" o "Public Waldorf" no se puede utilizar en el nombre de la escuela en este momento. La marca de servicio "Public Waldorf" tiene licencia de la Alianza para la Educación Pública Waldorf a través de su proceso de membresía, que puede comenzar una vez que la nueva escuela autónoma esté operativa.

1. Email *

- 2. Please pick your TOP THREE school names in the order of 1st choice, 2nd choice and 3rd choice.

Elija los TRES MEJORES nombres de escuelas en el orden de primera opción, segunda opción y tercera opción.

Check all that apply.

	1st choice	2nd choice	3rd choice
Mountain Sunrise Community School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cottonwood Canopy Community School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santa Fe Foothills Charter School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Desert Community School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sun Mountain Community School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puesta Del Sol Charter School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chamisa Charter School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mountain Meadow Community School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Moon Moon Mountain Mountain Community Community School School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blue Flax Blue Flax Charter Charter School School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This content is neither created nor endorsed by Google.

Google Forms

Attachment 30

Sun Mountain Community School

6 Reasons to Consider a Waldorf Charter School

1. **Equitable pay for teachers and staff.** Despite best intentions, the Santa Fe Waldorf School was not able to increase salaries according to inflation over the years or to match the high cost of living in our city. Quality candidates who did not accept a teaching position because of the limited salary offered, experienced teachers who retired from teaching early for a more lucrative second career with a hope for retirement, and hard-working teachers who had second jobs to cover living expenses were all common occurrences. Being a Waldorf teacher is a demanding job that deserves reasonable compensation. Former Waldorf teachers who teach for the charter school will see a base \$15,000 salary increase. This will do much to increase staff longevity.
2. **More academic guidance and accountability.** As part of the implementation year, the charter school will need to create a detailed scope and sequence for every grade we offer. Teachers have the freedom to stick to it or shift according to what is living in the teachers and what is needed by the students. Yet, we would not need to spend every weekend creating from scratch what we were going to bring to the students that week and every summer creating our own scope and sequence for the next year. There would be a week by week guide with suggested content such as stories, poems, songs, MLB pages, games, and assignments. With that, there will be the core curriculum goals to incorporate into their learning, and presented through the Waldorf method. This relieves teachers from a great deal of prep time and the worry that they might not be covering all the material that they are supposed to be covering.
3. **Funding to meet the needs of all special education students.** As a public school, we are required to meet the needs of all students. This means we would get state funding to hire a special education specialist who would provide teachers with early detection and diagnosis as well as small group and one on one tutoring during school hours. Ideally, we would hire someone who has Extra Lesson Training (or this may be a secondary hire funded by Foundation FundRaising efforts). For parents of special learning needs children, who had to take their child out of Waldorf in order to get the extra help they needed to learn to read, or who had to pay for a tutor on top of tuition, or who wasn't even allowed to come to our school because faculty knew we didn't have the resources to meet their needs, this is a huge offering.
4. **A more diverse student population.** Charter schools use an equitable lottery process to accept students. The only children that have priorities in the lottery are teacher's children, siblings, and military children. Because our outreach plan is spread across the Santa Fe county zip codes, we plan to have students that reflect Santa Fe's demographics of race, household income, and students experiencing homelessness. A public school will also be more diverse in special education learners. Because we can not turn any students away, we will be educating students with disabilities and all ranges of learning differences. If we are not currently equipped to meet any student appropriately, we will have to make adjustments to our campus and/or our staff to do so. We will have a robust special education department.

5. **Oversight and accountability.** The governance requires a very clear layout of who is accountable to whom. Delivery of content, student learning, and administration all have built-in accountability measures; the governance section of the application requires this and Jayita will present on this at our next town hall.
6. **Dedicated revenue stream to maintain the campus.** Being awarded a charter will not make us rich. We will require a high level of careful budgeting, fiscal oversight, and foundational board fund-raising. However, we can depend on the funds granted to us by the state of New Mexico. Ninety percent of our student population had asked for tuition assistance and over 50% of families got it. A public charter would allow all those families, as well as the ones who couldn't even consider a private education to not have to make hard decisions between their finances and the education that they want for their children.

Attachment 31

Sun Mountain Community School



May 22, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for a tuition-free Waldorf Charter School in Santa Fe, New Mexico. I have been working in education for the past 40 years with 33 of those years in Santa Fe. I have seen first-hand the need for charter schools in New Mexico. I am an advocate for innovative and holistic educational approaches, and I believe that Waldorf education offers a unique and invaluable contribution to the diversity and quality of our local educational options.

When I founded Santa Fe School for the Arts & Sciences in 2000, we incorporated elements of Waldorf pedagogy into the curriculum because of its focus on fostering creativity, critical thinking and respect for nature. The way Waldorf education integrates academic, artistic and practical disciplines nurtures the intellectual, emotional and physical development of each child. I have also seen first-hand how supportive Waldorf education can be for newly arrived refugees and immigrants. The way Waldorf schools prepare students for academic success, also gives them the tools they need to become thoughtful, engaged and compassionate members of society. I have always been impressed with the quality of classes offered at Waldorf schools and the attention to detail in handwriting, the arts and hands on projects.

I have also appreciated Waldorf School's emphasis on community involvement and environmental stewardship which can instill a strong sense of social and ecological responsibility in students. By engaging with the broader community and participating in activities that promote sustainability and social justice, students learn the importance of contributing to the well-being of society and the environment.

