



Shade Canyon

A WALDORF-INSPIRED SCHOOL

CHARTER PETITION

FOR A FIVE-YEAR TERM

JULY 1, 2022 THROUGH JUNE 30, 2027

Respectfully Submitted to the
Kelseyville Unified School District
May 21, 2021

Lead Petitioners:
Morgan Chinnock, M.F.A.
Co-Founder

Savannah Mitchell
Co-Founder

PO Box 627, Kelseyville, CA 95451
Telephone: (707) 320-2409
Email: inspired@shadecanyon.org

TABLE OF CONTENTS

OVERVIEW.....	5
FOUNDING TEAM	8
External Partners	11
Interested Teachers, Advisors, and Community Support	13
AFFIRMATIONS AND DECLARATION.....	14
ELEMENT A: THE EDUCATIONAL PROGRAM	20
VISION, MISSION, GUIDING PRINCIPLES, AND GOALS	20
Vision	20
Mission	21
Guiding Principles	22
How Shade Canyon Will Serve the Intent of the Charter Schools Act as well as the District's Mission, Vision and Strategic Goals	23
STUDENTS SHADE CANYON SCHOOL WILL EDUCATE – COMMUNITY INTEREST	25
Target Student Population	25
Relevant Characteristics and Unmet Educational Needs of the Community.....	26
Socio-economic Disadvantage in Lake County.....	32
Outreach and Input from Parents/Guardians and Community Members	39
Distance Learning Contingency Plans	45
SHADE CANYON WILL PREPARE STUDENTS TO BE EDUCATED CITIZENS IN THE 21ST CENTURY... 	47
Thinking	47
Feeling.....	47
Will.....	48
HOW LEARNING BEST OCCURS	49
Multiple Intelligences	50
SHADE CANYON WILL ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS	56
Self-Motivated Learners	56
Competent Learners.....	56
Lifelong Learners	56
CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES	57
SHADE CANYON'S FRAMEWORK FOR INSTRUCTIONAL DESIGN	57
IS ALIGNED WITH OUR TARGET POPULATION.....	57
State Standards	57
A Waldorf Education	58
The Shade Canyon Classroom Community.....	61
TEACHING METHODOLOGIES	66
CURRICULUM AND INSTRUCTION	68
OVERVIEW OF TRANSITIONAL KINDERGARTEN.....	72
OVERVIEW OF KINDERGARTEN	72
OVERVIEW OF GRADES 1-8	74
First Grade.....	75

Second Grade	76
Third Grade	76
Fourth Grade	77
Fifth Grade	77
Sixth Grade.....	78
Seventh Grade	79
Eighth Grade	79
Textbooks and Other Instructional Resources	80
TEACHER CAPACITY: RECRUITMENT AND PROFESSIONAL DEVELOPMENT	81
Teacher Recruitment and Retention	81
Professional Development.....	82
INSTRUCTIONAL MINUTES AND CALENDAR.....	84
MEETING THE NEEDS OF ALL STUDENTS	86
Students with Special Needs	87
English Learners	98
Gifted and Talented Students and Students Achieving Above Grade Level.....	105
Identification of Gifted Students	106
Strategies to Support Gifted Students	106
Students Achieving Below Grade Level.....	108
Socio-economically Disadvantaged/Low Income (SED) Students	109
Students in Other Subgroups	110
“A TYPICAL DAY”	111
ELEMENT B: MEASURABLE STUDENT OUTCOMES	116
ELEMENT C: METHODS FOR MEASURING STUDENT OUTCOMES	130
ELEMENT D: GOVERNANCE STRUCTURE	137
Non-profit Public Benefit Corporation	137
Governance Structure: Major Roles and Responsibilities	137
Board of Directors Composition and Member Selection.....	140
Governance Procedures and Operations	141
Parent/Guardian Involvement.....	143
Parent Community Council.....	143
ELEMENT E: EMPLOYEE QUALIFICATIONS.....	145
Instructional Staff.....	148
Non-Instructional Staff.....	149
Non-Certificated Instructional	151
ELEMENT F: HEALTH AND SAFETY PROCEDURES	153
ELEMENT G: STUDENT POPULATION BALANCE.....	160
ELEMENT H: ADMISSION POLICIES AND PROCEDURES	162

<u>ELEMENT I: FINANCIAL AUDITS.....</u>	<u>168</u>
<u>ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES</u>	<u>170</u>
Discipline Policy.....	170
Suspension and Expulsion Policy	172
Procedures:.....	174
Grounds for Suspension and Expulsion of Students	174
Suspension Procedure	182
Expulsion Procedures.....	184
Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities	189
<u>ELEMENT K: RETIREMENT PROGRAMS</u>	<u>193</u>
<u>ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u>	<u>194</u>
<u>ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS</u>	<u>195</u>
<u>ELEMENT N: DISPUTE RESOLUTION</u>	<u>196</u>
<u>ELEMENT O: CHARTER SCHOOL CLOSURE</u>	<u>198</u>
<u>ADDITIONAL PROVISIONS</u>	<u>201</u>
Facilities	201
Administrative Services.....	201
Potential Civil Liability Effects	201
Financial Planning, Reporting, and Accountability	202
Insurance	203
<u>APPENDIX A: WALDORF AND STATE STANDARDS ALIGNMENT RECOMMENDATIONS FROM ALLIANCE FOR PUBLIC WALDORF EDUCATION</u>	
<u>APPENDIX B: SHADE CANYON CHARTER PETITION BUDGET</u>	
<u>APPENDIX C: INTERESTED TEACHER SIGNATURES, RESUMES, AND CREDENTIALS</u>	
<u>APPENDIX D: CERTIFICATION OF COMPLETE CHARTER PETITION</u>	
<u>APPENDIX E: ARTICLES OF INCORPORATION, BY-LAWS, AND CONFLICT OF INTEREST CODE</u>	
<u>APPENDIX F: SUPPORTING PARENT SIGNATURES AND ADVISOR LETTERS OF SUPPORT</u>	

OVERVIEW

Shade Canyon School, a Waldorf-Inspired Charter (“Shade Canyon” or the “Charter School”) hereby respectfully submits this new charter petition to Kelseyville Unified School District (“KVUSD,” or the “District”). The term of the charter will be a five-year period, beginning on July 1st, 2022 and ending on June 30th, 2027.

In its opening year, Shade Canyon School will serve students in grades TK-3 in Kelseyville, adding one grade per year until it is a full TK-8 program. The Charter School will use a curriculum aligned to the State Standards (including Common Core State Standards, Next Generation State Standards, English Language Development (“ELD”) Standards, History-Social Science Framework, and all other applicable state content standards and frameworks (hereinafter “State Standards”)) inspired by Waldorf education. With a program designed to address the whole child, Shade Canyon seeks to honor the unique spark of each student and nurture them as they unfold to their full potential. We are committed to working with the District to fulfill its mission and strategic goals.

Shade Canyon will offer a time-tested education model that is currently unavailable in Lake County. Waldorf is the basis for over 1,000 schools worldwide. California alone contains 49 Waldorf-style public and private schools (including two options in Ukiah, one in Napa, and a handful in Sonoma County). However, none are within easy driving distance for Lake County families, and private tuition is expensive.

An ongoing survey (on ShadeCanyon.org, since December 2020), shows that many local families desire Waldorf-inspired education for their children. To date, 102 parents/guardians have responded, representing 152 children ages 0-7 (current ages in line to be served by Shade Canyon—75 students for the 2022-23 school year). Ninety-one of these respondents answered “yes” when asked if they are interested in sending their children to a tuition-free, Waldorf-inspired public charter school in Kelseyville. Eleven more have answered “maybe,” and gave the following reasons for not being sure yet: 1) need to decide whether they would make the drive, 2) want to learn more about our program first, 3) live outside the County and are considering moving back, 4) vaccination concerns, or 5) still considering homeschooling. Zero parents answered “no.” Fewer than half of these families live within the KVUSD boundaries, and, of the families that do live within KVUSD boundaries, only half say they plan to send their children to public schools if Shade Canyon is not an option. Shade Canyon will draw from all of Lake County, from a population already seeking accessible, alternative options.

Waldorf is a lasting education that brings forth a sense of wonder, cognitive strength, self-awareness, and social fluency, as well as respect for self, others, and the environment—all while building a strong academic foundation. Waldorf students become critical thinkers who are curious about the world, connected to their communities, and confident shaping them as they enter high school and go on to post-secondary education and meaningful careers.

Shade Canyon will be a small school with a seat-based program in which every child is well known by several caring adults. After Kindergarten, a single teacher leads the same group of children through several grades in a practice known as “looping” (i.e., first through fifth grade loop and sixth through eighth grade loop). This Class Teacher will cover the core curriculum while part-time non-teacher Subject Specialists provide instruction in such areas as Spanish, handwork (knitting, crocheting, sewing, felting), music, physical education, gardening and the arts.

Lessons (based on Rudolf Steiner’s pedagogical model of the child) respond to natural developmental rhythms. Teaching emphasizes attention to all intelligence domains, offering students hands-on experiences and exploration. Within this framework, teachers implement a State Standards-aligned curriculum inspired by Waldorf education or other best practices tailored to the learning needs of the children in their class. (Our Waldorf/State Standards Alignment document is attached as Appendix A.)

Waldorf Education and Local Kelseyville Culture

Waldorf education and the Kelseyville community share several similar values. The Waldorf philosophy is a vast ecosystem with many rich components: one of the unique elements is its extensive integration of practical skills throughout the school day. These skills are woven together with core subjects such as English and math, engaging students’ multiple intelligences for deeper understanding (see “How Learning Best Occurs” on page 49 for details). Hands-on skills represented in a full TK-8 program include handwork, cooking, gardening, sculpting, painting, woodworking, outdoor adventure, and wildlife observation.

Our community places great value on such skills, as demonstrated by the success of 4-H in Big Valley and Lake County at large. Kelseyville’s pride in practical skills stems from our region’s agricultural heritage and the high value many Lake County families place on self-sufficiency. Teaching children such skills produces far-reaching, quantifiable benefits: According to the latest California 4-H Sparks Survey (2018), 75% of 4-H’ers were growing in the “6 C’s”: Competence, Connection, Character, Caring, Confidence, and Contribution.¹ Further, the first five years of a 4-H study of positive youth development revealed that “When compared to other youth, 4-H’ers excel and are: 25% more likely to contribute to their families, themselves, and their communities; more likely to see themselves going to college; [and] 41% less likely to engage in risk/problem behavior.”² If an extracurricular program like 4-H can have such a positive impact on youth, the benefits of a full-time curriculum with similar elements and values cannot be overestimated.

¹ (2021). 4-H Evaluation. *University of California, Agriculture and Natural Resources*. <http://4h.ucanr.edu/Resources/Evaluation/>

² (2020). 4-H Outcomes & Impacts. *University of California, Agriculture and Natural Resources*. <http://4h.ucanr.edu/About/OutcomesandImpacts/>

With an education that engenders self-motivation, resourcefulness, and problem solving, Shade Canyon students will be well prepared to contribute to and excel in high school extracurricular and elective activities like K-CORPS, FFA, and any others of their choosing.

The benefits of Waldorf do not stop at drawing out positive character attributes and developing hands-on skills. A mixed method study by Stanford Center for Opportunity Policy in Education (“SCOPE”) revealed “significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students [as compared to the local school district], greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino and socio-economically disadvantaged (“SED”) students. [The study] also accounted for the initial lag owing to the planned Waldorf progression in education.”³

While the Waldorf approach flows to us through a century of tradition, it is a model that dynamically responds to the people and place where it settles. Shade Canyon will embody its Lake County community through its program design, including its school festivals and celebrations, support for English Learners, and recruiting of qualified local teachers, when possible. School events would include traditional Waldorf festivals, such as a child-centered multicultural celebration of light during December and the welcoming of spring at the May Faire, as well as celebrations of Indigenous People’s Day, Dia de los Muertos, and Cesar Chavez Day.

Shade Canyon will be a Waldorf-inspired school that is culturally at home in Kelseyville, and creating this school culture includes recruiting teachers who already live in Lake County and are invested in this community. Retention will be much higher of staff who already have roots in Lake County. For our beginning years, we will seek to hire an Administrator and initial Class Teachers with extensive Waldorf experience to mentor newer Waldorf teachers and instill a solid Waldorf culture and educational practice at Shade Canyon. We may have to reach beyond County boundaries for some of these initial faculty members, but moving forward, our hiring preference will be for local teachers with both a California multiple-subjects credential and a certificate in Waldorf education. For teachers who lack a Waldorf certificate, we will offer incentive stipends for them to complete a Waldorf teacher training program.

Meeting the Unique Challenges for Lake County Students

Lake County is a community with rich agricultural heritage, indigenous wisdom, resilience, and wide open spaces with bountiful and beautiful natural resources. It also has many challenges that affect our young people’s educational success: poverty, learning English as a second language, mental health issues, and environmental imbalance (including wildfires

³ (2021). Stanford University Reviews Waldorf Education. *Waldorf School at Moraine Farm*. <https://blog.waldorfmoraine.org/2017/06/stanford-university-reviews-waldorf-education/>

and toxins in Clear Lake). Shade Canyon seeks to celebrate and sustain the positive, and to be part of bringing balance to the challenge areas.

Shade Canyon intends to enroll a similar percentage of English Learner (“EL”) students to KVUSD (approximately 14.4% of students in 2020). Our program will support EL students in achieving English language proficiency as rapidly and effectively as possible, using best practices and developmentally appropriate techniques, while also honoring students’ home languages as assets and an important educational resource.

Waldorf education brings many benefits that support students of all backgrounds, including those facing the unique challenges of socio-economic disadvantage. The holistic nature of our program would lessen students’ likelihood of risk/problem behavior and mental health issues (which have been exacerbated by isolation during the COVID-19 pandemic). Extensive time spent learning outdoors will draw out respect and care for nature, preparing our students to bring restoration to both themselves and their surroundings as they interact with the natural world.

FOUNDING TEAM

Our founding team brings a wealth of knowledge and energy to Shade Canyon’s development, as well as deep roots and investment in Lake County. A collection of parents, teachers, and community leaders, our founding team collectively has over 100 years’ experience in management, administration, and education. All founding team members live in Lake County, except for one, who lives nearby in Napa County.

