

Educational Objectives

- 1) To implement a differentiated curriculum predicated on the cognitive, emotional and social development of the whole child.
- 2) To develop self-awareness as well as consciousness of group needs and social issues.
- 3) To develop a desire and ability to take responsibility for individual education.
- 4) To create an open atmosphere where staff, parents, and children can find personal growth and joy in learning.
- 5) To assure competence in basic skills and to encourage excellence.
- 6) To encourage physical exercise and play, and to introduce children to athletic skills, healthy lifestyle choices and the discipline of cooperation.
- 7) To encourage reverence for the natural world and stewardship for the environment.
- 8) To offer a curriculum rich in the arts, culture, and sciences.
- 9) To create an environment which stimulates spontaneous and creative expression.
- 10) To extend the school to utilize the community resources through field trips, exchanges, and visitors.
- 11) To develop a sense of community among parents, staff, and children.
- 12) To create an environment where teachers are real people and are treated as such, so that they can become effective educational role models for intellectual inspiration.
- 13) To actively involve parents in determining the school's philosophy and policies, as well as participating in the education of their children, and in all school activities.
- 14) To create an organization which profits from both continuity and innovation.

Instructional Approach

We, at The Schoolhouse, strive for the clarity of concept presentation and the careful selection of materials to appropriate developmental cognitive processes. To this we add attention to individual pacing, learning styles and flexibility in the multi-level complexity of group work. The highest principal is to convey honest involvement in the learning process and the attitude that mistakes are markers to future understanding. The teacher's role as designer of and guide to the freedom of action is continually entrusted and reinvested in the children. Responsibility for learning and freedom of action is continually entrusted and reinvested in the children.

Planning Organization

Planning/Organization - Alpha

- Plans daily academic work with guidelines given by teacher
- Chooses O and C/R materials with teacher's support
- Focuses on task
- Makes transition between tasks with teacher
- Chooses best weekly work
- Plans academic class-time with prompting
- Chooses short courses

Planning/Organization - Tau

- Writes and reflects on daily work plan

- Completes plans independently
- Asks for teacher assistance when needed
- Works independently with peers
- Chooses materials from multiple suggestions
- Chooses materials independently
- Plans to attend classes on academic skills on request
- Completes tasks
- Makes transition between tasks independently
- Keeps and organizes work

Planning/Organization - Omega

- Schedules and plans weekly work including classes from teacher's schedule
- Keeps and organizes work by topic
- Makes independent material and process choices within guidance categories
- Assists younger children to follow through on all-school events

Planning/organization - Sage

- Plans and schedules work according to deadlines
- Completes multiple tasks on long term projects
- Attends regularly scheduled academic classes
- Determines and gathers appropriate materials to complete independent tasks
- Plans trips
- Participates in planning and organizing all-school events

Language Arts

Language Arts – Alpha Writing

- Dictates stories
- Copies dictation
- Illustrates writing
- Begins writing phonetic writing
- Learns penmanship

Spelling-Grammar

- Constructs CVC words
- Spells very short sight words
- Orally identifies actor/action
- Understands and writes CVCE words

Language Arts – Tau Writing

- Writes several phonetic sentences
- Illustrates stories
- Begins fiction and non-fiction writing

- Begins simple story structure
- Begins writing simple friendly letters, poems, titles
- Sustains a writing project over several days
- Contributes written work to class projects
- Begins to self-correct writing for upper and lower case, simple punctuation and spelling
- Rewrites final drafts
- Begins to add detail in sentences

Spelling-Grammar

- Spells CVC and CVCE words
- Spells word families
- Auditorily identifies actor, action, object
- Constructs 4-5 letter words with blends, digraphs
- Spells second drafting words
- Spells common sight words
- Spells multi-syllable words
- Constructs compound words
- Uses periods, question marks, serial commas, exclamation marks
- Graphically identifies noun, verb, adjective
- Alphabetizes lists of words
- Begins use of dictionary

Language Arts – Omega

Writing

- Prepares first, second, and third drafts of work
- Self-corrects sentence punctuation, possessives, contractions, proper nouns, spelling,
- sight words, conversation
- Begins peer editing
- Uses story structure of plot, conflict, and resolution, character and setting development to
- plan writing
- Begins using dialogue to advance story line
- Writes short story
- Adds sufficient detail to convey complete images
- Begins to understand voice and audience
- Writes friendly letters
- Sequences non-fiction information into paragraphs
- Organizes paragraphs into logical sequences
- Begins using transition words and sentences to link paragraphs
- Explores writing for a variety of purposes
- Learns cursive
- Begins word processing