I recently met with Daniel Wendland, the SFWS Charter Outreach Coordinator, and I was encouraged to hear that Reading Quest may form a future partnership with their new charter school. Reading Quest provides equitable access to quality reading instruction for all students using a science of reading based, engaging program. This kind of structured literacy instruction is helpful for all students, but in particular, is especially effective for students who are struggling with reading and English language learners. Reading Quest has tutored quite a few students who attended our local Waldorf School in past years and our program was quite compatible and successful with Waldorf students; especially those who learn differently and/or have learning disabilities.

It would be a gift to Santa Fe and our students coming from Title 1 schools to attend a Waldorf School. Our schools in Santa Fe are segregated by socio-economic status,

leaving many low-income families feeling they lack alternative options when dissatisfied with their with their neighborhood school. The lottery program for interzone transfers is confusing and the spaces in higher quality schools are quite limited. Private schools rarely, if ever, offer full scholarships and transportation to school must be provided by parents.

For all of these reasons, I support the creation of a Waldorf Charter School in Santa Fe as an educational alternative that will enrich our community. I support the school's mission and vision.

Thank you for considering my perspective. Please feel free to contact me if you have any questions or require further information.

Sincerely,

Rayna Dineen
Executive Director, Reading Quest
www.readingquestcenter.org
readingquestcenter@gmail.com
505-920-9709



PRAISING EARTH

April 2, 2024

New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

We are Timothy McLaughlin and J. Madi Sato McLaughlin, the founding directors of a local educational nonprofit organization called Praising Earth. We are writing in support of the initiative for Santa Fe Waldorf School to become a public charter institution.

We find the values and culture of the Waldorf educational model to be in strong alignment with the mission and purposes of Praising Earth. Our programs are designed to support adults in deepening their conscious relationship to wild nature so as to navigate the ecological realities of our time. This consciousness is incredibly important to foster in youth as well and we have often recommended Santa Fe Waldorf School (SFWS) to our program participants who are parents. If the charter is approved, that recommendation can extend even more widely as the school will serve an economically diverse student body.

Additionally, we ourselves are longtime parents of SFWS; all three of our children received their early childhood/kindergarten education at the wonderful campus in the foothills of the Santa Fe mountains. As a low income family, our biggest obstacle to keeping our children at SFWS was tuition costs. We feel making the Waldorf pedagogical model more universally available to the youth population of Santa Fe would bring untold benefits to the general community.

I, Timothy, served fifteen years in Native education, ten of them here at the Santa Fe Indian School. In my view, the content, methods, style, and spirit of Waldorf education is uniquely suited to the indigenous mind and heart. To welcome students from the surrounding Pueblo villages, whose cultures greatly inform life in our city, would be a mutual blessing for those young people's families and for the Waldorf school community. The same is true for youth from Latino backgrounds who may have previously been unable to manage the financial burden of a private school.

Please accept this letter as our statement of enthusiastic approval of a new public charter Waldorf School for Santa Fe.

Respectfully,


Timothy P. McLaughlin


(Julie) Madi Sato McLaughlin

May 16, 2024

To whom it may concern in re: Waldorf education:

My wife and I decided to enroll our two children, Tony and Sophia, into Waldorf education as soon as they were old enough to attend and we had learned more about it. Both children entered the Santa Fe Waldorf School in nursery/kindergarten school. Our son graduated from the high school in 2011 and our daughter graduated from the 8th grade there in 2009.

We first toured the school in 1994 or 1995 and were impressed by many aspects characteristic of Waldorf education: the emphasis on natural materials, not plastic toys; the use of handwork from knitting to drawing to playing an instrument to engage and help develop the brain; the focus on the outdoors; cooking together; creating their own schoolbooks and so much more. We liked the use of student hands on learning and personal, practical experiments to explore science. There were many opportunities for us as parents to learn more about the underlying principles of Waldorf education and involvement in many student activities. We both learned much about consensus decision-making, how to work with the school faculty and administration on everything from library contents to governance.

The emphasis on imagination and personal development has had a strong impact on both Tony and Sophia. His love for the outdoors, reading, writing and music continues as he has worked as a ski patroller, was certified in wilderness safety, and composing and playing music in three bands. Sophia is an outstanding student at Savannah College of Art and Design majoring in interior design with minors in architectural design, architectural history and sustainability.

In my role on the school's board for about 12 years, I learned the difficulty of recruiting and retaining students and faculty, balancing budgets, increasing development efforts and the need for greater diversity. Having this education available at no cost to the families and with more appropriate and dependable resources to support the faculty and students will be a wonderful opportunity for the whole community to thrive with this slightly alternative and very engaging perspective on students and learning.

I fully support this application to become a charter school and hope it becomes a reality for so many more of our community to understand and benefit from.

David Burling

Dina Jansen <dugjansen@yahoo.com>

Sun, May 19, 2024 at 7:37 AM

To: Jayita Sahni <jsahni@santafewaldorf.org>, Amy Zoe Wilcox-Edrington <zwilcox@santafewaldorf.org>, Daniel Wendland <dwendland@santafewaldorf.org>

We are writing to support a tuition-free Waldorf Charter School for the Santa Fe Community. Our daughter, Deedee Jansen (Class of '21), attended Waldorf only because she received the Renaissance Scholarship, which covered her full tuition. The Waldorf education, which we would have been unable to access without this scholarship, was a game-changer for our daughter.

Our daughter, identified as dyslexic, thrived at Santa Fe Waldorf due to its rigorous academics, beautiful outdoor education program, and many extracurricular activities (she enjoyed working on the literary magazine, participating in the thriving track and field team, being a part of the yearbook staff, and being president of the Student Council.) Ironically, Deedee initially did not want to attend Waldorf but instead wanted to attend a public school. As a "compromise," we stated she would attend SF Waldorf for one year, and after that year, we could revisit the idea of a public school. After one year, she was utterly hooked and saw the benefits of a Waldorf Education.

