

8-10 yo - 3-5 grade curriculum

(If they are on the cusp, they will be placed based on their emotional and intellectual maturity)

"Leaving oneness to become an individual." 8-9

"Waking up and stepping out." 9-10

"The age of reason dawns as the sense of self grows stronger." 10-11

The child becomes more self-aware, and there can be a new sense of distance from the joys of early childhood. There might be questions about many things, some of them quite profound. The curriculum is meant to reassure, nurture, and help the child move ahead with confidence through this significant threshold.



Just as the children begin to size up those around them, students have a chance to apply the skill of measurement constructively in math. The major themes for language arts study are the stories of the ancient Hebrew stories and legends, which offer a picture of joyful life in the Garden of Eden, the eventual expulsion from paradise, and the human being's work, transforming the earth's gifts into food, shelter, and clothing. These stories tell of a people who wandered in search of a place to call their own, and speak to the child in an unconscious, deep way: *"Others have done this before me; I am not alone in this experience."*

They are introduced to the Norse gods & goddesses, a pantheon whose fiery passion, wily cleverness, & shining self-sacrifice mirrors their own. The children encounter epic struggles between opposite forces, extremes in conflicts, and a wealth of humor and wisdom. The stories speak particularly well to them as they pass out of early childhood into the middle childhood that is often as conflicted as the weather of the northern lands. This is indeed a year of extremes, from a creation story born of ice and fire to the comparison of a mouse and a cow. The children are asked to travel between these extremes & find the balancing points in each subject. In math, the children review the 4 processes (x, +, -, division), arithmetic facts and measurement, fractions. From musical notation, instrumental music, and singing in rounds to

learning to make braided and knotted patterns in their form drawings, beauty and artistry continue to engage the student as they learn through work and play.



MAIN THEME:

The whole curriculum across the board is about Truth, Beauty and Goodness. Throughout the whole year, there will be **4 Immersive Weeks in History, in Literature, in Science and in Math**. Each week will end in an **evaluation**. This can be done either via a test, an essay, a presentation, or a project. They will have a mix of group classes and independent work, interactive time and focused time, academics and practical arts, in breath and out breath.

HISTORY: Biblical stories as part of ancient history

American Indian tales/fables. Local history through geography. Why the early settlers chose your particular geographic area to live in and how they developed the natural resources there.

LITERATURE: Old Testament. *Son of Cain* and *Journey to the Promised Land* by Jakob Streit. Poetry. Norse Sagas. Child appreciates the inner beauty of a poem.

ENGLISH/GRAMMAR: Structure of a sentence. Doing words (verbs). Name words (noun). Color words (adjectives). Punctuation. Dictation. Simple sentences and paragraphs. Write simple descriptions of what the child has seen, heard, read. Plays and speech work.

Spelling: 10 words/week + grammar rules. Introducing the use of the Dictionary. Letter writing. Compositions with emphasis on story. Oral book reports.

LANGUAGES: Spanish/French? (we are still deciding) Counting, Name of Animals, Family members, part of the body, food. Seasons, Colors, months of the year. First dictations.

GEOGRAPHY: Practical studies - Housebuilding, farming, clothing. Make children aware of their own geography, home area. Map making: classroom, route to school, county, state, region.

SCIENCES: Cave dwellers, nomads, tent dwellers, cliff dwellers, lake dwellers, to our modern homes. Soil, farm life, grains, root, leaf and stem vegetables. Cycles of the year. Practical work in class garden. Zoology: Humans/animals. Threefold of humankind. Head, trunk and limb animals. Descriptive study of animals and relationship to human beings.

MATH: Whole numbers, times tables, number patterns, measurement, carrying/borrowing, prime numbers, word problems, averages, long division, factoring. Attention is placed on FEELING.

DRAWING: form drawing, stick crayons, introduce pencils, geometric drawing (freehand), form drawing, interlocking (Nordic) forms, introduce ink pens.

PAINTING: Paint from main lesson work. Interaction of color is important. Put the form first, then pour light over it. Painting becomes more expressive and defined.

HANDIWORK: Crochet work: simple stitch for pot holder, mats... purses, animals. Pincushions and handwork bags.

WOODWORK: Forest walks with stories about trees/forests + Plant ID throughout the seasons. Housebuilding, small structure. Build a small brick wall using a variety of brick joints.

MODELING: Beeswax: scenes from main lesson work. Clay modeling: animals, geometric shapes. Work from a whole lump of clay.

MUSIC: Tonality through octave in song and recorder. Music notation. Instrumental music. Begin Chorus and orchestra: time values, harmony, major and minor third, rounds and canons, read music from notation.

PE: Running, jumping, throwing games. Square and folk dances.

NOTES:

3rd: Transition from play to work is undertaken. The age of dream is passing.

4th: Child becomes more inward and independent. Heartbeat slows to a 4:1 ratio with breathing, which is the same as adults.

5th: The child's self-consciousness becomes stronger. At this age the child is in harmony with him/herself and in their surroundings!