Spelling-Grammar

- Spells irregular words, multi-syllable words, word families
- Spells contractions
- Uses quotation marks, comma, exclamation marks and apostrophes
- Analyzes sentences: noun, pronoun, adjective, verb, adverb, conjunction
- Builds spelling knowledge through individualized program
- Uses dictionary and thesaurus

Language Arts – Sage

Writing

- Understands paragraph structure and transitions
- Writes dialogue
- Understands and incorporates point of view
- Develops interviewing skills
- Explores and analyzes various genres
- Writes daily in journals
- Explores different styles and voice through writing
- Word processes

Spelling-Grammar

- Studies words, roots, and transformation
- Analyzes sentence structure: subject, predicate, object
- Self corrects spelling and word usage

Reading

Reading – Alpha

- Reads chosen key words and simple sight words
- Matches word and picture materials
- Reads phonetic primers set 1 (short vowels)
- Reads single and double initial consonants, short vowels, single and double final consonants and begins long vowels
- Begins reading multi-syllable and compound words

Reading – Tau

- Reads own writing
- Reads phonetic primers set 1 for speed
- Reads word families for visual identification
- Uses phonetic primers sets 2 to 5 (triple blends, diphthongs, double vowels, soft c and g)
- Self selects trade books with teacher assistance
- Reads independently for short periods of time
- Begins simple chapter books
- Reads and comprehends simple written directions
- Participates in activities that demonstrate comprehension

Reading – Omega

- Reads beginning chapter books

- Reads orally for expression
- Reads silently for speed, comprehension and stamina
- Becomes an independent reader
- Writes book reports and projects
- Participates in small group literacy discussions
- Begins reading in content areas for information
- Learns and applies strategies for comprehending fiction and non fiction texts
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Reading – Sage

- Explores a greater variety of styles to diversify reading interest
- Participates in and leads small group literacy discussions
- Completes weekly or monthly book projects and reports
- Reads aloud to younger students
- Reads extensively in content areas for information
- Make connections to own life

Literature

Literature – Alpha

- Identify orally main character, setting and anticipate outcome
- Sufficient attention span and listening skills
- Keep events in proper sequence through retelling
- Infer story from pictures
- Begin to show interest in printed materials

Literature – Tau

- Introduction to types of literature (biography, autobiography, fiction, non-fiction, poetry) Remember story line over the course of a lengthy book
- Makes inferences about characters
- Expresses opinions about likes and dislikes of stories

Literature – Omega

- Understands main character, plot, setting and time development
- Exposure through literature to problems faced by various cultures
- Begins to recognize main themes in stories
- Differentiates fact/fantasy, fiction/non-fiction, biography/autobiography
- Begins to analyze author's style
- Begins to read a variety of genres

Literature – Sage

- Introduced to techniques: flashbacks, foreshadowing, etc.
- Expands awareness of mood expressed through language
- Questions underlying values of author's viewpoint
- Analyzes nonfiction text structures

Mathematics – Alpha

- Recognizes patterns visually, auditorily and by touch
- Copies and continues patterns
- Produces patterns independently
- Demonstrates 1 to 1 correspondence
- Number concepts 1-20
- Addition and subtraction (concrete)
- Concepts: equal/not equal (concrete), more than/less than
- Ordinal number words
- Odd/even numbers
- Counting to 100
- Concept of set
- Static addition and subtraction (sets)
- Place value to hundreds
- Begins dynamic addition (regrouping)
- Shows reasoning when problem solving

Mathematics – Tau

- Counting by 10's, 2's and 5's
- Dynamic addition and subtraction (concrete)
- Place value to thousands (sets)
- Begins simple multiplication and division (sets)
- Simple fractions (concrete)
- Money, time
- Linear measurement
- Recognizes simple geometric figures
- Reads and creates simple graphs
- Writes and solves beginning story problems
- Recognizes and continues numerical patterns
- Begins using appropriate mathematical vocabulary to convey ideas