While at Waldorf, Deedee connected with her instructors and the unique ways they presented the material. She was not a natural artist, but art (visual and performing) was a central part of her education and assisted her in understanding very complex ideas and issues. Last week, our daughter, a junior at Austin College in Sherman, Texas, won a Nelson Award for her artwork. Her education at Waldorf certainly contributed to her desire to take art classes in college.

That said, Deedee is majoring in physics (with minors in math and theater). This year, she has won prestigious university awards in all three fields. Although my daughter has worked hard to achieve excellence in these areas, her Waldorf education played a large role in giving her a solid base on which to build. She had top-notch teachers who taught her to stretch herself, fail forward, advocate for herself, and, most importantly, be interested in the world. It is wonderful that she was given the Renaissance Scholarship as she continues to embody the ideas of being a Renaissance person. Deedee's education at Waldorf did much more than teach her facts; it shaped her to be a future leader. Below is an excerpt that we would like to share from a prompt for a scholarship application that Deedee applied for. Her three years in college have undoubtedly helped shape Deedee's ideas; however, when we

read this statement, we knew that the seeds Waldorf planted were coming to fruition. There, she learned the importance of being balanced and sharing one's learning with the whole community.

"My name is Deedee Jansen, and I am an engineering physics major with a math and theater minor at Austin College. Although Austin College is a small liberal arts school, I have had the opportunity to hold many leadership positions on campus. I am the SPS chapter, the theater honor society president, and the VP of two other clubs. Additionally, I am in charge of the Resident Assistants and a Teaching Assistant for the physics department. Perhaps the most dorky of all, I am the student coordinator for the Improv Troupe. Participating in these many clubs has given me the skills to communicate, think on my feet, and learn how SPS can collaborate with many organizations. I'm passionate about sharing science outside of the lab and showing how wonderful it is with students of other career paths. My chapter of SPS has run events with Greek life, the local Girl Scout chapter, and the Environmental Activism Club on campus, just to name a few. Society of Physics Students shows how science and physics impact every realm of life and, inversely, how every realm of life affects physics. Society of Physics Students allows physics to exit the laboratory and enter people's lives."

Dina Jansen

May 22, 2024

Re: Waldorf Charter School

To whom it may concern,

My children started at Santa Fe Waldorf School when they were three years old. Since the beginning, I was deeply involved in my child's education. During this journey, not only were my children nourished, but my husband and I learned how to be better parents, better people. Waldorf schools around the world welcome and encourage parents to be an integral part of the community. Being a part of an engaged and supportive community, now more than ever, is necessary for our collective well-being.

At Waldorf, the early childhood classrooms were always warm and welcoming places that were a home away from home, a place that allows children to be children and learn through play. Waldorf believes that young children benefit more from direct human interaction and hands-on activities rather than technology and I watched my children's imagination, creativity and physical abilities blossom because of this. Throughout the grades, the curriculum met my children at each stage in their development, encouraging creative thinking and allowing them to develop their capacities at just the right time. Unlike other schools, Waldorf schools allow students to learn at their own pace, recognizing that each child is unique and develops differently. In high school, the teachers encouraged students to observe carefully and think clearly about the world before them. Throughout their time in Waldorf, their music, art and movement classes greatly contributed to their academic success as well as their personal growth. Activities such as group projects, collaborative learning, and school festivals helped them develop strong social bonds and a sense of responsibility towards others. Their community service helped them connect to others and build empathy and understanding. My children spent a considerable time outdoors, learning through nature walks, gardening, and wilderness class trips, which enhanced their appreciation for the environment and made them realize how connected we all are.

When the Santa Fe Waldorf School closed in the summer of 2023, it was a shock to our children and our family. However, I do know that their Waldorf education had prepared them for a moment like this. As teenagers, they are both flexible, capable, resilient and ready to face the world, whatever it throws at them. A Waldorf education helped them become well-rounded individuals who are not only academically proficient but also emotionally and socially capable.

Over the past 14 years I volunteered at Santa Fe Waldorf School as a class parent, Parent Council chair, a member of various committees, a coach, and a Board member. In all these roles, I was keenly aware of the financial struggle many of the families had and the sacrifices they made to be able to offer this education to their children. I was also aware of the school's financial struggles which prevented them from being able to provide necessary support services for the children and competitive salaries for the faculty and staff.

If Santa Fe was to have a tuition-free Waldorf charter school, some of these financial struggles would be alleviated, this unique education would be available to a much more diverse student body that would mirror the diversity of Santa Fe and the surrounding communities. Because different children have different learning needs and styles, a Waldorf charter school would offer an alternative to traditional public education that might better suit some students. And, a Waldorf charter school would align with Public Education Department's mission that aims to ensure that the New Mexico "educational system meets the social, emotional, and academic needs of ALL students."