In the area of business, we have extensive understanding of day-to-day operations. In terms of organization, governance, and administration, we understand the administrative needs of an organization and are adept at building and strengthening interpersonal relationships. With one Board member who was Vice President for Academic Administration at Pacific Union College and another who has served in multiple administrative roles at the Lake County Office of Education and Public Health, our team is experienced in the area of governance. In terms of curriculum, instruction, and assessment, we have founders with in-depth training and experience (as well as access to experts willing to provide volunteer consulting) in delivering Waldorf Education in the private and public realm to ensure curriculum is in line with State Standards and our school philosophy.

Morgan Chinnock, M.F.A. (Co-Founder and President) has worked in many capacities as a writer that have given her experience in the broader business world. She was a grant writer with Morrison, a Chico-based agriculture-industry consulting firm that, during Morgan’s tenure there, maintained a 90% success rate on large USDA grants, a high rate of funding for that industry. She has also served as an adjunct professor of English at Pacific Union College, secretary of a small real estate law firm in the Napa Valley, and programming director for

Leoni Meadows, a summer camp in the Sierras. Morgan also completed the seven-year program at wildernessFusion, an outdoor healing arts school, and was a teaching assistant there. She has ghostwritten and edited several full-length works, including *The War Within: The Waldemar Leonhardt Story* (Pacific Press, 2009). Morgan's M.F.A. in Writing is from University of San Francisco.

Before the birth of her second child in early 2020, Morgan saw clients in Middletown at her practice, MothMoon Healing. She also served on the board of the Middletown Area Merchants Association for three years following the Valley Fire. A decade-long resident of Lake County and a homeowner in KVUSD, Morgan is passionate about Waldorf education and broadening the public education options for our community at large.

Savannah Mitchell (Co-Founder and Chief Financial Officer) is a teacher who holds a Multiple Subject California Teaching Credential and a Waldorf Teacher Diploma from the Center for Educational Renewal. Early in her teaching career, Savannah Mitchell taught at Head Start in Clearlake and was an early interventionist for Easter Seals, working with children with developmental disabilities all over Lake County. Before she had her first child in 2017, she taught at Woodland Star, a Waldorf-inspired charter school in Sonoma, in grades 1-3.

Savannah holds a B.S. in Early Childhood Education from Pacific Union College and earned her CA Teaching Credential from Fresno State University. Her Waldorf Teacher Diploma represents four years of deep study of Waldorf curriculum and philosophy. A mother of two, Savannah has lived in Lake County for most of her life and desires to see her community thrive.

Beth Rudiger (Board Chair) is a lifelong learner and educator. She received her B.A. in Sociology/Anthropology from Carleton College and her M.A. in Education from Claremont Graduate School. She has taught in both public and private schools, as well as homeschooled her two sons. She feels fortunate that her children attended Waldorf schools during their early years.

Before retiring from the Middletown Area Merchants Association in 2021, she served as its president for five years and a director for three more. She is a director of the Middletown Luncheon Club. She owns Lake County Jazzercise in Middletown and teaches fitness classes and healthy living practices there. Beth believes that the Waldorf model truly meets children where they are and encourages their development in a natural manner that builds their self-confidence and self-realization.

Nancy Lecourt, Ph.D. (Board Member and Secretary) taught English at La Sierra University for four years and Pacific Union College (PUC) for 23 years. She was also Vice President for Academic Administration at PUC for thirteen years until retiring in July 2019. Her Ph.D. in English is from the University of New Hampshire.

A mother to two grown sons, Nancy has authored three books for children: *Rainbow* (Review & Herald, 1980); *Abracadabra to ZigZag* (Lothrop, Lee & Shepard, 1991); and *Teddy, the Better-Than-New Bear* (Pacific Press, 1993).

Melinda Price (Board Member) is co-owner of Peace & Plenty Farm in Kelseyville. After just three years in operation, Peace & Plenty is the largest producer of saffron in the United States, stocks a beloved farm stand (open daily), and was featured in the October 2020 issue of *Martha Stewart Magazine*. Peace & Plenty has been a strong supporter of Shade Canyon from its inception, hosting Shade Canyon Playgroups until they were paused due to Covid-19. Melinda's now-grown daughter attended 14 years of Waldorf school, beginning at Summerfield in Santa Rosa, where Melinda worked with the farmers in the field, as well as designing and cooking the menus for the school's lunch program. Melinda later worked at the San Francisco (SF) Waldorf School as the registrar, nurse, and "front-desk smile."

At other points in her career, Melinda owned a successful catering business in SF and worked in tech. In 2017, she started Peace and Plenty Farm in Kelseyville with her husband, Simon.

Gina Lyle-Griffin (Board Member) has lived in Lake County for 30 years. For 18 of those years, she worked for the Lake County Office of Education in many capacities involving Early Childhood Education & Development. Her roles included Administrator, Coordinator, and Child Development Specialist working with schools, county offices of education, agencies, families, children, and teen parents. Gina served in various other positions, such as Nurturing Parenting Program Coordinator, School Readiness Home Visitation Program Coordinator, Regional Occupational Program Careers with Children Instructor, and Family Support Specialist/Home Visitor.

Gina holds a B.S. in Early Childhood Education from Pacific Union College, two designated subjects teaching credentials (one in Education, Child Development, and Family Services, and the other in Parent Education), and a Child Development Program Director Permit from the CA Commission on Teacher Credentialing.

She is currently a member of the Lake County Child Care Planning Council. Past affiliations include the Mendocino College Mentor Director Selection Committee and the CA Child Development Administrators Association. She has also consulted as an independent contractor with the local Health Leadership Network.

Gina has been the Project Director of the Lake County Tobacco Prevention & Education Program since 2016. She is also an independent consultant with the Health and Social Policy Institute in Sacramento. She believes Shade Canyon will offer local children a quality, developmentally appropriate environment that will stimulate discovery and exploration.

Monica Ashley Najmabadi (Board Member) is a Waldorf K-8 educator who provides tutoring and art lessons to children ages 5-12. Over the past 18 years, she has volunteered on several school committees, which included fundraising and community outreach. Monica was one of

the first founding families of Stone Bridge, a successful Waldorf charter school in Napa, CA. This experience gives her a deep appreciation for how non-profits strive to improve the quality of life in rural California. Monica is a resident of Lake County, mother to four grown children, and has three grandchildren.

External Partners

California Charter Schools Association (“CCSA”) advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. Its mission is to meet parent, educator, and community need for great public school options by supporting and advocating for high quality non-profit charter schools and sharing their success throughout California’s public schools. Shade Canyon is a member of CCSA’s New Schools Growth Program and will continue to glean guidance from CCSA’s resources throughout school development.

Delta Managed Solutions, Inc. (“DMS”) is an independent charter school business services firm located in Sacramento. They provide a comprehensive set of back-office, administrative, and financial services to over 50 charter schools in California.

Young, Minney & Corr, LLP (“YM&C”) is proud to be California’s most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California’s Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

Founding Team Skill Sets	Morgan Chinnock	Savannah Mitchell	Beth Rudiger	Melinda Price	Nancy Lecourt	Gina Lyle-Griffin	Monica Ashley Najmabadi
<i>Administrative</i>	✓	✓	✓	✓	✓		✓
<i>Communications</i>	✓		✓	✓	✓	✓	✓
<i>Community Outreach</i>	✓	✓	✓	✓		✓	✓
<i>Curriculum Development</i>		✓			✓	✓	✓
<i>Education</i>		✓	✓	✓	✓	✓	
<i>Facilities</i>	✓		✓			✓	
<i>Fundraising</i>	✓		✓	✓		✓	✓
<i>Grant Writing</i>	✓			✓	✓		
<i>Governance/Boards</i>	✓		✓		✓	✓	
<i>Instructional Practices</i>		✓	✓		✓		
<i>School District</i>		✓				✓	
<i>Management</i>	✓		✓	✓	✓	✓	
<i>Marketing</i>	✓		✓	✓			
<i>Nonprofit</i>	✓	✓	✓		✓		
<i>Parent Relations</i>	✓	✓	✓	✓		✓	✓
<i>Lake County Resident</i>	✓	✓	✓	✓		✓	✓
<i>Legal</i>	External Partner: YM&C						
<i>Charter School Finance</i>	External Partner: DMS						

Interested Teachers, Advisors, and Community Support

In Appendix C, we have included petition signatures, resumes and credentials from teachers who are meaningfully interested in working at Shade Canyon, in accordance with Education Code Section 47605(a)(1)(B).

In addition, while not legally required, in Appendix F, we have also attached the supporting signatures of approximately 86 parents who represent 143 children, 87 of whom who will enter grades TK-3 in 2022-23. These parent signatures are submitted solely for the purpose of demonstrating community interest in the proposed program. In Appendix F, we have also included letters of support from experts in Waldorf education and charter school formation who have volunteered to consult with us on curriculum and school development.

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioners, we, Morgan Chinnock and Savannah Mitchell, hereby certify that the information submitted in this petition for a California public charter school to be named Shade Canyon School, and to be located within geographic boundaries of Kelseyville Unified School District, is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following⁴:

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
2. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
3. Not charge tuition (Education Code 47605)
4. Not charge student fees for any educational activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
7. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)
8. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605) If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in the public elementary

⁴ The list below reflects the affirmations outlined in KVUSD Exhibit 0420.41-E(2). Where necessary, affirmations and citations have been updated to reflect current, operative law, or have been removed where they cite to law no longer on the books.

school and for students who reside in the public school attendance area.
(Education Code 47605.3)

If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, except for existing students of the charter school, shall be determined by a public random drawing. Preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5.
(Education Code 47605)

- b. Other admission preferences may be permitted by the chartering district on an individual school basis consistent with law. (Education Code 47605)
9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(e) (Education Code 48850; 42 USC 11431-11435)
10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
11. If the school offers a kindergarten program: (Education Code 48000)
 - a. Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2, and other students who are legally eligible
 - b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000 by August 1, 2020
12. Require its teachers to hold the certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) . . . required [for the teacher's certificated assignment] (Education Code 47605)
13. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)
14. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)
15. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)
16. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)
17. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

18. If the school serves students in grades 1-12, adopt a policy on suicide prevention, intervention, and postvention with specified components (Education Code 215)
19. If the school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)
20. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605)
21. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
22. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)
23. Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)
24. If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)
25. If the school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)
26. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)
27. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)
28. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
29. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30

days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

30. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)
31. If applicable, develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3)
32. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)
 - a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
 - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
33. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222)
34. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)
 - a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
 - b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
 - c. Providing defense and indemnification to volunteers for any and all civil liability from such administration
35. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

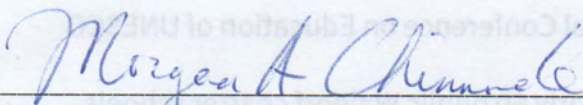
36. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)
37. Annually prepare and submit financial reports to the district Board of Trustees and the County Superintendent of Schools in accordance with the following reporting cycle:
 - a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(h) will satisfy this requirement. (Education Code 47604.33)
 - b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the local control and accountability plan template adopted by the State Board of Education. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5, 52064)
 - c. When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)
 - d. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
 - e. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
 - f. By September 15, a final unaudited report for the full prior year. The report submitted to the District Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
 - g. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and the California Department of Education. (Education Code 47605)
38. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous

location on the school web site or on the web site of the charter operator (Education Code 221.61)

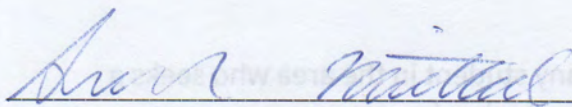
39. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670(5 CCR 4600)
40. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

In addition, charter schools shall comply with the state and federal constitutions, applicable federal laws, and state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963 and the conflict of interest laws in Government Code [Sections] 1090-1099 and 87100-91014, as set forth in Education Code Section 47604.1.

In accordance with Education Code Section 47605(c)(6), the Charter School declares that it shall be deemed the exclusive public school employer of the employees of Shade Canyon School for purposes of the Educational Employment Relations Act.



Morgan Chinnock, M.F.A.
Lead Petitioner



Savannah Mitchell
Lead Petitioner

ELEMENT A: THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(c)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(c)(5)(A)(ii).

VISION, MISSION, GUIDING PRINCIPLES, AND GOALS

“Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society.”

--The International Conference on Education of UNESCO

As of 2021, there are 133 private Waldorf and nearly 60 public Waldorf charter schools throughout the United States which are independently run. Twenty-three of these public charter schools are in California. Waldorf education is the fastest growing educational movement in the world today. More than 170 families and community members have supported the efforts to establish this new Charter School as an important educational alternative for the community.

We intend to provide a quality school of choice for any student in the area who seeks a Waldorf model as an alternative to the traditional local schools.

Vision

We believe that by honoring simplicity, we nurture the spark of the individual and nourish a thriving community.

Within this vision, Shade Canyon School strives to achieve the following goals:

1. Shade Canyon will be recognized by the wider community and prospective families as an excellent and desirable public school inspired by Waldorf education. We will have a full standards-aligned curriculum inspired by Waldorf education that includes reading,

language arts, mathematics, science, social studies, and character education, as well as a full array of specialty programs such as vocal and instrumental music, woodworking, handwork, physical education, foreign language, visual and performing arts, and gardening. In addition, we will offer well-developed extracurricular and enrichment programs. Our curriculum and programs will reflect the multicultural and changing world in which we live, and they will promote an acceptance and appreciation of all cultures.

2. Our students will emerge from our school well prepared. They will be model citizens and successful academically, socially, morally, and physically as measured by their ability to transition into the next phase of their education, to make sound decisions, and to succeed in their academic endeavors.
3. Our school and community – families, faculty, administration and students – will reflect the diversity of families in our area. Our school will be supported by strong parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education, compassion, and cooperation in our dealings with each other and in our work within the Charter School.
4. We will attract and retain high quality administrative staff and a faculty who hold California multiple-subject teaching credentials and are Waldorf-certified. They will be inspired by our school and community and will have a desire to make a long-term commitment with the Charter School.
5. We will have a long-lasting and meaningful relationship with KVUSD and with the surrounding community.
6. Parents, Board members, Teachers, and Administrators will work in collaboration for the success of our students.
7. A strong relationship with the outdoors will foster greater understanding of the core curriculum and Waldorf principles unique to the Charter School's environment.
8. The Charter School will develop and evolve its program guided by the aim to draw out the following characteristics in students:
 - **a sense of wonder** (including curiosity, playfulness, imagination/creativity)
 - **self-awareness** (including a sense of worth and belonging, confidence, courage, initiative, responsibility)
 - **social fluency** (including compassion, cooperation, communication)
 - **cognitive strength** (including innovation)
 - **respect** (for self, others, and the natural environment).