Mathematics – Omega

- Numerical and abstract patterning
- Use appropriate mathematical vocabulary to convey ideas orally and in writing
- Properties of bases and place value
- Memories math facts for all operations
- Multiples of numbers, factoring, fractions
- Multi-digit dynamic computation in addition/subtraction
- Single/double dynamic computation in multiplication/division
- Reads large numbers
- Math applications in word problems, money, geometry
- Writes math problems for others
- Explores use of calculator
- Reads and creates complex graphs
- Operations in algebra with 1 unknown
- Geometry vocabulary, geometric construction
- Explores square and cube concepts and numbers

Mathematics – Sage

- Averages
- Fractions: equivalent, common, mixed number, reducing to lowest terms, addition, subtraction, multiplication, and division
- Multi-digit dynamic multiplication, and division
- Uses patterns to explore algebraic concepts
- Percent
- Decimals: decimal point in money, writing tenths to thousandths, decimals to fractions, math with decimals in all operations
- Algebraic equations and word problems: using letters for numbers, variable, logic
- Problems
- Creates graphs (bar, line, circle and coordinate)
- Geometry: area of squares, circles, angles, line, symmetry, and similar and congruent shapes (area, volume, circumference, perimeter); 2D and 3D and linear measurements
- Powers of 1,2,3,4,5, understand and write expanded notation and show number to four places
- Uses appropriate mathematical vocabulary to convey conceptual understanding

Natural Sciences

Natural Sciences – Alpha

- Group exploration and instruction
- Individual detailed study within thematic content area
- Introduction to the states of matter
- Introduction to the basic concepts of planets and animals including life cycles
- Introduction to the interrelationships of living and nonliving matter
- Introduction to weather
- Introduction to the human body
- Introduction to energy, forces, and motion

Natural Sciences – Tau

- Compares prior knowledge to new experiences
- Begins to recognize and understand cycles in nature
- Begins to see cause and effect relationships
- Generates questions
- Introduced to hypothesizing
- Notes comparison through observation
- Engages in active inquiry

Natural Sciences – Omega

- Exploration of the various states of matter and their interrelationships
- Study of the classifications of the natural world
- Introduction to concept of organic and inorganic matter
- Introduction to basic concepts of physical sciences (chemistry, physics, geology)

and

- relationship to the natural world
- Expansion of scientific vocabulary
- Introduction to models and scale

Natural Sciences – Sage

- Studies lives of scientists and differences in scientific theory
- Uses observation, investigation, prediction, experimentation, and recording of data
- Uses microscope
- Estimates and draws conclusions
- Gathers information from a variety of sources
- Tests solutions
- Applies strategies
- Introduced to the theory of evolution
- Understands models and scale

Visual Arts

Visual Arts – Alphas

- Introduction to various media and the care and proper use of tools and materials
- Color mixing, blending and shading
- Scissors and fine motor control

Visual Arts – Tau

- Beginning use of geometric shapes and design
- Introduction to complex scissor work
- Exploration of combinations of materials
- Beginning critique for content and quality individually and in a group
- Introduction to perspective

Visual Arts – Omega

- Continued refinement of technique
- Use of materials requiring greater responsibility and control
- Increased input into planning group projects
- Independent execution of work
- Introduction to critique of work

Visual Arts – Sage

- Introduction to art history and artists
- Different media and tools
- Independent access to materials
- Independent planning and execution of projects

Music

Music – Alpha

- Participate in group activities with interest and enthusiasm
- Understand concepts of dynamics and tempo
- Explore instruments independently
- Learn new songs and physical activities
- Identify instruments

Music – Tau

- Understand key musical terms
- Recognize basic concepts of notation
- Research music related topics
- Active participation in movement and singing exercises
- Develop basic ease with keyboard and bells
- Understand key concepts of sounds

Music – Omega

- Demonstrate ability with instruments
- Read and write basic components of music notation
- Initiate and lead group activities in music
- Advanced research of music related topics
- Identify and describe key musical concepts and terms
- Develop sense of world music styles

Music – Sage

- Develop ability with instruments and voice
- Share appreciation for music together
- Explore composition through listening, writing, and performing
- Advanced exercises in notation
- Enhance understanding and familiarity with musical styles and forms
- Study the work of composers
- Build a strong vocabulary of music terminology