Sincerely,

Janine Pearson

(Mother of two teenage children, Santa Fe small-business owner and Santa Fe resident for 27+ years)

May 27, 2024

Dear Public Education Commissioners:

I am writing in support of approving a charter for the Sun Mountain Community School. I attended a Waldorf school for pre-kindergarten through 8th grade, and both my children attended the Santa Fe Waldorf School beginning at the age of three until the school closed. There is so much appreciate about my Waldorf education and my children's experience, but some of the things I most value are:

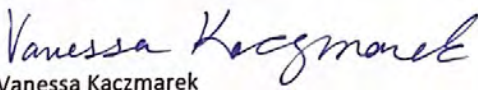
- The school day is structured to support successful learning, for example, by having students move, play music, and recite verses first thing in the morning to wake up and to engage before students are expected to sit and concentrate on lessons and by having the students spend significant portions of the day outside
- The curriculum and its implementation are engaging for students at any level so that no child is bored or feels left behind
- Children are expected to strive to do their best for the sake of doing their best instead of for an external reward like a grade
- Everything is done with beauty, which creates a rich, supportive learning environment

A Waldorf school in Santa Fe is an attraction for the city. If there had not been a Waldorf school in Santa Fe, my parents would not have moved here in the 1990s, and my husband and I would not have moved back in 2012. And, we were not alone. In the years that my daughters attended the Santa Fe Waldorf School, we welcomed many families who had moved Santa Fe in part because of the school. It is an asset that Santa Fe should not lose.

Finally, there should be low/no screen public school options in Santa Fe. Research shows the addictive qualities of portable devices and the rising rates of mental health issues for children ever since the iPhone came on the market, with dramatic increases during the pandemic, during which children spent whole days online (see, for example, *Protecting Our Children Online*, presented to the U.S. Senate Committee on Judiciary on February 14, 2023, by Mitch Prinstein, PhD, ABPP, Chief Science Officer of the American Psychological Association). For families who are aware of the latest studies on children and portable technology and social media, a school with low or no screen time is invaluable, and it should not just be available to families who can afford private school. As research continues to mount showing the negative impact of portability devices, it is important for New Mexico public schools to offer options where computers and portable devices are minimally present in the classrooms.

Thank you for considering the Sun Mountain Community School's application.

Sincerely,


Vanessa Kaczmarek

It is impossible to sum up all of the ways that Waldorf education prepared me for life after high school and nurtured my academic development. When I left the Waldorf world to attend an elite college on the East Coast, I was nervous about whether I would be less prepared than my peers who had spent their high school time taking AP or honors classes rather than playing the violin and drawing elaborate borders for their main lesson books. But I was pleasantly surprised to find that the academic transition felt smooth, almost easy. I got straight A's through college, but more importantly than grades, I felt that I had been more prepared than most to think critically and challenge the status quo. This critical thinking ability, which I credit to my holistic and non-prescriptive Waldorf education, is a difficult thing to describe, but it struck me as an important piece of the way I was set up to engage with topics in college. If I had received an education that was more focused on rote memorization or formulaic paths of thinking, I do not believe I would have gotten as much out of my academics in college. My early Waldorf years have set me up for success in the career world as well -- there is a versatility in this style of education that allows for and encourages students to explore what they are passionate about while still requiring that they leave high school as well-rounded individuals. Thanks to being a Waldorf student, I think of myself as a jack-of-all-trades type of person, able to step confidently into any opportunity that crosses my path. For example, at a single institution over the past two years, I have served as a science teacher, an environmental ethics teacher, a medical liaison, and the head of the maintenance department. These are just a few of the ways that my Waldorf education impacted me, and I feel immensely lucky to have had the privilege of this type of education.

All students, no matter what race, class, or background, deserve an education that is thoughtfully designed, that is focused on critical thinking rather than memorization, and that is taught by teachers who *care*, and my experience has led me to believe that a Waldorf charter would be one of the most effective ways to accomplish those goals. Opening a Waldorf charter school would greatly benefit the community -- students who can think critically grow up to become conscientious and self-aware adults, and the communal benefit of that kind of holistic thinking is immeasurable. A tuition-free charter would promote a diverse learning environment and help students (and the broader communities of Santa Fe and northern NM) connect across lines of race, ethnicity, religion, and socioeconomic class. Having a graduating class of 9 people forced me to create close friendships with people that I wouldn't have talked to at a larger school, which has prepared me to work with and connect with those who are different from me. The impact of those connections within a diverse community of students is difficult to summarize and, especially given the cultural and economic landscape of Northern New Mexico, feels like an invaluable goal to strive towards. I am beyond grateful that my parents were able to afford private Waldorf schooling for me from kindergarten through twelfth grade, and I hope that the opening of a Waldorf charter school can grant that privilege to many other deserving children as well.

Sophie Linett
SFWS Class of 2017

May 15th, 2024

To whom it may concern,

As a former student of Santa Fe Waldorf School, I am writing to express my enthusiastic support for the school's bid to become a charter school. My experience at Santa Fe Waldorf profoundly shaped my upbringing and set me up for success in college and beyond, and I am a strong advocate for the educational approach it offers.

Waldorf education provided me with a holistic learning environment that emphasized not only academic excellence but also creativity, critical thinking, and emotional intelligence. The emphasis on hands-on learning, artistic expression, and interdisciplinary study fostered within me a love for learning and equipped me with the skills necessary to thrive in the college academic and social environment.

The transition to a charter school would unlock numerous benefits for both the school and the community. By securing charter school funding, special education programs and students with individualized education programs would be better supported, ensuring that every student receives the resources and assistance they require. Importantly, increased funding would enable teachers to be better compensated and would put in place a strong administrative structure that would enhance organizational effectiveness at the school.

Private schools are often cost prohibitive, but the transition to a charter school would make Waldorf education more accessible to families from diverse socio-economic backgrounds by reducing the financial barriers to enrollment. This would not only increase the diversity amongst students and staff but also enrich the educational experience through the exchange of perspectives and cultural backgrounds.