Mission

Shade Canyon's mission is to cultivate inspired learners.

We are a learning community of parents, teachers and children where:

- Parents and children are lifelong learners,
- Families are encouraged to share their skills and talents,
- The community comes together in cooperative projects and festivals, and
- Parent education forums support families.

We provide a State Standards-aligned curriculum inspired by Waldorf education that:

- Uses a whole-child approach to support children's physical, intellectual and emotional development;
- Is sensitive to children's developmental needs and their individual navigation of developmental stages;
- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign language(s) and creative play;
- Incorporates the use of poetry, legends, folk tales, mythology, histories, and biographies to deliver the curriculum; and
- Teaches respect for others and the environment.

Guiding Principles

Our Waldorf-inspired education is rooted in these seven principles:

1. Whole Human Being

Each individual brings specific gifts, creativity, and potential to this life. Education should help each student integrate into a maturing whole, aware of all elements of their being, including the physical, emotional, intellectual, social, cultural, and moral. We seek to honor the unique spark of each student and nurture them as they unfold.

2. Child Development

Each phase of a child's development has distinct physical, cognitive, and emotional aspects. Our curriculum is designed to meet and support students where they are in their particular phase of development (to the greatest extent possible within state requirements).

3. Relationships

Human relationships form the heart of our school community. Intentional connections among teachers, students, parents, families, and community stakeholders create a vibrant and trustworthy ecosystem of relationship-based learning. Into this relational whole, we also weave self-reflection and connection with the natural world.

4. Social Renewal

We believe that by honoring simplicity, we nurture the spark of the individual and nourish a thriving community. Our program fosters such qualities as self-awareness, a sense of wonder, social fluency, cognitive strength, and respect--lifelong qualities that allow individuals to creatively and consciously engage with their community.

5. Access and Diversity

Our curriculum and program are tailored to our unique student population. We believe that diversity of culture and experience enriches the entire community, and we work to create an authentic atmosphere of inclusiveness for students of all backgrounds, in both day-to-day activities and seasonal school festivals. We welcome collaboration in this ongoing quest.

6. Holistic Teaching Method

Our teaching methodology:

- is dynamic and integrative,
- moves from experience to concept,
- uses artistic expression and images,
- surpasses memorization by drawing out free thinking,
- uses rhythm and repetition to deepen understanding, and
- focuses on how to create health and wholeness in all areas of study.

7. Collaborative Leadership

Teachers, Board members, and administrators guide our school by sharing responsibilities. We support individual teachers' freedom to respond to their students' specific needs with authentic and creative innovation. We invite parents to be full participants in the process.

How Shade Canyon Will Serve the Intent of the Charter Schools Act as well as the District's Mission, Vision and Strategic Goals

Shade Canyon School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure," as a method to accomplish all of the following set forth in Education Code Section 47601:

(a) *Improve pupil learning:* At Shade Canyon, we will use arts-integrated, hands-on project-based learning, aligned to State Standards and inspired by Waldorf education, to improve academic outcomes for all students.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving: The Shade Canyon model is carefully designed to ensure every child in our school is well-known and carefully nurtured as an individual, with appropriate support and intervention provided based on each student's needs. Teachers stay with their students over a several year "loop" span, getting to know each of their students in depth as they grow and develop. Strong caring relationships, along with differentiated instruction, will foster more equity for our diverse learners in an authentically holistic, student-centered model of education.

(c) Encourage the use of different and innovative teaching methods: As detailed throughout this petition, our Waldorf-inspired approach – already in place at approximately 23 public schools in California – delivers standards-aligned content with a focus on the developmental levels of the children and a "whole child" approach to help ensure long-term success in secondary school, college and meaningful careers.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: At Shade Canyon, teachers participate in comprehensive professional development activities in the summer, on a weekly basis, and throughout the year, including coaching and mentoring. Our Professional Learning Communities model ensures that teachers collaborate and learn from their peers, continuously developing their teaching practice and expertise.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system: Currently, no Waldorf-based public school exists in all of Lake County. As indicated by the parent signatures attached to this petition in Appendix F, already more than 90 families are eager for a school like Shade Canyon.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: Shade Canyon will strive to meet goals detailed in the annual Local Control and Accountability Plan ("LCAP"), with transparent accountability to all stakeholders. While Shade Canyon will adhere to all state testing and accountability requirements, we also hold our students, teachers, staff, and community members to high standards beyond core academic achievement as we seek to nurture our students' development and capacity as healthy, contributing members of society.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools: Shade Canyon does not subscribe to the concept of "competition" between public schools, but we do believe our model can demonstrate the positive impact of Waldorf-inspired practices that can readily be implemented in all schools. Shade Canyon is eager to become a part of the KVUSD ecosystem, aligned with the District's mission and strategic goals, working alongside KVUSD to prepare elementary and middle

school students for success in high school and beyond, exchanging best practices with KVUSD, and helping improve outcomes and quality of life for families in Lake County.⁵

STUDENTS SHADE CANYON SCHOOL WILL EDUCATE – COMMUNITY INTEREST

Target Student Population

Shade Canyon’s target student population will represent the range of socio-economic and cultural diversity and backgrounds. Shade Canyon will serve as an educational alternative for students and families who would benefit from a “whole child” and Waldorf-inspired approach to learning, including homeless and foster children, the academically accelerated, English Learners, students who have been unsuccessful in a traditional school setting, or need special learning accommodations (e.g., learning disabilities).

The median household income in Kelseyville was \$42,418 in 2019, with an area poverty rate of 16.2%. Over 30% of local residents spoke a language other than English at home, and 58% had never attended college – 18.6% did not complete high school.⁶

The chart below details racial diversity in both KVUSD and Lake County at large. As detailed in Element G, below, Shade Canyon will engage in a broad and targeted outreach campaign to ensure that all families in the community are informed about our new school and have the opportunity to enroll.

Race	KVUSD ⁷	Lake County ⁸
White	47%	68.9%
Hispanic/Latino	42.2%	22.0%
Indigenous	2.6%	3.3%
African American	0.8%	1.9%
Asian, including Filipino	0.6%	0.8%
Pacific Islander	0.2%	0.0%
Two or more races	6.2%	3.0%

Projected Enrollment

Shade Canyon will employ a “slow growth” model and open with Transitional Kindergarten/Kindergarten through third grade in its first year of operation, expanding each

⁵ Education Code Section 47601

⁶ (2019). *United States Census Bureau*. <https://data.census.gov>

⁷ (2020) California School Dashboard. *California Department of Education*. <https://caschooldashboard.org>

⁸ (2019). *United States Census Bureau*. <https://data.census.gov>

subsequent year by one grade until we reach full capacity of TK-8 in our sixth year of operation. Our budget (see Appendix B) is based on an enrollment of 80 students in the first year, growing by 25 students each year. To ensure financial success in our first year of operations, we plan to conduct a wide outreach and recruitment campaign, to ensure that the Charter School can meet its projected enrollment of 80 students in Year 1, and continue to meet its enrollment projection in the following years. The results of our online Community Interest Survey indicates these are feasible enrollment projections, as do the 86 attached parent signatures that represent 143 meaningfully interested potential students total, 87 of them age-eligible for our opening year of 2022-23 (see Appendix F).

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

	2022-23	2023-24	2024-25	2025-26	2026-27
TK & Kindergarten	20	25	25	25	25
1st grade	20	20	25	25	25
2nd grade	20	20	20	25	25
3rd grade	20	20	20	20	25
4th grade	n/a	20	20	20	20
5th grade	n/a	n/a	20	20	20
6th grade	n/a	n/a	n/a	20	20
7th grade	n/a	n/a	n/a	n/a	20
8th grade	n/a	n/a	n/a	n/a	n/a
Totals	80	105	130	155	180

Relevant Characteristics and Unmet Educational Needs of the Community

Kelseyville, located at the heart of Lake County, is an agricultural region with an award-winning wine industry. In addition to its rich agricultural heritage, the Kelseyville region (and Lake County at large) is a community with resilience, indigenous wisdom, and wide-open spaces that offer bountiful and beautiful natural resources. The region also has many challenges that affect young people's educational success: poverty, learning English as a second language, mental health issues, and environmental imbalance (including wildfires and toxins in Clear Lake).

It is well known that academic advancement corresponds to financial and career advancement. Lake County, as a whole, demonstrates corresponding evidence. In the chart below, a comparison between Lake, Mendocino, and Napa counties reveals direct correlations between college degrees and higher earnings. Conversely, lower percentages of people living below the poverty line in Mendocino and Napa counties (14% and 7.4% respectively) correspond to a higher percentage of college education and higher earnings.⁹

	Lake	Mendocino	Napa
People with a bachelor's degree	15.5%	24.4%	35.7%
Median household income	\$49,040	\$51,416	\$88,596
People living below poverty line	18.3%	14%	7.4%

Research has shown that college graduates earn more money than their counterparts and are less likely to be unemployed.¹⁰ College graduates also are unique in other ways – they are more likely to “vote, to volunteer, to have healthy life practices, and even to have better mental health.”¹¹

Adequate academic preparation for college programs and the workforce ensures that students can transition smoothly into adulthood and independent living, earn higher annual salaries, and contribute in meaningful ways, both economically and socially, to their family and community. This foundation begins as early as TK/K and encompasses all grades TK-8. School performance is a significant indicator of how well students will perform upon entering high school,¹² which of course affects their college readiness.

The Stanford Center for Opportunity Policy in Education (SCOPE) conducted a rigorous mixed methods study (published in 2015) examining a public Waldorf school in comparison to the other public schools in Sacramento City Unified School District.¹³ They found that, of the students who went to an in-district high school, the percentage of Waldorf students that went

⁹ (2019). Quick Facts. *Census.gov*. <https://www.census.gov/quickfacts/lakecountycalifornia>

¹⁰ Haycock, Kati. (2015, June 4). Higher Ed's Pivotal Role in Breaking the Cycle of Poverty. *The Education Trust*. <https://edtrust.org/the-equity-line/higher-eds-pivotal-role-in-breaking-the-cycle-of-poverty/>.

¹¹ Ibid.

¹² Palardy, G. J. (2008). Differential school effects among low, middle, and high social class composition schools: A multiple group, multilevel latent growth curve analysis. *School Effectiveness and School Improvement*, 19, 21-49.

¹³ Friedlaender, Diane, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond. (2015). Growing a Waldorf-Inspired Approach in a Public School District. *Stanford Center for Opportunity Policy in Education*. <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

on to graduate from high school was 10-15% higher than students from other district schools. The results of the SCOPE study held across the subsets of Latino and socio-economically disadvantaged students, which are both key student subgroups in KVUSD.

It is clear that a Waldorf-inspired school in Kelseyville would increase students' economic status over time, with higher rates of high school graduation and subsequent college attendance. As a highly sought-after style of education, a Waldorf-based school could also improve the local economy in more immediate ways: More public schooling options, and specifically a tuition-free Waldorf school, would make our area more attractive to professionals with young families, and keep them here.

Surrounding Schools Demographic and Performance Data

As detailed below, there are two elementary schools and one middle school in Kelseyville Unified School District. Currently, all scores for English Language Arts ("ELA") and Math in these schools fall below state averages.

With a high percentage of socio-economically disadvantaged students in the District (an overall average of 68.5% in 2020), educational advancement is crucial. Those children who are economically disadvantaged "enter school with less developed cognitive skills than their peers and then make lower grades and test scores, take lower level course work, and ultimately obtain fewer degrees."¹⁴ According to the Bureau of Labor Statistics, those with a Bachelor's degree earn a median weekly income of \$1,173, while those with a high school diploma earned \$712 per week—a 39% disparity.¹⁵

In addition, KVUSD's English Learner population in 2020 was 14.4%.¹⁶ Lack of English proficiency is an additional challenge for young students, especially those who already experience economic and social hardships; their ability to acclimate to an educational setting in a second language is a particular struggle.

As noted earlier, KVUSD has a high percentage of socio-economically disadvantaged students. The table below displays the percentage of SED and EL students at each KVUSD school.¹⁷ These two student populations are emphasized due to educational challenges they experience.

¹⁴ Crosnoe, Robert, and Carey E. Cooper. Economically Disadvantaged Children's Transitions Into Elementary School: Linking Family Processes, School Contexts, and Educational Policy. *American Educational Research Journal* vol. 47, 2 (2010): 258-291. doi:10.3102/0002831209351564

¹⁵ Torpey, Elka. (2018, April). Measuring the value of education. *Career Outlook*, U.S. Bureau of Labor Statistics. <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>

¹⁶ (2020) California School Dashboard. *California Department of Education*.
<https://caschooldashboard.org>

¹⁷ 2019 data displayed for purposes of comparison with most recent academic performance data.

KVUSD School	Enrollment	SED	EL
Riviera Elementary	233	79.8%	6.4%
Kelseyville Elementary	514	86.2%	27%
Mount Vista Middle	408	79.9%	17.4%

The discussion that follows compares student performance at KVUSD schools with student performance at Waldorf-inspired schools in areas with comparable demographics, ultimately demonstrating that a Waldorf-inspired school would enhance KVUSD's aims to bridge the achievement gap.

Demographics of Waldorf Schools in Comparable Areas

In order to make suitable comparisons, four public Waldorf charter schools in nearby counties have been delineated by similar demographics. The average percentage of EL students from the four schools combined is 14%--about the same as KVUSD schools. While high, the average percentage of the four Waldorf schools' SED students (55%) is lower than that of KVUSD schools. Still, the schools' demographics offer insight into the performance of students in Waldorf education who face similar challenges to those in KVUSD.

TK-8 Waldorf School	Enrollment	SED	EL
River Oak Charter <i>Ukiah, CA</i>	245	46.5%	7.3%
Coastal Grove Charter <i>Arcata, CA</i>	234	59%	0.4%
Blue Oak Charter <i>Chico, CA</i>	360	55.3%	3.9%
Community School for Creative Education <i>Oakland, CA</i>	241	59.3%	47.7%
Average of 4 Waldorf Schools	n/a	55%	14.8%

Academic Proficiencies¹⁸

KVUSD Academic Proficiencies by School (TK-8)

KVUSD scores in grades TK-8 fall well below state averages in both ELA and Math, at averages of -46.4 and -67.8, respectively. Noteworthy is the lower academic performance in SED and EL populations.