As a proud graduate of Santa Fe Waldorf School, I wholeheartedly believe that transitioning to a charter school is a positive step forward for the school and the Santa Fe community it serves. The principles of Waldorf education have shaped me into the person I am today, and I am confident that by becoming a charter school, Santa Fe Waldorf will continue to positively impact the lives of students for many years to come.

Sincerely,

Koray Gates

--

Senior, Colorado College

k_gates@coloradocollege.edu

My Waldorf journey began at the very beginning in Ms. Caroline's Rosebud Preschool in Monterey, California. In my opinion, preschool and kindergarten are the most magical years of Waldorf. I was able to play and explore my interests as a young child. Fairies, gnomes, and nature sprites were all real creatures that were part of my everyday play. I first fell in love with school and learning during these early years. Each day, I couldn't wait to go to school. Today, even in college, I still genuinely love school, and I am not ashamed to share that fact with everyone. I credit my love of learning to Waldorf education, which has truly allowed me to blossom into the person that I am today.

Over the course of my senior year of high school, I spent a lot of time reflecting on my journey through Waldorf. My senior solo at Vallecitos Mountain Ranch was especially meaningful because of all the time I had to sit and reflect in nature. I thought about my childhood and how lucky I was to have one filled with beautiful memories of handwork, festivals, and music. These 24-hour wilderness solos were part of the amazing wilderness program that Santa Fe Waldorf incorporated into the curriculum. The solos allowed students to reflect on their experience in Waldorf as it came to an end. Throughout high school, each grade had the opportunity to experience the outdoors through a unique trip that was directly tied into the curriculum and our development.

During junior year, a wonderful exchange student from Germany joined my class. She brought a fresh, new perspective and fun energy to the school. We became close friends and still talk regularly over WhatsApp. This experience was made possible by the exchange program at the school, which allowed many students to travel and experience other Waldorf schools across the world.

My senior year was one of my favorite years of high school because of the memories we made as a class. We grew closer during our Vallecitos trip at the beginning of the year and at the end of the year on our senior trip to San Diego. We also had lots of fun rehearsing and putting

together our senior play, which was performed at the end of the year. The senior play is an important culmination of the Waldorf theater experience.

If it wasn't for all of my incredible teachers, my wonderful experience in Waldorf would not have been possible. I am so grateful for every teacher who has touched my life through a variety of different classes. Waldorf teachers truly love what they do, and it has greatly influenced me as a student.

I am so incredibly grateful to have spent 16 years of my life in a Waldorf school. There is a magic to this education that I cannot put into words. My hope for the new charter school is that it will allow more students to experience the joy of this education. Waldorf nurtured my interests and allowed me to pursue my passions. I am currently attending Oberlin Conservatory of Music for a degree in vocal performance. I grew up singing in school and fell in love with it. I feel a special connection to my Waldorf roots when I sing, and that is why I chose to pursue this path at Oberlin.

Lily Clark

Santa Fe Waldorf High School Valedictorian '22

To the Santa Fe community,

Greetings! My name is Indie Rain Russell. I am a graduate of Santa Fe Waldorf High School and a lifelong Waldorf student. I am a junior at the University of St Andrews, Scotland, and am currently on a year abroad working as an English teacher in Valladolid, Spain. I can say without a doubt that I would not be here in Europe now, living the university life I am, had it not been for my Waldorf education. Hence, in this letter to the community, I express my support regarding the initiative to found a Waldorf charter school in Santa Fe.

Waldorf education has shaped me into the person I am today. It has prepared me to step out into the world and embrace the challenges as well as the beauty of this great wide world and this crazy adventure called life. Waldorf is more than just an education; it is a way of being, a way of walking through the world, and I would not be where I am today without it. It is an education not only of the brain and mind, but also of the soul, the heart, and the very human being itself.

The intention of any education is to prepare young people to face the world and everything in it, to navigate challenges, to cultivate relationships with the people and the world around them. For me, my Waldorf education achieved just that. It made me ready, upon my graduation from high school to step into the real world as a young adult hungry for life beyond the home, people, and places that shaped me throughout my childhood. I felt ready to leave home, to travel hundreds of thousands of miles away, to a new continent, culture, and way of life. It has of course come with its challenges. But I have been able to navigate them, using so many of the skills I gained from my Waldorf education, and most importantly, have felt confident in my own ability as a person to find my own way in the world. For that, I credit my Waldorf upbringing that extended beyond the classroom to the community I was part of, the parenting style in which I was raised, the classmates and teachers who nurtured my inner growth alongside my parents, seeing me for exactly who I was and believing in me all my life. That is why there is not a day that goes past, either in my university or teaching life, that I am not grateful for my Waldorf education and use some element of it in my daily life.

My love for the Waldorf way of education was nurtured by the very first Waldorf teacher I had, my kindergarten teacher at Westside Waldorf School in Santa Monica, California. As a young five and six-year-old, I thrived on the rhythms and rhymes of the Waldorf early childhood classroom, the magic of stories, puppet shows, and songs that marked the seasonal transitions,

the indoor and outdoor play that cultivated the values of hands, head, and heart that are hallmarks of Waldorf educational instruction.

My love for Waldorf and desire to become a teacher myself was inspired by the next Waldorf teacher I had, Alexander Marchand, the teacher who took my twenty-four-person class from first through eighth grade. Throughout those eight years he was with us as a class teacher, he was like another parental figure, giving us the foundation for how to walk through the world as children transitioning into young adults. Because of all the time we spent together over the years and the small size of the class, he really knew us as people, really saw us for the individuals we were becoming. He nurtured our strengths as individuals and as a class, pushing us to become the best version of ourselves. But he was equally aware of our weaknesses, the areas that that needed more tender care both academically and personally.

He taught us not only academic disciplines but also social interactions so that we would know how to live in community. He prepared us for the rest of our academic careers, but also prepared us to walk through the world as individuals who are part of a society where individuals need to learn how to cooperate with others to connect with those around them.

In a class where there are limited options in terms of choosing friends, you learn to get to know people deeply and find connections that you don't ordinarily see on the surface. You learn to really know the people you are growing up with and love them for exactly who they are, despite the different personalities and initial lack of common interests. In delving deeper into who we really are as people, those childhood friendships cultivated through the singularity of our shared Waldorf upbringing, last a lifetime.

I was inspired watching my teacher guide us through childhood. Young as I was, I was aware even then, of the powerful influence he would have on my life. He truly saw me and really got me as a person. I was incredibly inspired by that and the older I get, the more I want to be the person to others that he was to me.

My Waldorf high school teachers and experiences further cemented my desire to pursue a career in teaching. Waldorf education is cyclical in nature. In grade school you make the initial dive into topics that you explore more deeply in the high school years. It is actually quite rare that students complete the cycle in its entirety. Many schools only go through eighth grade, such as

the Waldorf school I attended in Santa Monica. After grade school my class dispersed, with my classmates attending a wide range of schools, public, private, religious, or otherwise. I even tried a semester away from Waldorf at a Catholic all-girls school but found my way back to Waldorf second semester of my freshman year, because I found that the depth of learning I had grown up with in Waldorf was missing from the school I was then attending. The experience outside of Waldorf really made me that much more appreciative of Steiner's educational model and the way of learning that Waldorf schools promote, which I have since found has really helped me in a European university, where the emphasis of learning is on the 'why' and 'how' not solely the 'what' and 'when.'

I am an avid proponent of Waldorf education but am not immune or blind to its weaknesses. As an alumnus who has stepped out into the world and is pursuing a different path right now but hopes to come back to Waldorf in the capacity of an educator, my time apart and away from Waldorf has allowed me to really recognize the exclusivity of this educational system. Certainly in this country, Waldorf education is primarily accessible to people of a certain socio-economic background who have the money to afford Waldorf private schools. It is a perpetuating cycle in which the people who receive the education are the people who are able to afford it. Waldorf is an educational movement that transcends international boundaries, cultivating ways of thinking and walking through the world that to really succeed need to be accessible to more echelons of society.

Everybody should be able to send their children to Waldorf schools if they so choose it. That is not the case right now, given the nature of it as an expensive private education accessible to only a select portion of the population. If we want more Waldorf graduates walking through the world, sharing their insights, finding their paths in whatever career they so choose, we must make it available to those who would gravitate towards it and pursue it if only given the chance. Hence, I think the initiative to do a charter school which receives funds from the government would make Waldorf education more accessible to more members of the wider community. The decision of the local government and the wider community of Santa Fe to invest time and money into a good education for that next generation will end up benefiting the entire community by preparing the next generation to take their place as the new leaders of tomorrow.

Thank you for your time,

Indie Rain Russell

Jack Dant
3262 Paseo Del Monte
Santa Fe, NM 87501
505 699 2053
dantjack@gmail.com

May 8th, 2024

To Whom It May Concern:

My name is Jack Dant and I am writing to express my support for a Waldorf Charter school in the Santa Fe area. I had firsthand experience as a parent with the Santa Fe Waldorf School and was saddened that it closed as unexpectedly as it did. Fortunately, both of my daughters were able to attend (2nd through 12th grade and Kindergarten-12th grade) and graduate. Each of them experienced an education that was both unique and profound in ways that challenged them at the time and prepared them very well to enter and attend college. The unique Waldorf curriculum nurtured their creativity whilst simultaneously solidifying their academic foundations. Each of them, and I, experienced transformational experiences that incrementally prepared them for the next stages of life. At times it was important to trust in the process as the task at hand seemed to be unexpected, but ultimately each daughter has been quite successful, both while in the Waldorf system, and in their respective subsequent college programs.

One of the greatest challenges as a parent of a Waldorf student was meeting the tuition obligation, though I knew we were getting more than we were paying for. I was lucky to have support from family members to help make the payments, but I often felt that more members of the community would benefit from a Waldorf education, but that the high tuition was prohibitive. A tuition-free Waldorf could build an even more culturally inclusive and supportive community in Santa Fe, with support for special needs, extracurricular activities, and participation in community events being paramount benefits. Additionally, with the reduced burden of creating their own "safety net" the potential to compensate teachers and administration at least a little better would help ensure strong staff retention.

Charter schools have changed the scholastic landscape in Santa Fe tremendously. Growing up here I always hoped for more options, and eventually left the state to pursue my high-school education. Having the chance to send my daughters to the Waldorf School was life changing for all of us, and the benefits have been clear, as the dedication of the teachers and the thoughtfulness of the curriculum have paid dividends. I believe that now is the time to re-open this beautiful opportunity for more members of the community and fully support a Santa Fe Waldorf Charter School.

Sincerely,

Jack Dant

A handwritten signature in black ink that reads "Jack Dant". The signature is written in a cursive, flowing style with a large initial "J" and "D".

To Whom it may concern,

I am writing to express my enthusiastic support for the establishment of a tuition-free Waldorf Charter School in our community. As a former public school teacher in Santa Fe, I have witnessed the diverse needs of our students and believe that a Waldorf education offers invaluable benefits in our current educational landscape.