ELA & Math Points from Standard (Overall & Subgroups)

School	ELA (2019)			Math (2019)		
	<i>Overall</i>	<i>SED</i>	<i>EL</i>	<i>Overall</i>	<i>SED</i>	<i>EL</i>
Riviera	-54.9	-59.2	-58.4	-58.1	-57.8	-56.6
Kelseyville	-35.5	-42.6	-55	-53.2	-57.5	-67.2
Mt. Vista	-48.9	-59.3	-87.3	-86.6	98.1	-131.1
<i>Average TK-8, KVUSD</i>	-46.4	-53.7	-66.9	-67.8	-71.1	-85.0

Waldorf Academic Proficiencies by School (TK-8)

Students at Waldorf charter schools with comparable demographics outperform those in KVUSD schools (grades TK-8) in ELA and Math standard overall, and in SED and EL subgroups. Although teachers at these schools do not focus on “teaching to the test,” research has shown that by the middle school grades, students perform significantly better than their peers at other public schools in English Language Arts and at least somewhat better than their peers in math.¹⁹

¹⁸ Unless otherwise noted, all statistics in this section come from the California School Dashboard, <https://caschooldashboard.org>, for year 2019, the last year there was academic performance data reported.

¹⁹ Larrison, A.L., Daly, A.J., & VanVooren, C. (2012). Twenty years and counting: A look at Waldorf in the public sector using online sources. *Current Issues in Education*, 15(3).

ELA & Math Points from Standard (Overall & Subgroups)

Darker shaded cells signify data designated Latino (L) rather than English Learners (EL).

TK-8 School	ELA (2019)			Math (2019)		
	Overall	SED	EL/L	Overall	SED	EL/L
River Oak Charter <i>Ukiah, CA</i>	-21.4	-37	-40.2	-42.5	-64.1	-63.4
Coastal Grove Charter <i>Arcata, CA</i>	+15.3	+0.4	+15.3	-5.9	-15.3	-5.9
Blue Oak Charter <i>Chico, CA</i>	-27.1	-38.1	-28.6	-42.4	-55.5	-49.5
Community School for Creative Education <i>Oakland, CA</i>	-41.9	-42.2	-54.8	-63.6	-65.9	-71.1
Waldorf TK-8 Average	-18.8	-29.2	-27.1	-38.6	-50.2	-47.5

Academic Proficiencies Comparison: KVUSD & Waldorf Schools Average

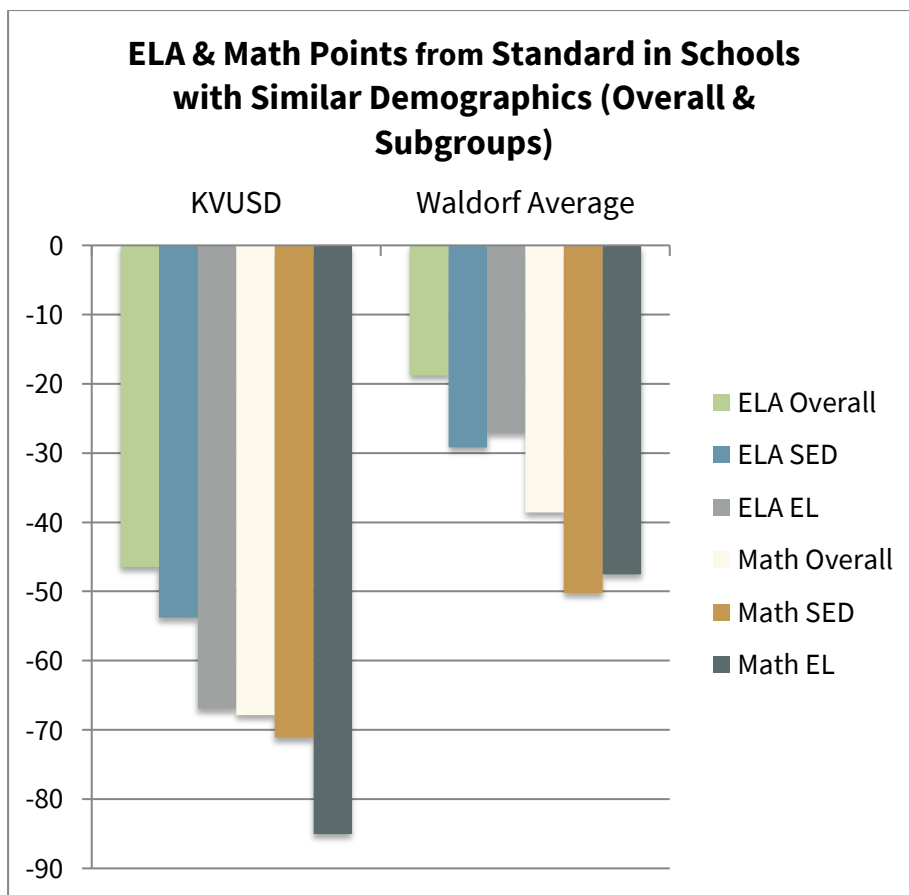
The SCOPE study found “significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students, greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino and socio-economically disadvantaged students. [The study] also accounted for the initial lag owing to the planned Waldorf progression in education.”²⁰

The table below compares overall academic performance of Waldorf charter schools with comparable demographics and KVUSD TK-8 schools.

ELA & Math Points from Standard (Overall & Subgroups)

	ELA (2019)			Math (2019)		
	Overall	SED	EL	Overall	SED	EL
KVUSD TK-8, Average	-46.4	-53.7	-66.9	-67.8	-71.1	-85
4 Waldorf Charters, Average	-18.8	-29.2	-27.1	-38.6	-50.2	-47.5

²⁰ (2021). Stanford University Reviews Waldorf Education. *Waldorf School at Moraine Farm*.
<https://blog.waldorfmoraine.org/2017/06/stanford-university-reviews-waldorf-education/>



The findings in the SCOPE study emphasized Waldorf academic test scores outperforming those of public schools. It is important to note that the SCOPE study included students from SED backgrounds and ELs, populations that are struggling at present in KVUSD. As the data above demonstrates, both populations of students perform better in ELA and Math in nearby Waldorf schools, as well.²¹

A Waldorf-inspired school would enhance KVUSD's aims to bridge the achievement gap.

Socio-economic Disadvantage in Lake County

Accounting for 68.5% of KVUSD students in 2020, students who qualify as socio-economically disadvantaged are by far the largest student subgroup in our District. SED students face many greater challenges in education than their counterparts:

²¹ Friedlaender, Diane, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond. (2015). Growing a Waldorf-Inspired Approach in a Public School District. *Stanford Center for Opportunity Policy in Education*. <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

[L]ow SES [socioeconomic status] in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often underresourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community.²²

Waldorf education has many facets that help SED students and families meet these challenges and improve on the cycle of poverty. We have summarized below a few key challenges faced by SED students (as catalogued by the American Psychological Association²³), followed by the ways Waldorf education helps to alleviate them.

Limited Language-Developing Experiences

“Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013).”²⁴ Waldorf education focuses on “building a strong foundation for literacy learning through drama, artistic endeavors, writing what students know by heart, healthy play and movement experiences, beautiful recitation of poetry and many other forms of learning that are multi-sensory experiences. Therefore, when students are taught a traditional phonics approach in second grade, they have a deep foundation to aid in the reading process.”²⁵ This education style mimics the sort of oral education children would ideally receive in a well-resourced home. Waldorf curriculum is designed to meet children at specific ages that allow them more time in the early grades,²⁶ so a Shade Canyon education would give SED students more time to steep in the crucial early language development tools they may not have access to at home. As evidenced by the results of the SCOPE study (above), this approach to early language development pays off in the long term in higher academic achievement, particularly in the language arts.

²² (2017, July). Education and Socioeconomic Status. *American Psychological Association*.
<https://www.apa.org/pi/ses/resources/publications/education>

²³ Ibid.

²⁴ Ibid.

²⁵ (2019, July). Early Literacy Learning in Waldorf Education. *Waldorf School at Moraine Farm*.
<https://blog.waldorfmoraine.org/2019/07/early-literacy-learning-in-waldorf-education/>

²⁶ See Element H: Admissions Requirements.

Parent Distress

Another challenge correlated with children's initial reading competency is "parent distress,"²⁷ which is often a factor for SED students. While no school can entirely solve this challenge, which is influenced by the many negative factors in poverty, a Shade Canyon education would help alleviate the effects of parent distress in several unique ways. First, the Waldorf classroom (especially in the early grades) is intentionally created to feel as home-like as possible (home-like in the most positive sense of the word). Beauty, simplicity, and calmness are primary considerations in the decoration, arrangement, and management of the classroom. This school environment is designed to provide a calm grounding for students, which allows for optimal learning to occur. Beyond creating an intentionally safe and calm environment for students, Shade Canyon's program includes parent education, both in spontaneous interactions between teachers and parents, and in more formal lectures. This will include teaching about child development, as well as giving parents access to the hands-on learning techniques and courses their students are enrolled in so that they can both support their children's learning at home, and obtain new skills to support lifelong learning. This sort of awareness will be empowering to parents and offer them tools to decrease their own "distress."

School Conditions

As cited by APA, "Research indicates that school conditions contribute more to SES differences in learning rates than family characteristics do (Aikens & Barbarin, 2008)." At the heart of the school environment is the teacher, and research also shows that "a teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, & Wallace, 2007)." In addition to the required training to obtain a California Commission on Teacher Credentialing, certified Waldorf teachers complete additional years of Waldorf-specific education training. Shade Canyon seeks to hire teachers who are both Waldorf-certified and hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. For teachers who may lack in either area but otherwise meet all other applicable employee qualifications, Shade Canyon will offer tuition support and incentive pay to help them complete the needed education. Our teachers will be highly trained and committed to meeting the learning needs of individual students, which will help ensure SED students' unique needs are met. It's self-evident that a teacher who seeks an additional years of Waldorf training has great commitment to innovative education. Our school's practice of teacher "looping" will further ensure that all students are known and met in their educational needs—the continuity of relationship with one teacher over several years makes it less likely that SED students will "fall through the cracks" during teacher handoffs from year to year.

²⁷ (2017, July). Education and Socioeconomic Status. *American Psychological Association*.
<https://www.apa.org/pi/ses/resources/publications/education>

Literacy Skills

“Children from low-SES families enter high school with average literacy skills five years behind those of high-income students (Reardon, Valentino, Kalogrides, Shores, & Greenberg, 2013).”²⁸ As demonstrated in the SCOPE study and the comparison between district schools and Waldorf public schools with similar demographics above, Waldorf education has proven to greatly improve SED students’ performance in the language arts (as well as math), helping to narrow the achievement gap.

Toxic Stress

Academic achievement is crucial in helping to break the cycle of poverty, but arguably just as important (and inextricably linked) is students’ psychological health and ability to function regarding day-to-day life skills. “Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012).” Again, while no school can solve these problems entirely, a Waldorf education opens up possibilities for students exposed to such toxic stress. The weaving of practical life skills throughout the core curriculum offers students a sense of empowerment and self-sufficiency, resourcefulness they can carry with them anywhere. As part of the SCOPE study, nine Waldorf graduates were interviewed about the qualitative effects of their education. All of them felt “life ready,” and overall, they:

- became deeply engaged in the world, in both thought and action,
- desired the same education style for their children,
- valued the deep connections they formed with peers and teachers,
- felt empowered and confident in their own voice, as a result of frequent opportunities to participate in oral language (through school plays, public speaking, recitation, etc.)
- engaged in “outside-the-box” thinking, and
- “learned that failure and struggle was regular and important to the process of growing,” which “allowed graduates to pursue personally relevant educational interests, not because high grades or accolades would come through that pursuit, but that following one’s interest was paramount to being a well-rounded human being.”²⁹

While these characteristics are valuable for all students, they are a particular lifeline for SED students, who, depending on their home situation, may otherwise go through their school years lacking a sense of security in stable adult connections, confidence, sense of worth, and

²⁸ Ibid.

²⁹ Friedlaender, Diane, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond. (2015). Growing a Waldorf-Inspired Approach in a Public School District. *Stanford Center for Opportunity Policy in Education*. <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

faith in the resilience needed to see them through the failure and struggle natural to the learning process.

Mental Health

There is a direct link between SED students and the area of need in Lake County that we discuss in the next section: mental health. “Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009).” See the section that follows for a deeper discussion of these issues and how Shade Canyon’s education model offers strategies to alleviate them.

Afterschool Care

Finally, as discussed on page 86 of this petition’s “Meeting the Needs of All Students” section, Shade Canyon will serve the logistical needs of SED students by offering a whole day program from first grade onward. Parents will be able to drop off their children starting at 8:00 a.m. If there is enough parent interest, we will offer a financially self-sustaining afterschool program until 6:00 p.m., to accommodate the needs of working families. Shade Canyon will assist families in organizing carpool options as the need arises.

Access to Resources

There is a strong correlation between arts-based education and improved educational outcomes, and at Shade Canyon, we believe that all children deserve an education that encourages discovery, curiosity, creative thinking, and the opportunity to be doers and makers and active participants in their own learning. Shade Canyon will offer students to check out books and some materials from their classrooms for project-based assignments so that all students can access what they need.

Mental Health in Lake County

The following four paragraphs are quoted from a 2013 Lake County Community Health Needs Assessment:

An estimated 26.2% of Americans ages 18 and older—about one in four adults—suffer from a diagnosable mental disorder in a given year. Projecting this estimate of need to Lake County’s population, up to 12,864 persons age 18 and older in the county could suffer from some level of mental health problem or disorder. The county’s disproportionate number of veterans could increase this number. . . .

As many as 1 in 5 children in the U.S. under age 18 experience a mental health disorder each year, and that rate is increasing according to the first

comprehensive examination of the mental health of U.S. children.³⁰ According to the researchers, the increase could stem from greater awareness of the disorders by health care providers and parents, as well as increased poverty or environmental factors. The cost has been estimated at about \$247 billion annually in decreased productivity, juvenile justice, special education and treatment. The report—which analyzed data from 2005 to 2011—found that the most common types of mental health disorders reported were:

- Attention Deficit Hyperactivity Disorder, with 6.8% of adolescents under age 18 diagnosed;
- Behavioral and conduct disorders, with 3.5% diagnosed;
- Anxiety, with 3% diagnosed;
- Depression, with 2.1% diagnosed.

. . . Overall, the residents of Lake County were more likely to experience psychological distress and symptoms of depression, more likely to have used prescription medication to treat a mental health issue, and commit suicide 3 times higher the state average. . . .

2009-2011 data from the California Healthy Kids Survey showed that the proportion of junior high school students experiencing depression was distributed unequally between genders. Girls, particularly 9th graders, were more likely to report symptoms of depression than males. It is noteworthy that while these students were generally similar to the state average, 36% of 9th graders in Lake County, compared to 30% of all California 9th graders, reported symptoms of depression.³¹

These statistics were gathered prior to the many challenging events of the past few years. Catastrophic wildfires (and ongoing danger each fire season) and the COVID-19 pandemic alone have surely further affected the mental health and stability of many students and families.

A 2017 research-based article in the American Journal of Lifestyle Medicine posits that lifestyle medicine specialists should prescribe *social connection* to their patients: “From psychological theories to recent research, there is significant evidence that social support and feeling connected can help people maintain a healthy body mass index, control blood sugars, improve cancer survival, decrease cardiovascular mortality, decrease depressive

³⁰ Perou R et al. (2013, May 17). Mental Health Surveillance Among Children—United States, 2005-2011. *MMWR Supplements*, Vol. 62(02);1-35.

³¹ Barbara Aved Associates. (2013, September). Lake County Community Health Needs Assessment. *Lake County Public Health*.

<http://health.co.lake.ca.us/Assets/Departments/Health/Public+Health+Division/Lake+County+Needs+Assessment+September+2013.pdf>

symptoms, mitigate posttraumatic stress disorder symptoms, and improve overall mental health.”³²

The Waldorf model is built on social connection, as relationships between all members of the community form the bedrock of learning. The practice of teacher “looping” is just one example of a teaching method at Shade Canyon that will help to create a dynamic of authentic connection. Another example of Shade Canyon’s commitment to social connection is our kindergarten teacher-to-student ratio of 1 to 12. In addition to teacher looping and low teacher-to-student ratios, we will use strategies such as storytelling, arts integration, project-based learning, seasonal school festivals, and parent engagement, all of which foster community building and students’ sense of belonging.

COVID-19 & Its Impact on Young People’s Education

As a result of the COVID-19 pandemic, young people in Lake County have suffered increased mental health distress for many reasons. Changes in their routines, loss of social contact, and breaks in educational consistency are just a few factors increasing stress on children in our communities. In addition, those families who struggle economically have endured increasing financial hardship with increased unemployment rates and health challenges. Some families have been forced to relocate in order to survive, bringing additional stress to youth.

Though COVID-19 and the extent of its adverse effects cannot yet be precisely determined, the establishment of a Waldorf school can ease socio-economic challenges and offer a school program with an intentionally built community that gives children a sense of being part of something larger than themselves. In addition to connecting with others, spending time learning in nature is core to the Waldorf school experience. Coming out of a period of increased isolation, a Waldorf school could be a crucial link in helping students connect with elements that will increase mental health. For example, one new study demonstrated that “consciously turning one’s attention outwards to something ‘bigger than oneself’ during a 15-minute walk outdoors (at least once a week for eight weeks) cultivates a sense of awe—which tends to boost positive, prosocial emotions and reduce stress.”³³

³² Martino, Jessica, Jennifer Pegg, and Elizabeth Pegg Frates, MD. (2015, October 7). The Connection Prescription: Using the Power of Social Interactions and the Deep Desire for Connectedness to Empower Health and Wellness. *Am J Lifestyle Med*; 11(6): 466–475. <https://journals.sagepub.com/doi/10.1177/1559827615608788>

³³ Bergland, Christopher. (2020, September 21). The Surprising Power of Seeking a Daily Dose of Awe. *Psychology Today*. <https://www.psychologytoday.com/us/blog/the-athletes-way/202009/the-surprising-power-seeking-daily-dose-awe>

Outreach and Input from Parents/Guardians and Community Members

Waldorf education is a 100-year-old educational model with over 1,000 schools worldwide. The model offers a longstanding tradition that is flexible enough to meet a variety of people and places, as well as a strong academic reputation backed by results. According to the Alliance for Public Waldorf Education, there are currently 49 public Waldorf schools in the U.S., and 23 in California alone—most of them charters.

However, Kelseyville parents interested in the advantages of a Waldorf education would need to travel over 80 miles each day to be able to send their child to a Waldorf school. Not only is the closest Waldorf-inspired charter school in Ukiah, but River Oak Charter School has a waitlist of over fifty students, as of September 2020.

Shade Canyon has chosen Kelseyville as its home, based on direct input from local families. During our preliminary community research, we released a survey throughout Lake County to gauge interest in a Waldorf-inspired school. Of the 140 families that responded (which represented 243 children aged 0-12), 82 families said they would travel to the town of Kelseyville for their children's school, by far the highest number.

In addition, there is only one other classroom-based charter school in the County: Lake County International Charter School, which serves the populations surrounding Middletown. A charter school in Kelseyville opens up educational choices for families in Kelseyville, Lakeport, and Upper Lake, while still being located centrally enough that South County families who desire a Waldorf-style education could travel to school, as well.

Community Outreach to Date

In response to our outreach efforts, the Lake County community has been enthusiastic.

Our very first outreach event was over two years ago, when we held an initial community interest meeting at Finch Gardens in Kelseyville. With minimal advertising, over 20 families attended.

As far as recent outreach events: prior to the COVID-19 pandemic, we hosted Waldorf-inspired playgroups for local parents and preschoolers, which included an opening circle with songs, a nature-inspired craft or activity, and a Waldorf-style felted puppet story. The community was eager to attend: 20-30 families attended each bi-monthly gathering at Peace & Plenty Farm in Kelseyville.

Since we paused the Shade Canyon Playgroup due to COVID-19, we have continued outreach efforts online, including Instagram and a Facebook business page that has over 470 followers and ongoing positive response to our weekly interactive posts (many of which include a Spanish translation). We also have an email newsletter with 200 subscribers. These online

platforms have served as interim connection points for playgroup families (and others) during this time of social distancing.

In December 2020, we launched our Shade Canyon website, www.ShadeCanyon.org. Our Facebook post announcing the launch received 1,900 views, 294 clicks, and 213 people “liking” or commenting on that single post.

We have received positive response to several Shade Canyon press releases published in the *Record-Bee*, *Lake County News*, and the *Lake County Bloom*. The Facebook link to the press release about our website launch received 211 “likes.” Another press release, in which we announced that Shade Canyon was expanding its first-year plans to include grades TK-3, received a prominent publishing spot in the print version of the *Record-Bee*, which garnered excited responses from local parents.

On January 11 and 12, 2021, we hosted two online School Development Gatherings via Zoom, to connect with interested families and community volunteers. Twenty-five prospective-student families and community members attended (some of them for both gatherings), and at least 25 others expressed interest in the meetings.

Over the months leading up to submission of this petition, we hosted several “Shade Canyon Watch Parties” (via Zoom), where we showed two short films about Waldorf education followed by a discussion. Again, parent responses were enthusiastic from the over 30 families who attended.

In March 2021, our Board put on a plant sale at Peace & Plenty Farm in Kelseyville that included a selection of Spring bulbs. The sale was well-attended and raised over \$1,200.

In April 2021, we ran a GoFundMe campaign to fund startup costs. Over 45 individuals donated to help us reach our goal, many of them local interested parents. We reached our full \$8,000 goal with the help of a \$3,100 matching check from Carol and Mitch Beare, owners of Grocery Outlet in Clearlake and Hidden Valley Lake.

On May 1, we hosted the first Shade Canyon May Faire at Peace & Plenty Farm, to celebrate Spring and invite parents to sign in support of the Shade Canyon charter petition. This was our first in-person event with activities for children since the beginning of the pandemic, and over 50 prospective student families and supportive community members attended. We publicized May Faire using Facebook, Instagram, email newsletters, and flyers hung around Lake County in both Spanish and English. Twelve parents and community members volunteered in various capacities to put on May Faire, alongside our five board members and two co-founders. Many attendees expressed positive feedback and hopefulness about Shade Canyon School. In keeping with our vision to make Shade Canyon School as inclusive as possible, admission to May Faire and activities were free. Still, although our primary goal for May Faire was not fundraising, the event raised over \$500. At May Faire alone, we collected

over 30 signatures of parents/guardians meaningfully interested in sending their children to Shade Canyon School.

Also in May 2021, we attended each Lake County farmers market once, offering a children's craft, talking with parents and community members, and collecting signatures of support for this petition.

In all, 86 parents/guardians have signed in support of this petition, affirming that they are "meaningfully interested" in sending their children to Shade Canyon (see Appendix F). These parents represent 143 prospective students. Of those 143, 87 will be of age to attend TK-3 in our starting year of 2022-23. Our budget is based on an 80-student enrollment and there is well over a year remaining for continued recruitment and community engagement before our start date. If enrollment applications exceed the number of available seats, we will hold a public lottery, as described on page 164 in Element H.

Community Outreach Plans Going Forward

For community outreach and student recruitment going forward, we plan to provide ample opportunities for people to learn more about the Waldorf method. This is especially important for subgroups that may not be as familiar with Waldorf, including families of ELs and SED families. To ensure we connect with many families representing the breadth of our region's population, we've developed an outreach plan with multiple points of contact. As time goes on, we would be happy to provide the KVUSD Board and staff with outreach updates on our progress.

We plan to host parent education meetings focused on various aspects of Waldorf education, with a parent translator available at as many meetings as possible. Some of these meetings, we plan to hold solely in Spanish. We plan to resume our bimonthly Shade Canyon playgroups at Peace & Plenty Farm this summer and will continue to have a monthly children's craft booth at Lake County farmers markets, as well as a monthly information booth at the Kelseyville night market.

We have a core group of dedicated bilingual Shade Canyon parents. These parents are well-connected in our County's Spanish-speaking communities, and we will continue to seek these parents' guidance in outreach efforts, including their assistance with strategic placement of flyers about various Shade Canyon events and information. We already translate many of our Facebook posts and large event flyers and announcements, with the help of a parent volunteer. As our volunteer team (and thus capacity) grows, we plan to translate as many of our printed and online materials as possible. We have a hiring preference for bilingual (in Spanish) staff members so that we can ensure translated parent materials are available once Shade Canyon opens.

To ensure that outreach continues to extend beyond word-of-mouth connections, we plan to post flyers, submit articles, and present at meetings (whichever are applicable) at many community organizations, including NCO, Lake Family Resource Center, First Five Lake County, Easter Seals, Lake County Child Care Planning Council, Big Valley 4-H, library story times, preschools, churches, various business associations, community service organizations, homeowners associations, LC Arts Council, LC Historical Society, and LC Symphony Association.

To specifically reach the SED population, we plan to post flyers at state preschools, WIC offices, bus stops, laundromats, and Head Start sites. We also plan to form connections with Head Start family support specialists, preschool teachers, foster agencies, and social and mental health workers, inviting them to refer families who might be interested in Shade Canyon. Also, students with special needs will be reached in collaboration with Easter Seals.

We also plan to reach out to local tribal communities, handing out flyers at tribal preschools and the Boys and Girls Club of Big Valley Rancheria. We plan to reach out to the tribal education directors to collaborate with them in whatever way we can, as well.

Community Interest Survey

As part of our website launch back in December 2020, we created an online Community Interest Survey to connect with interested student families and supportive community members. Respondents can take the survey in English or Spanish. The survey asks how many children each family has, their ages, how familiar they are with Waldorf education, whether they are interested in enrolling their children at Shade Canyon, whether they would like to volunteer, and which facets of Waldorf education they most value.

To date, 102 parents/guardians have responded, representing 152 children ages 0-7 (current ages in line to be served by Shade Canyon—75 students for the 2022-23 school year). Ninety-one of these respondents answered “yes” when asked if they are interested in sending their children to a tuition-free, Waldorf-inspired public charter school in Kelseyville. Eleven more have answered “maybe,” and gave the following reasons for not being sure yet: 1) need to decide whether they would make the drive, 2) want to learn more about our program first, 3) live outside the County and are considering moving back, 4) vaccination concerns, or 5) still considering homeschooling. Zero parents answered “no.”

Waldorf education is a well-known and respected model, which increases the ease of successfully recruiting students for a new school in our area. Of the 102 parents/guardians who responded to the survey, 42% answered that they are “quite familiar” with Waldorf, 50% answered “a little” familiar, and only 8% responded “not at all” familiar. In a short-answer question where we asked parents why they are interested in Shade Canyon, many directly wrote that they are looking for a Waldorf-style school.

In response to what families' education plans would be if Shade Canyon School were *not* an option, 35% answered "public," 32% answered "homeschool," 15% answered "I don't know," and 4% wrote that they would relocate or travel closer to another Waldorf school. Only 8% answered "private," which indicates how great the need is for alternative education choices in our county to be tuition-free. In the free response section, several parents have expressed enthusiasm that Shade Canyon School would remove the financial barrier to their ideal education for their children. The Waldorf School of Mendocino County, a private Waldorf school, has an average tuition of \$10,530. With a median household income in Kelseyville of \$42,418, most families would not be able to afford a private Waldorf education.