Waldorf education emphasizes a holistic approach to learning, nurturing the intellectual, emotional, and creative development of every child. I have seen firsthand how this approach fosters a love for learning and cultivates a lifelong passion for knowledge.

A tuition-free Waldorf Charter School would provide equal access to this enriching educational experience for all families, promoting diversity and unity within our community. Additionally, it would offer tailored support services to meet the holistic needs of students, further enhancing their educational journey.

I am confident that the establishment of a Waldorf Charter School in Santa Fe would be a tremendous asset, reflecting our cultural heritage and values while prioritizing the holistic development of our children.

Thank you for considering my support for this initiative. I am ready to assist in any way possible to bring this vision to fruition for the benefit of our community.

Sincerely,

James Yarrow

jamesartyarrow@gmail.com 267 205 3384

May 24, 2024

To whom it may concern:

I attended middle school and high school at the Santa Fe Waldorf School, graduating in 2015. My Waldorf education has had an immensely positive impact on my life through to today—graduating from Whitman College with a bachelor's degree in environmental studies and geology, joining the Peace Corps as an environmental education volunteer, and now working as a geologist for the Forest Service in Eastern Oregon. I truly believe I would not be the same person I am today had I not attended Waldorf. Waldorf taught me how to be curious and it made me unafraid to try new and difficult things. Being challenged to create main lesson books, to carve wooden stools, to sew dolls, to read *Faust* or *Walden*, to write poetry, to play the saxophone, to backpack in the desert wilderness, and to complete a senior project, exposed me to so many different ways of thinking and moving in this world, which are invaluable to my life today. Because of the vast amount of subjects I was exposed to during my time at Waldorf as well as the hands-on learning approach, I grew to love learning and have always leaned into interdisciplinary subjects. I still turn to the skills I gained in writing my own textbooks (main lesson books) to write reports for work; I think back to lessons in history and literature that help me understand our current state of the world; I use the wilderness skills I gained on camping trips during my weekends in the Blue Mountains, and I use the sewing lessons I had to mend my own clothes. The greatest skills Waldorf taught me that I use every day in my job and my life are critical and creative thinking, communication, problem solving, concise and thorough writing, and how to be curious and open minded.

I think every child should have the opportunity to learn and grow through a Waldorf education. I had the great privilege of attending Waldorf because I had parents who worked immensely hard to obtain the resources to send me to the private Waldorf School. I am incredibly supportive of a Waldorf charter school because I believe all demographics should be able to have the same fantastic education as I was able to receive. I also believe that adding more diversity into the school would add even more depth to the Waldorf philosophy because Waldorf fosters and encourages learning from the lived experiences of your peers as part of its greater education system.

I hope that more children in Santa Fe can gain the many unique and critical skills that my Waldorf education gave to me.

Sincerely,

Keifer Nace

keifer.nace@gmail.com
505-690-0227

Tim & Keri Goorley

2628 Via Berrenda
Santa Fe, NM 87505
(505) 310-5381
kerigoorley@gmail.com

19th May 2024

To Whom it May Concern,

We are writing this letter in support of the Waldorf Charter Public School Initiative. All three of our children have experienced education at the former Santa Fe Waldorf School, each attending for at least 6 years, with our eldest attending grades 2-12 there.

The Waldorf education they received focused on many very beneficial elements we believe are not found in traditional public schools. A Waldorf education is taught from a perspective of the whole individual and integrated child mental development and teaching methods appropriate to each developmental cycle. These principles and approaches were routinely discussed in the parent teacher conferences, and they greatly helped us understand the individual needs of our three different children.

We applaud the Waldorf for instilling an appreciation of exploration, thinking and learning, independence, community support, esteem for cultural diversity, engagement with art and music, respect for different opinions, and an admiration for nature (including multi-day camping trips, frequently out-of-state). There were also greater Mountain West multi-school events in the 5th and 6th grade, which also allowed the Santa Fe students to feel as part of a greater (nation-wide) community that held similar values. While not all of these core beliefs may be espoused in a public school setting, we do believe an opportunity for education grounded in Waldorf academics and social values is appropriate for our community.

The strong Waldorf foundation helped prepare our eldest (who has now graduated from the University of Utah and is a full time Physical Therapy Assistant) several life skills: persistence, thoughtfulness, kindness, fairness and curiosity. Our middle child attended pre-K through 8th grade. Changing schools for high school was challenging, but her strong Waldorf educational background allowed her to flourish both socially and academically. Her current teachers comment how obvious her love of learning is. She always has strong participation in class discussions and consistently exhibits a curiosity and desire to learn and understand more.

Many of the Waldorf values are shared by greater Santa Fe (the city different), as evidenced by our progressive laws: One of the first and highest minimum wages (respecting our commitment to a living wage), honoring the diversity of our cultures thru our many markets and festivals, respecting personal freedoms and self identity. Our community needs more schools that are able and willing to teach and pass down these valuable social lessons that create well rounded individuals. A Waldorf Charter school would provide this ability.

Many families in our community desired a Waldorf education but simply could not afford to send their children to the Santa Fe Waldorf School. A Waldorf charter school would allow this wonderful educational opportunity to be accessible to all families regardless of financial status.

We also understand, through conversations with the Waldorf teachers over the years, that they teach at the Waldorf because they strongly believe in those principles, even at the expense of receiving a salary less than the average Santa Fe public school teacher. Being able to respect the people who are such a large part of our children's lives by increasing their salary (via the support offered by a Charter school) would give the teachers the respect they deserve.

In closing, a Waldorf charter school would be an immense and necessary addition to the current public school choices available in Santa Fe. We are extremely grateful for the Waldorf education our three children received and are in strong support of this initiative.