In an open-ended response box, many survey respondents told us how very "excited," "ecstatic," and "inspired" they are to know Shade Canyon may be a schooling option for their children. The following are quotes from five different parents' open-ended responses:

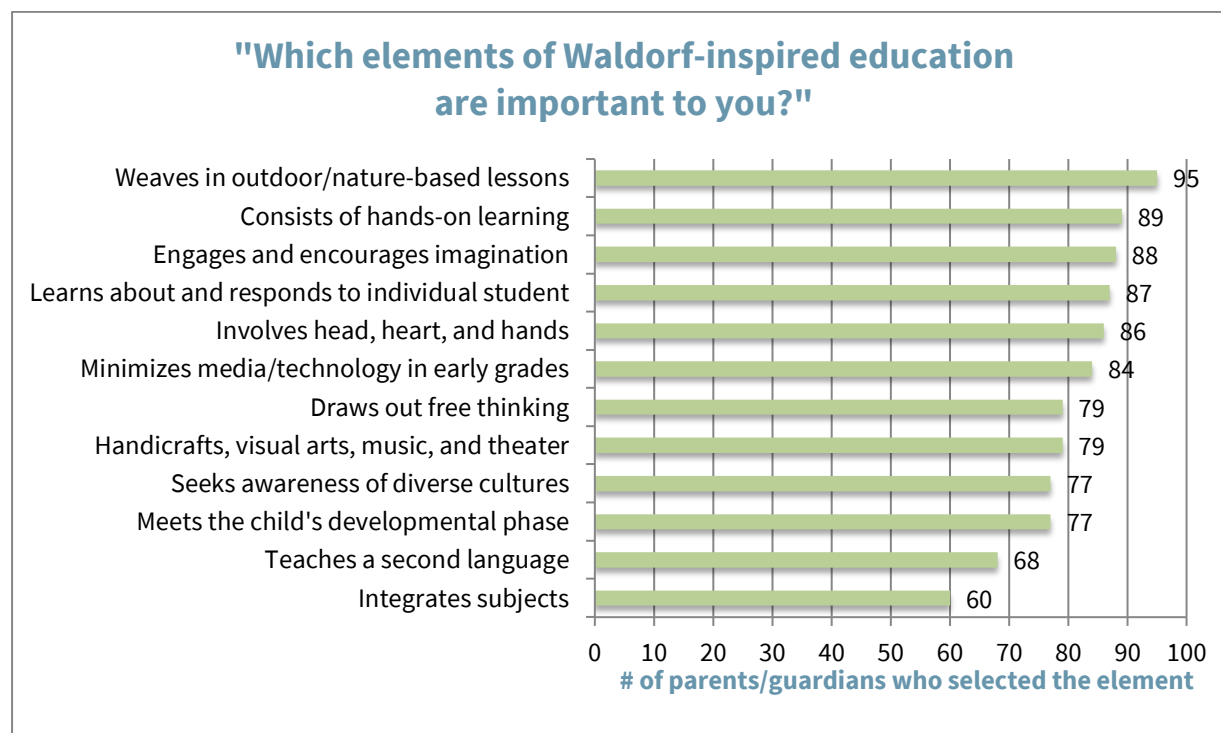
- "My dream has always been to give my son the opportunity to grow in an environment where he can become a well-rounded individual, exploring a broad curriculum, life skills, and compassion and diversity."
- "Shade Canyon will be such an asset to our little community."
- "The area desperately needs an educational platform to help the next generation do differently. In an age where they have so many avenues to be "hyper-connected", it's become clear that true connection to the world around them, to the world in them, and to the local community is paramount to all our futures."
- "I am a recent Lake County transplant and so hopeful for this opportunity for my child. We were considering moving out of the county for better educational options."
- "I've heard good things about Waldorf-inspired schooling. There aren't that many options in Lake County. My kids are getting into school age and I want them to have the best education possible. I am someone who loves learning and I want to nurture that same love of learning for my kids."

It is clear from our survey results that many families are searching for additional public school options, and many of them are searching for a Waldorf program specifically.

Of the 120 people total who have responded to our ongoing survey (including parents, teachers, and supportive community members without school-age children), 66% have responded that "yes" they are interested in volunteering, and an additional 45% have answered "maybe." The Lake County community is interested and willing to invest their time to volunteer and support Shade Canyon School.

The chart below illustrates responses to our survey question "Which elements of Waldorf-inspired education are important to you?" The responses demonstrate that Lake County parents care deeply about many of the elements that will distinguish a Shade Canyon education (including those who were not previously familiar with the Waldorf method). The most popular element is "outdoor/nature-based lessons" (selected by 95 families), closely

followed by “consists of hands-on learning,” “engages and encourages imagination,” and “learns about and responds to individual student.”



In our survey, 89 out of 102 parents specified hands-on learning as important to them. While public schools in Kelseyville certainly offer hands-on components in their curriculum, Waldorf expands the practical arts offerings further. These skills are woven together with core subjects such as English Arts and Math, engaging students’ multiple intelligences for deeper understanding. Hands-on skills included in a full TK-8 program would include knitting, cooking, gardening, crocheting, wool felting, sculpting, painting, woodworking, outdoor adventure, and wildlife observation.

Another evidence of the great value our community places on such skills is demonstrated by the success of 4-H in Big Valley and Lake County at large. Kelseyville’s pride in practical skills stems from our region’s agricultural heritage and the high value many Lake County families place on self-sufficiency. And teaching children such skills produces far-reaching, quantifiable benefits: According to the latest California 4-H Sparks Survey (2018), 75% of 4-H’ers were growing in the “6 C’s”: Competence, Connection, Character, Caring, Confidence, and Contribution.³⁴ The first five years of a 4-H study of positive youth development revealed that “When compared to other youth, 4-H’ers excel and are: 25% more likely to contribute to their families, themselves, and their communities; more likely to see themselves going to college;

³⁴ (2021). 4-H Evaluation. *University of California, Agriculture and Natural Resources*. <http://4h.ucanr.edu/Resources/Evaluation/>

41% less likely to engage in risk/problem behavior.”³⁵ If an extracurricular program like 4-H can have such a positive impact on youth, the benefits of a full-time curriculum with similar elements and values cannot be overestimated.

Below are several more quotes from interested parents:

“I feel that traditional public school, while important, does not work for all families. Having an alternative style of learning environment in our community would be a blessing to Lake County. Kelseyville would be lucky to have such an opportunity. This school would draw in students from around the lake.” -Shawn Doughty, KVUSD resident

“We feel that Waldorf education is the ideal learning style for our son. . . . when the time comes, we are hoping to have access to an educational style that is conducive to his individual learning abilities and nurtures his strengths through play, touch, music, and imagination.” -Melody Day, KVUSD resident

“I would like my kids to have hands on, outdoors learning in school. I am drawn the community created at the Waldorf schools I have seen before. My husband and I have chosen a parenting style that would be supported by this type of education. I see more opportunity for kids to be who they are and learn in their own way in this setting.” -Brittany Segal, Resident of Cobb, Middletown Unified School District

Distance Learning Contingency Plans

We note that during these unprecedented times of worldwide impact from the global COVID-19 pandemic, Shade Canyon School will be prepared to adapt rapidly and flexibly if needed to the transition to offsite learning. While we hope such contingency plans to shift to offsite learning will no longer be necessary by the time we open in September 2022, in the event distance learning plans are still required, we will be ready. Though we initially had not planned to offer a 1:1 Chromebook ratio in our first year of operations, based on the current demands of the pandemic, we have budgeted for a 1:1 ratio so that every student will be issued a Chromebook in the event that distance learning is needed. As needed, we will allocate resources to purchase Wi-Fi hotspots to ensure all of our students have access to online learning from Day 1.

All students, parents/guardians and teachers will have access to online tools that will provide students with access to course materials at home.³⁶ To ensure quality teaching is being

³⁵ (2020). 4-H Outcomes & Impacts. *University of California, Agriculture and Natural Resources*. <http://4h.ucanr.edu/About/OutcomesandImpacts/>

³⁶ In some cases, we anticipate that some families may not want a Chromebook at home, to limit screen time. As needed, teachers will make printed packets available and ensure these are accessible to students, though we will do what we can to optimize learning for each student.

planned and provided, our Administrator will meet virtually each morning with all faculty. The Administrator also will communicate daily with all parents/guardians and with students, and include daily office hours for live communications with parents/families who may have questions or need assistance. One-on-one conferences will be available as well. Parents/guardians will be provided detailed information about online curricular resources, IT support for computer and internet issues, opportunities to connect as a community will be held frequently and virtually. Charter School staff also will communicate weekly with families via phone calls, our SIS, our website, social media and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we expect that will use a more hybrid model including some synchronous “bell schedule” zoom time, as well as asynchronous times that include teachers recording 8-15 mini-lessons and posting daily assignments, with scheduled meetings/office hours with their classes at designated times in Google Classroom. This structure would be carefully planned to ensure students have continuity and contact with their teachers, yet also give our hard-working staff some flexibility to manage their own families at home. We note that we will have the benefit of research and experience from the 2020-21 and 2021-22 (if applicable) school years and will adapt our program accordingly based on the best solutions for our students.

Our EL Coordinator (likely our Administrator or designee initially) will continue to provide designated ELD instruction online to our EL students.

Our teachers will work to ensure all students are participating in school each day, contacting families when students are not attending online classes or turning in assignments. He/she also will help make referrals to community services as needed.

If the state and County permit outdoor and socially distanced in-person schooling, Shade Canyon School will be prepared. We will follow all protocols to ensure safety while hosting school outside. Shade Canyon School will utilize this unique opportunity to reconnect students to their natural environment. The Waldorf educational model naturally lends itself to being taught in the great outdoors. Shade Canyon is determined to find a location with a large enough outside space to integrate outdoor learning as part of our program. A kindergarten day outside may look like students working in the Charter School garden, or taking a walk identifying trees and other flora in the area immediately surrounding the Charter School. Courses of study already being taught in Waldorf schools worldwide such as handwork, woodwork, music, and art can be taught outside and in some cases the experience is enhanced by it. For grades 1-8, students will integrate science, math, history/social science lessons through engagement in their outdoor environment. Language arts opportunities such as journaling and reflection are even better outside. Foraging, orienteering, map-making, and other life skills will all be incorporated into our outdoor classrooms. Academic studies in botany, geology, astronomy and more will be taught in our outdoor classrooms. In the process of this experiential learning, children will take on challenges such as fire building and

other survival skills, cooking in the great outdoors, and gain a personal connection to the environment to learn what being a steward really means.

Our Board of Directors will continue to meet for regularly scheduled meetings through Zoom, with appropriate protocols for public participation (see Element D).

SHADE CANYON WILL PREPARE STUDENTS TO BE EDUCATED CITIZENS IN THE 21ST CENTURY

“Education is not the filling of a pail, but the lighting of a fire.”

--William Butler Yeats

Today more than ever, we rely upon our schools to prepare students for an unknown future. It seems clear that the world they will inherit is likely to be even more complex and problematic than it is today. In Rudolf Steiner’s vision of Waldorf education, he was inspired to create a democratic educational model that “would make [students] so healthy, strong and inwardly free that they would become a kind of tonic for society as a whole.” We believe that today’s children will need three distinct capacities to meet the challenges that will face them as adults:

Thinking

Our students will need to be able to think, not only critically and objectively, but imaginatively. Imaginative thinking enables us to perceive clearly, to understand fully the implications of a situation, and to envision new solutions for seemingly unsolvable problems. We develop thinking by teaching children to observe objectively, with wide-awake curiosity. Across all grade levels, we bring the child’s attention to phenomena around them that normally would escape notice. We teach them to observe people, events, and the natural world, to take notice of patterns and tendencies in a way that gives rise to more questions than answers and embraces complexity. Thus, we lead them to understand knowledge as a byproduct of an ongoing, living process of exploration rather than a finished, fixed collection of facts. Along with developing the capacity to observe things closely, we emphasize storytelling as a tool for developing the imagination. When imagination, curiosity, and objective attention are combined, new answers emerge from complex questions.

Feeling

Our students will need empathy and sensitivity in the emotional realm and ethical discernment in complex situations. Feeling is the foundation of all morality, compassion, and sense of belonging and connection to the self and to others. Shade Canyon’s approach to

education is designed to nurture the inner life of the child, and to cultivate a deep and refined feeling sense. We actively work to touch the hearts of the children, to help them care about their fellow human beings, and to reassure them that there is beauty and goodness in this world and within themselves. We integrate the arts into every part of the day – singing, movement, drawing, painting, story and drama –to nourish, harmonize, and connect the children in every aspect of their being.

Will

Finally, our students will need resolute determination so they will be able to manifest their highest hopes and dreams. When students have mastered a wide range of capabilities, confidence and self-esteem are enhanced. These qualities are vital components of the strong character that children will need to develop in order to face the challenges of the future and to chart their own path in a world of rapid change and bewildering complexity. We seek to empower our children to create a better future for themselves and others. We foster the development of persistence, “grit,” and confidence in the face of obstacles. We cultivate a firm belief that one person can make a difference, and in our students’ own capacity to shape reality. They must see themselves as active participants on the stage of life rather than passive recipients of blessings and curses. This is what it means to have a healthy, well-developed will.

These are the capacities we are developing when we educate the thinking, the feeling, and the will of the child, the three fundamental forces impelling them toward mental, emotional, and physical activity. An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. An educated person is one who has fully developed their personal and unique potential and has the confidence, initiative, and resourcefulness to take responsibility for their place as a citizen in the world.

The following are integral attributes of an educated person for the 21st century:

- Literacy and language development; the ability to clearly articulate ideas, think critically, and communicate both orally and in writing.
- An ability to think creatively and to use analysis and logic to solve problems.
- A clear understanding of mathematical concepts and how they relate to the world.
- An ability to observe, gather, organize, and analyze information.
- A significant knowledge of history, geography, language, and cultural practices, both locally and globally.
- An understanding of the major concepts underlying physical, earth, and life science, and a working knowledge of scientific inquiry and method.
- Ability to express oneself artistically.
- A sense of self that provides inner strength, confidence, and fortitude.
- Perseverance and the ability to focus on the challenges of working on tasks to completion.

- Confidence, compassion, and a social conscience; a deep respect for the environment.
- Self-respect to help create and maintain healthy relationships and work cooperatively with others.
- Enthusiasm, open-minded inquiry, and curiosity; self-motivated, competent and lifelong learning capability.
- Knowledge of the political/social processes at work locally, nationally, and internationally.
- A sense of aesthetics and an appreciation for the arts and music.

HOW LEARNING BEST OCCURS

Shade Canyon maintains that learning best occurs when teaching methods, curriculum, and supporting organization include:

- An instructional model that recognizes the individual child's stages of development and support the unfolding of each child's capacity for thinking, feeling and will.
- An integrated, standards-aligned academic curriculum that is developed in an artistic, interactive, creative, and stimulating environment that meets the needs of 21st century students.
- Faculty who spend years with each student (via "looping"), enabling them to know each of their students in depth over time, understanding their growth and challenges and sensitive to each child's unique intelligence so they can support and guide the child, fostering attitudes and habits that promote responsibility and confidence.
- The use of formative and summative assessments over time (including state mandated testing) to inform instruction and measure each child's growth over time, with appropriate interventions and supports provided to ensure each child meets grade level expectations.
- A school faculty that is held accountable for upholding the philosophy and learning goals of through weekly staff meetings, ongoing training, and yearly teacher evaluations by the leadership team.
- A prevailing school attitude that encourages and supports cooperation rather than competition.
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically.
- Teaching methods that place a high value on relational experiences and inter- and intra-personal interactions.
- An emphasis on the process as well as the outcome of learning activities, ensuring students learn how to learn and develop lifelong habits that are crucial in our rapidly changing world.
- While Waldorf adherents believe in limited exposure to the effects of electronic media (television, computers, and video games), in favor of creative play, recreational

reading, social interests, and physical activity, we also recognize the crucial importance technology has in our world today. Technological literacy is introduced in a specific and gradual timeframe, used as a powerful learning tool during middle school, encouraging a strong sense of ethics as students become proficient in computer technology and web-based research.

- Parental commitment, support, and involvement in the child's education and the Charter School.
- An instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning modalities, and is particularly adept at addressing students with special needs in the least restrictive environment.

Multiple Intelligences

Shade Canyon's approach considers the importance of articulating a clear educational framework that includes Howard Gardner's theory of Multiple Intelligences. Gardner has suggested that instead of³⁷ only two main areas of intelligence, humans exhibit multiple intelligences ("MI"): linguistic, logic-mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Although MI are not correlated with each other (as researchers would expect), falsifiable, or testable, Shade Canyon School believes that they are nevertheless important constructs by which to organize an educational program founded upon teaching to the whole child. As such, Shade Canyon School believes each student should have the opportunity to develop multiple intelligence domains in order to become a well-rounded person. It is consequently our goal to educate students so that they are well-rounded, have a deep sense of well-being, and fluency in the nine MI. Shade Canyon School posits that education guided by the core principles of public Waldorf education addresses all of Howard Gardner's 9 intelligences and believe as Steiner did, that an effective educational approach is to begin with an inner vision of the child and the child's needs, and build the curriculum around the person rather than the reverse.³⁸ The following is a more complete description of how the nine intelligences of MI correspond with the guiding principles of Public Waldorf Education and which subject components of our curriculum fulfill the development of each intelligence domain.

Visual-Spatial Intelligence

Visual-Spatial Intelligence is the judgment and the ability to visualize with the mind's eye. Sailors, pilots, and architects are very aware of their environments. Mastery of puzzles and

³⁷ Gardner, Howard. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.

³⁸ Armstrong, Thomas, cited by Eric Oddleifson. (May 18, 1995). *Boston Public Schools as Arts-Integrated Learning Organizations: Developing a High Standard of Culture for All*. An address to the Council of Elementary Principals Meeting.

differences in pictures are observable by individuals with high visual-spatial acuity. Playing games and sports of various types, creating art and crafts is a component of visual-spatial intelligence. Geometry and physics require high visual-spatial intelligence. Individuals with high visual-spatial intelligence are able to convert objects in their location, but also navigate an environment full of objects. Our specialized program at Shade Canyon will offer a full spectrum of activities for students to fully explore and develop their Visual/Spatial knowledge. Through handwork that includes, knitting, weaving, crochet, sewing, and woodwork (when the budget allows) students will develop Visual/Spatial Intelligence. Furthermore, our integrated-arts curriculum offers plentiful opportunities to spatially develop. In the upper grades, through physics and geometry, students will deepen their Visual-Spatial Intelligence, and throughout grades 1-8 students will receive instruction during our “Games” component from individuals with specialized spatial dynamics training in order to maximize opportunities to develop their Visual-Spatial Intelligence.

Bodily-Kinesthetic Intelligence

Having control over one’s bodily movements is a type of Bodily-Kinesthetic Intelligence. For instance, dance, according to anthropologists, has been found to “reflect and validate social organization” (Gardener 2011). Having a strong movement vocabulary requires an ability to determine the “speed, direction, distance, intensity, spatial relations, and force” of movement. Furthermore, fine motor control, and a keen sense of balance is related to Bodily-Kinesthetic Intelligence. Shade Canyon’s program will support students in reaching their full Bodily-Kinesthetic Intelligence by engaging in thoughtful games and movement led by experts. During classes students will develop balance gross and fine motor development as well as other skills to increase their strength, coordination, sportsmanship, flexibility and timing.

Naturalistic Intelligence

Sensing patterns in and making connections to elements in nature are the main components of Naturalistic Intelligence. At Shade Canyon, students will develop a keen interest in varying ecologies from human culture, the behaviors of other species, and the plant world through gardening, nature walks and instruction in the physical and biological sciences. To promote the development of Naturalistic Intelligence students will be exposed to topics such as weather, climate, zoology, botany, geology, meteorology, paleontology, and astronomy through stories that examine animals, people, the environment and natural phenomena. This attention to the development of Naturalistic Intelligence will increase students’ levels of sensory perception in order to rapidly notice similarities, differences, as well changes or stasis in their surroundings. Students will also learn to categorize and catalog both concepts and items by frequent opportunities to collect rocks, feathers, shells, and observe differences in micro- ecologies during nature walks. Students will be encouraged to develop a sense of wonder about the beauty and the scientific processes of the natural world and recognize life as an evolving living system through Shade Canyon’s unique eco-literacy approach.

Musical Intelligence

Gardner posits that pitch, rhythm, and timbre are the components of musical intelligence and that individuals with highly developed musical intelligence may begin decomposing pieces of music they are learning. The act of decomposition encourages re-creating new compositions. Gardner suggests that “musical facility can be elaborated to a considerable degree simply through exploration and exploitation of the oral-aural channel.” Shade Canyon’s program will provide plentiful opportunities for students to develop their Musical Intelligence. Not only is music through singing and flute and/or recorder playing part of the Main Lesson academic period, it is also a specialty subject that will be taught multiple times each week (budget permitting). Students will have ample opportunities to master various musical skills and abilities through the prominence music will play throughout our program, partly because it is a thread that connects the transitions throughout the day. For instance, TK and Kindergarten teachers will use short melodies to ease students into new and different activities activating the oral-aural channel. Instead of announcing that all students are to “line up” or begin cleaning up, teachers might begin singing a short song as a signal to the students that a change is coming. This will give the students gentle encouragement to transition into the next activity. An example of a clean-up song is, “Tick-tock goes the clock, what does it have to say? Time for us to pick up our toys and put them all away.” This careful attention to the use of music through transitions as well as the multiple ways music will be incorporated throughout the day will encourage students to recognize music as a natural component of their daily life, thus strengthening their Musical Intelligence domain.

Logical-Mathematical Intelligence

The world of objects is the primary origin of the development of Logical-Mathematical Intelligence. Shade Canyon’s program will help students develop and appreciate abstraction and how it relates to physical realities through a developmental approach. From TK/Kindergarten through grade 6th, students will engage in learning that includes concrete experiences to cement understanding. Beginning with an understanding of the “whole” of a concept or object and then broken down into parts, students will learn to follow “long chains of reasoning” and “increasingly abstract tiers of analysis.” Shade Canyon believes that the natural inclination is to first take something apart (such as a watch) and learn how it works, before one can understand the logic of creating one. By starting with a whole bushel of apples, an entire eco- system, or a complete society, students will gradually learn logic in an accessible way. This is primarily introduced through narrative, the use of realia and other visual materials, and experiences so that the student can create a concrete picture of an event, object, or concept. For instance, to learn time, the teacher may use colored chalk to draw a large clock outside on the paved concrete, complete with minute and second marks, and a tall wooden dowel in the center to effectively create an accurate sundial. By letting the students observe how the sun moves slowly around the clock, the students will have an opportunity to appreciate more deeply the concept of time. By further playing a game where

the students are able to take turns being either the second or minute, by themselves moving around the circle, students will learn to appreciate the concept of time in a more personal way thus, prepared to learn the full spectrum of CCSS associated with time. In this way, Shade Canyon School believes the student orients to the topic, and is therefore actively engaged in using their own imagination to enliven the material in a way that increases understanding and retention.

Linguistic Intelligence

Linguistic intelligence is to be adept with words and languages and the ways by which to communicate in words through reading, writing, and telling stories. The fact that deaf people can equally acquire language skills suggests that there is not necessarily an aural component required to having linguistic competency. Nevertheless, Gardner suggests that “Understanding of the evolution of human language, and its current representation in the human brain, is likely to fall wide of the mark if it minimizes the integral tie between human language and auditory-oral tract.” (p. 103 *Frames of Mind*) Shade Canyon believes that engaging all the aspects of linguistic intelligence will empower students with the ability to read, write, listen and articulate in compelling ways. Through not only reading and writing, but also through visual arts, poetry, and singing, the full spectrum of auditory-oral aspects will be engaged. Furthermore, through World Languages and storytelling, students will thoroughly develop their linguistic faculties.

Interpersonal Intelligence

One’s level of sensitivity to others’ moods, feelings, temperaments and motivations, as well as the ability to cooperate in a group, demonstrate Interpersonal Intelligence. Those with high interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They often enjoy discussion and debate. Gardner has equated this with the emotional intelligence of Goldman.³⁹ Gardner believes that careers that suit those with high interpersonal intelligence includes, politicians, managers, teachers, lecturers, counselors and social workers. Shade Canyon will work hard on a daily basis to ensure that our students develop empathy and compassion so that they may become effective in their later life. By group work during Main Lesson as well as continual opportunities to portray characters in drama, students will successfully learn to navigate the social world and develop strong Interpersonal knowledge and intelligence. Because a founding premise of our developmental model is that students learn from imitation, TK and Kindergarten teachers will make special efforts to be worthy of emulation. All of our teachers throughout the grades will strive to be models of unwavering character and ethics representing to our student body model citizens.

³⁹ Gardner, Howard. (2002). "Interpersonal Communication amongst Multiple Subjects: A Study in Redundancy", *Experimental Psychology*.

Intrapersonal Intelligence

Intrapersonal Intelligence is one's ability to be introspective and self-reflective. Our program will help students to develop a deep understanding of the self; what their individual strengths or weaknesses are, what makes them unique, and learn to predict one's own reactions or emotions. Shade Canyon School will focus on helping students to develop a strong sense of responsibility, self-reliance, and resilience, empowering them with the ability to be vital, disciplined, and hard-working individuals who take initiative, self-regulate, and are fully accountable for their own actions. Shade Canyon School will strive to teach students to see others as individuals, not as members of a group, give of themselves, work to make ethical decisions, work cooperatively and understand and respect individual and cultural differences. Because of our looping model in which the students stay with the same teacher and students for multiple years, students will have the opportunity to learn the value of relationships, respect for each other, and for authority. Because our curriculum uses narrative, experiential learning, and visual aids, students will develop a sense of wonder and curiosity, enthusiasm and passion for learning, and because the curriculum relies on teaching ethics through stories such as fables, a sense of social justice and responsibility to the local and global community. It is paramount to give students activities and time, to encourage wonder, curiosity, and reflection, in order to further develop their Intrapersonal intelligence so that they are thoughtful, contemplative, and individuals with desires to work hard to make a difference in their surroundings. Through activities that they are able to engage in separately such as painting, drawing, observation, handwork, music, and observation, students will become actualized in their abilities to be introspective and self-reflective.

Existential Intelligence

Gardner also suggested that an "existential" intelligence may be a useful construct. Shade Canyon believes Existential Intelligence is a powerful additive to our educational model and incorporate it through our understanding of the psychological construct of Hardiness, which is essentially the "courage to be." Our teachers will guide students through their daily struggles to overcome and embrace challenges whether they are to read one more word, sentence, page, chapter, or book, write one more letter, word, sentence, paragraph, or page, do one more push up, lap, or rope jump, stitch one more knot, row, square, or item, play one more note, line, or song, or speak one more word, line, or verse. Furthermore, through consistent encouragement and mentorship in individual and group work, our teachers will encourage students to believe and strive to effectively control the outcome of their educational goals, small or large. By an emphasis on cooperation and intrinsic rather than extrinsic reward, Shade Canyon will aspire to help students to stay committed to their goals by staying engaged with their classmates, their teacher, and the material at hand.

Using MI's theoretical framework as a guide, educators at Shade Canyon will teach with the nine intelligence domains in mind so that the culmination is the education of enthusiastic lifelong learners. Students in the 21st century must be joyful, confident, self-motivated,

aware, inquisitive, resourceful, and persistent if they are to know how to best learn, and hence, thrive in an ever-changing world. Shade Canyon's comprehensive learning program that teaches to the whole child will achieve this.

Arts Integration

Through differentiated instruction that addresses the nine intelligences, by virtue of arts integration in every core content area, Shade Canyon will be able to meet the unique parameters laid out in our charter, as well as the State Standards. The visual and performing arts develop the aesthetic sense and support the students' emotional life. Arts-integration, inclusive of visual, musical and performance art, has been proven to have positive effects on student achievement and engagement. Several of Gardner's multiple intelligences are exercised through the many arts in our daily lessons (Movement, Sculpting and Handwork: Bodily-Kinesthetic Intelligence; Drawing and painting: Visual-Spatial Intelligence; Instruments, singing: Musical Intelligence; Storytelling, Drama: Linguistic Intelligence; Cooperative Group Work, Games, Chorus: Inter and Intra social-emotional Intelligences). Art projects will be thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes.

As the "What the Arts Change about the Learning Experience" study concludes, "Involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement."⁴⁰ The study describes how integrating the arts in education changes the learning experience in multiple ways including reaching disparate groups often not reached in traditional learning environments. For instance, the arts reach students who are not otherwise being reached, in ways they are not otherwise being reached; connect students to themselves and each other, transform the environment for learning, provide learning opportunities for the adults in the lives of young people, afford new challenges for those students already considered successful, and connect learning experiences to the world of real work. Arts integration holds relevance in today's educational climate for both students and teachers, leading to increased academic achievement and student retention, and be effective and innovative in the teaching profession. Research has proven that students who study the Arts consistently perform better in academic pursuits. Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years, these students were as good at math as students who had stayed in the standard curriculum, and even better at languages.⁴¹ Another wonderful benefit is that music students tend to be more

⁴⁰ Fiske, Edward B. (1999). *Champions of change: The impact of the arts on learning*. President's Committee on the Arts and the Humanities; Arts Education Partnership.

⁴¹ Almodovar, Mayra. (2010). "Integrating music, drama, and the visual arts in the early childhood curriculum: A study of early childhood teachers in a metropolitan area of Puerto Rico." *Open Access Dissertations, University of Massachusetts*.

cooperative with one another. For all of these reasons, a fundamental component of Shade Canyon's program is pervasive arts-integration throughout our curriculum and interwoven as much as possible into the daily activities of students.

SHADE CANYON WILL ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS

Our program has been carefully designed to develop students to be self-motivated and competent, who view themselves as lifelong learners:

Self-Motivated Learners

Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose (Pink, 2010). These principles align with our focus on the thinking, feeling and will. Through our student-centered differentiated, hands-on instruction (autonomy), students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities, they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

Competent Learners

Through “backwards design” and the use of summative and formative student achievement data, teachers ensure that learning objectives are met. Students will continuously be asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic lifelong learners.