Sincerely,

Handwritten signatures of Tim and Keri Goorley in cursive script.

Tim & Keri Goorley

TO: Waldorf Charter Application Committee
FROM: Adam Clark
DATE: May 24, 2024
RE: Support for Public Waldorf Based Charter School

I am writing to express my support for a public Waldorf Charter School in Santa Fe, NM.

Waldorf Education is a unique approach to teaching and learning that encourages critical thinking, creativity and consensus building. It teaches the whole child through a hands, heart and head method that meets the child where they are and creates opportunities for the child to learn from daily verses, singing, creative movement and play, as well as love of being outdoors. Outdoor education and class camping trips is an important part of Waldorf life. Waldorf education encourages imagination, where children develop lifelong love for learning. This is evident in my daughter, Lily Clark, a Waldorf graduate. Lily is now at Oberlin College and Conservatory studying vocal performance.

Through Lily's Waldorf Education journey, she was encouraged to follow her creative path while creating her own main lesson books based upon the main lesson in the class. No color in the lines for Waldorf! Waldorf is all about creating and encouraging each child's vision and individual expression. Waldorf life incorporates critical thinking and problem solving in small groups and encourages consensus building and understanding of the lessons from different perspectives. Waldorf Education creates well rounded young adults that love to learn because they were taught that learning is fun. Waldorf is all about rhythm, enjoying the seasonal changes, community festivals that welcome these changes and encourage the coming together of the entire school community to celebrate as an extended family.

Through a public charter school, this amazing curriculum would be available to all in the community, creating a diverse student population and an extended community of life long learners. The public aspect would open the doors to students and families to the beauty of leaning and life and the celebrations throughout the calendar year. Waldorf celebrates the individual. It is much more than grades. It celebrates being a human being and learning from a variety of different cultures and viewpoints. It makes children want to come to school because learning is full of joy and creativity. The public aspect will create solid accountability for the entire school community and bring more qualified teachers to the school community. In a charter school setting, more student services will be available to assist learners that need additional support. It will open the Waldorf teaching to all that are wanting to apply and that love of learning will carry through the broader community.

2024.05.04

To Have an Accessible Waldorf Curriculum in Santa Fe

My education at the Santa Fe Waldorf School prepared me for life by giving me a well-rounded childhood. Santa Fe Waldorf nourished my mind, body, and soul through their unique curriculum, familiarizing me with music, movement, sculpture, design, and nature at a young age. I found my strength through their athletic programs, which paved my way to Pratt Institute. There, I played volleyball as the captain and MVP for four years while the woodworking, hand working, sculpting, and color theory I had been taught helped me graduate from Pratt summa cum laude with a Bachelor of Industrial Design. Reflecting on my elementary and secondary education, it's hard to pinpoint all the ways it's formed my brain and path today, but I feel particularly grateful for the variety within the Waldorf education. Due to this, as an adult, I am an accomplished designer, athlete, and cellist.

Santa Fe Waldorf's largest pitfall was that it was inaccessible. As a private school, its tuition was too high for most, and my professors were underpaid. Its model was unsustainable yet their curriculum was the richest I could've gotten. I dream of Waldorf's curriculum extending beyond private walls and a charter-modeled Waldorf in Santa Fe could do that. An accessible Waldorf school, able to host a socially and culturally diverse student-teacher body is what I wanted when I was in school and is what I want now for the youth in Santa Fe.

Sincerely,
Rose Moon

A handwritten signature in black ink, appearing to read 'Rose Moon', with a stylized flourish at the end.

To Whom It May Concern,

My name is Alex Kravitz and I attended Waldorf from first grade up through twelfth grade. My entire childhood was essentially shaped by Waldorf and I am very grateful for it. As a creative person, this type of education really helped teach me how to look at problems from different angles. It also encouraged me to be self motivated and to problem solve on my own. In elementary school one of our assignments was to draw complicated celtic knots for borders in our main lesson books. I've found years later that this exercise in attention to detail serves me greatly in my job as a fashion designer. I think the part of Waldorf education that envelops the student in a subject by not just learning about a historical event, but also drawing a prominent figure from that time period, or weaving a basket by hand that is derived from ancient civilization has given me the attitude to approach new things in my life in a more involved manner.

I feel that a tuition free charter school would be a really wonderful opportunity for young people to be able to benefit from a Waldorf education and use the skills that they learn to develop themselves into a more wholesome and well rounded human.

Best,

Alex Kravitz

Sean Duncan
4384 Dia Nublado
Santa Fe, NM 87507

Dear Public Education Commission and Charter Schools Division,

This letter is meant to serve as a letter of support for Daniel Wendland, a co-founder of the proposed Waldorf Charter School in Santa Fe New Mexico.

For the last several months I have had the opportunity to work with Daniel at THRIVE Community School, where I served as his director supervisor. During this time he demonstrated the mindsets and actions of someone who has what it takes to ensure students have an excellent opportunity to learn and grow. As a charter school leader and co-founder, I uniquely know what it takes to start a school and I have seen first hand Daniel's commitment to students, families, and his team. I am a strong supported of public education choice for families, and as the members of the Public Education Commission weigh the merits of the charter application, I want to offer my support because of the confidence I have in Mr. Daniel Wendland and his commitment to ensure students have access to a high quality public education.

If you have any additional questions I can be contacted at seanduncan@thriveschoolsf.org or 505-303-6307.

Sincerely,

A handwritten signature in cursive script that reads "Sean Duncan". The signature is written in black ink and is positioned above the printed name.

Sean Duncan, SSP