Lifelong Learners

Beyond mastering specific skills and facts, students will learn how to learn. As students actively participate in their own learning, they see the relevance and applications of their education to their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students will develop a lifelong ability to continue to learn.

Students at Shade Canyon will develop a solid foundation that will serve them well in high school, college and beyond.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

SHADE CANYON’S FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

“In one sentence, Froebel, father of the kindergarten, expressed the essence of early childhood education. . . . The natural world is the infant’s and young child’s first curriculum, and it can only be learned by direct interaction with things. . . . Learning about the world of things, and their various properties, is a time-consuming and intense process that cannot be hurried.

This view of early-childhood education has been echoed by all the giants of early-childhood development—Froebel, Maria Montessori, Rudolf Steiner, Jean Piaget, and Lev Vygotsky. It is supported by developmental theory”

--David Elkind, Professor of Child Development, Tufts University⁴²

State Standards

All instruction starts first with the State Standards, including the Common Core State Standards, Next Generation Science Standards, and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. We note that the curriculum inspired by Waldorf education determines that some standards will be addressed at different grade levels from those stated in the State Standards. (See Appendix A). Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology are based.

Shade Canyon’s goal is that students will meet statewide performance standards by the completion of eighth grade in accordance with Education Code Section 47605(d) and the

⁴² Elkind, David. (2001). “Much Too Early” forum. *Education Next*. Hoover Institution, Stanford University.

Every Student Succeeds Act (“ESSA”), and will demonstrate progress on and competency in standards inspired by Waldorf education, and competency in state grade-level content and performance standards. Please refer to the Appendix A containing “The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core State Standards into Waldorf-Inspired Programs” (Waldorf State Standards) for further detail.

All parents will be informed prior to enrollment – in writing and via parent meeting(s) – that our curriculum does not in some cases correlate to the State Standards grade levels, especially in grades one and two. Parents will be encouraged to visit our school website for information further explaining our curriculum and alignment to the State Standards. Based on the needs of the individual student, a transition plan for students who leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

A Waldorf Education

Waldorf Education began in Stuttgart, Germany with the first school in 1919. The first school in the United States opened in the 1930s in New York City as a private school. In 1994, the first public charter Waldorf school in California was opened by the Twin Ridges School District. Today there are over 1,000 Waldorf schools in the world, most of which receive public funding. In the United States, there are approximately 250 private schools and 60 public schools, according to the Alliance for Public Waldorf Education and the Association of Waldorf Schools of North America.

[T]he Waldorf-inspired approach differs from many other public schools in the extent to which [the school] extends its focus beyond providing students with specific knowledge and skills to prepare them for college and career, to also preparing children for meaningful lives in the broadest sense by developing them for physically, socially, artistically, and cognitively meaningful engagement with the world. A second difference is the extent to which Rudolf Steiner’s, the founder of Waldorf Schools, theory of child development and goals for nurturing human development inform every aspect of how children experience school including the curriculum, pedagogy, and structure of school. This research provides an overview of the nature of Waldorf education from kindergarten through eighth grade in the public system.

....

Within the context of sustained relationships, instruction in the Waldorf-inspired classroom is built from several key ideas:

1. The teacher teaches the child rather than the subject;
2. Every child develops at his or her own pace;

3. Children move through different developmental stages in which they need different learning environments to thrive;
4. Children will access learning through multiple learning modalities: art, music, handwork, movement, speech, reading, storytelling, hands-on experimentation, practical life skills, and connection to nature. These modalities are taught both discretely and through an interdisciplinary approach;
5. Teachers monitor and respond to children's developmental stages and optimal learning modalities by adjusting their instruction, including the needs of special education students and English Language Learners;
6. Long-term relationships with teachers support students' development.⁴³

The following highlights some key components of the Waldorf model at Shade Canyon:

1. Looping

Waldorf schools share some common features, including the structure of “looping,” where the Class Teacher has the opportunity to take the same children through the grades for multiple years, teaching all the main lesson subjects. Looping offers the opportunity for both student and teacher to develop strong, meaningful relationships; for families to feel comfortable with the teacher and form partnerships; for efficiency in terms of assessment and planning; for understanding student needs, strengths, and areas for growth; the ability to truly differentiate instruction for all learners based on data; and for effective classroom management due to the strength of relationships built over time.⁴⁴ The Class Teacher provides leadership and acts as guardian of the class. This gives the class continuity over several years of development and builds a relationship between student and teacher that facilitates trust, understanding, and ethical reasoning as well as the learning process.⁴⁵ Research has shown that there are strong advantages for relationship-based learning models.⁴⁶ According to Linda Darling-Hammond, a Stanford University education professor

⁴³ Friedlaender, Diane, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond. (2015). Growing a Waldorf-Inspired Approach in a Public School District. *Stanford Center for Opportunity Policy in Education*. <https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

⁴⁴ (1997). *Looping: Supporting Student Relationships Through Long Term Relationships*. Northeast and Islands Regional and Educational Laboratory at Brown University.

⁴⁵ Bulau, R. J. (2007). *Looping and its impact on student connectedness*. Doctoral dissertation, Walden University.

⁴⁶ Marzano, R. (1992). *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Association for Supervision and Curriculum Development

and current President of the State Board of Education, “Meaningful relationships and social and emotional learning are a crucial part of teaching the whole child.”⁴⁷

The Class Teacher is not the only teacher the students see each day. Specialty subjects – taught by subject specialists – play a key role in offering practical arts, foreign language, and movement. A Waldorf education focuses on the children using their own skills of observation, critical thinking, and human relationships built over many years together as a social group.

Seasonal festivals provide an opportunity for the larger community to come together focused around a central seasonal theme. The centerpiece of these events is the presentation of student performances in music, drama or dance.

2. Developmental Stages

The educational model at Shade Canyon School is based upon the understanding that human beings develop in distinct stages. If we consider that twenty-one is traditionally the age when a person is considered to have arrived at full adulthood, we can divide the first twenty-one years of life into three seven-year cycles. The first cycle, from birth to age seven, is the time when the physical body and the will experience the most growth. During this time, the child is learning to master the body, develop the senses, and is becoming acquainted with the rudiments of what it means to be a socialized member of human society. The degree of change that takes place in the child during this period of growth is amazing – physical growth, learning to stand upright, and language acquisition are some of the more dramatic examples. During this time the child learns primarily through imitation and constant physical activity – running, playing, and exploring the world with all of the senses.

The second seven-year stage takes place during the elementary school years, between the ages of six or seven and fourteen. During this time, the urge to be active is still evident, but the feeling life becomes paramount. This is the time when the inner life of the child takes on increasing importance, and with this comes the sense of the self as separate from the rest of the surrounding environment.

The third stage is the journey through adolescence that has as its final destination the arrival at adulthood at about age twenty-one. During this time, if the education has met and continues to adequately meet the needs of these different stages, true higher-level thinking emerges. While teenagers also exhibit a strong feeling life and a pronounced need for physical activity, it is only now that we can expect to see a growing and full capacity for independent, clear, critical thinking. This newly emerging intellectual prowess does not appear overnight at

⁴⁷ (2008). *The Collaborative Classroom: An Interview with Linda Darling-Hammond*. Edutopia. <https://edpolicy.stanford.edu/library/video/635>

the age of fourteen, but increasingly unfolds over time. It unfolds to the degree that we have established a strong foundation for it in the preceding stages.

It is with these developmental stages in mind that our unique curriculum has been created. It is important to recognize that the material that we bring to the children, and the way that we bring it, is geared to this understanding. As a result of the wisdom that this developmental approach reflects, the students who graduate from our program have been given an enormous advantage towards growing up to embody the full range of human capacities that this education is designed to foster in them.

3. Interdisciplinary Learning

Teaching methods inspired by Waldorf education stress an arts-integrated, multisensory, and nature-oriented learning environment. The rigorous academic program is strongly interdisciplinary, integrating the arts, foreign language, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curriculum.^{48 49 50} This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning.

The Shade Canyon Classroom Community

At Shade Canyon School, community building -- among students with their peers, with all stakeholders in the Charter School community (teachers, staff, parents, Board members), and with the community surrounding the Charter School and world at large -- will be another central focus of our curriculum and school activities. In addition to teacher looping and strategies such as storytelling, arts integration, and project-based learning, all of which foster community building and student engagement in learning, we will foster classroom community building with elements such as outdoor education, parent engagement, and class meetings that are collaborative and empowering to students. Research shows that Waldorf education is associated with greater creativity⁵¹ and higher levels of critical thinking⁵² as well

⁴⁸ Catterall, J.S. (1998). Involvement in the arts and success in secondary school. *Americans for the Arts Monographs*, 1(9), 1-10. Seidel, S. (1999).

⁴⁹ Stand and Unfold Yourself. Report on the Shakespeare & Co. Summer Shakespeare Program. Chapter in E. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. Washington DC: Arts Education Partnership and President's Committee on the Arts and Humanities, 79-90.

⁵⁰ Heath, S. (2004). Learning Language and Strategic Thinking through the Arts. *Reading Research Quarterly*, 39(3), 338-342. <http://www.jstor.org/stable/4151774>

⁵¹ Ogletree, E. (1971). "A cross-cultural examination of the creative thinking ability of public and private school pupils in England, Scotland, and Germany." *Journal of Social Psychology*, 83(2), p 301-302.

⁵² Gidley, J. (1998). "Prospective youth visions through imaginative education." *Futures*, 30, 395-408.

as increased potential for engagement as citizens of the world.^{53 54} Students attending Waldorf schools show more mature social and moral impulses.^{55 56 57} They have better social skills⁵⁸ and are less likely to bully their peers.⁵⁹

Outdoor Education

Outdoor education is a priority in Waldorf education. As Richard Louv describes in *Last Child in the Woods*, children have been harmed by a marked decrease in exposure to nature in our society.⁶⁰ At Shade Canyon School, it will be our intention to educate our students on how crucial it is to preserve our planet and arm them with tools that will support mankind's survival in a world increasingly crowded with environmental catastrophes, some of them close to home (catastrophic wildfires, toxins in Clear Lake). This "ecological intelligence" begins by planting the seeds of reverence and respect for the natural world; children learn to see themselves as a piece of a dynamic, living system that is impacted greatly by their actions.⁶¹ As they become more aware of the "ecology of life," they learn that thinking sustainably is more than just recycling or reducing consumption of fossil fuels but must begin to touch everything we do, both individually and societally.⁶²

⁵³ Dahlin, B. (2010). "A state-independent education for citizenship? Comparing beliefs and values related to civic and moral issues among students in Swedish mainstream and Steiner Waldorf schools." *Journal of Beliefs and Values*, 31(2), 165-180.

⁵⁴ Oberman, I. (2008). "Waldorf education and its spread into the public sector: Research findings." *ENCOUNTER: Education for Meaning and Social Justice*, 21(2), 10-14.

⁵⁵ Armon, J. (1997). "The Waldorf curriculum as a framework for moral education: One dimension of a fourfold system." Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 24- 28).

⁵⁶ Dahlin, B. (2010). "A state-independent education for citizenship? Comparing beliefs and values related to civic and moral issues among students in Swedish mainstream and Steiner Waldorf schools." *Journal of Beliefs and Values*, 31(2), 165-180.

⁵⁷ Rivers, I., & Soutter, A. (1996). "Bullying and the Steiner school ethos." *School Psychology International*, 17, 359-77.

⁵⁸ Payne, K. J., River-Bento, B., & Skillings, A. (2002). "Initial report of the Waldorf ADHD Research project." *Research Bulletin*, 7(1). The Research Institute for Waldorf Education.

⁵⁹ Rivers, I., & Soutter, A. (1996). "Bullying and the Steiner school ethos." *School Psychology International*, 17, 359- 77.

⁶⁰ Louv, Richard. (2008). *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. Algonquin.

⁶¹ Doolittle, P. E. (1997). "Vygotsky's zone of proximal development as a theoretical foundation for cooperative learning." *Journal on Excellence in College Teaching*, 8(1), 83-103.

⁶² Ecimovic, T. (2006). *The Information Theory of Nature and Our Common Enemy*. SEM Institute for Climate Change.

http://www.epf.um.si/fileadmin/user_upload/Knjiznica/The_Information_Theory_of_Nature.pdf.

Based on Goethe's phenomenology of nature, a phenomenological approach to science is one that uses careful observation as its foundation and takes a qualitative approach to research and experimentation as a starting point. This 200-year-old concept is directly aligned with the NGSS, which emphasize hands-on engagement in inquiry and problem-solving. Students study the world around them through the lens of what they can actually observe and experience. Sensory impressions are the basis for all empirical knowledge. Every concept we form, in science or in any other field, starts from these sense impressions. In a phenomenological approach to science, students are given an opportunity to experience a phenomenon, and then to try and connect their experience to laws or relationships. Whereas in a traditional science setting, students are given the laws and relationships, then guided through a proof of why they hold true, in a phenomenological approach thinking becomes active and there is room to question deeply and make room for new insights. Shade Canyon School will align outdoor education experiences with these strategies to foster student engagement in science and other subjects.

A robust outdoor education will nourish students' relationship with the natural world as well as give them practical tools for navigating, preserving, and enjoying it. Shade Canyon is determined to find a location with a large enough outside space to integrate outdoor learning as part of our program. A kindergarten day may include students working in the Charter School garden, or taking a walk identifying trees and other flora in the area immediately surrounding the Charter School. The sciences studied outdoors in grades 1-8 will include botany, geology, astronomy, and more. Handwork, woodwork, music, and art classes will often be enhanced by being taught outside, as will language arts opportunities such as journaling and reflection. Foraging, orienteering, map-making, tracking, and other life skills will all be incorporated into our outdoor education. In the process of this experiential learning, children will take on challenges such as shelter building, primitive water filtration, fire building, cooking in the great outdoors, and other survival skills, gaining a personal connection to the environment to learn what being a steward really means.

Studies show that spending time in nature and reducing screen time has myriad benefits: it increases physical, emotional, and mental health;⁶³ supports children's healthy intellectual, emotional, social, spiritual, and physical development;⁶⁴ and supports creativity, problem solving, and cooperative play.⁶⁵ Children who spend time in nature are better able to get

⁶³ (2017). "Why Kids Need to Spend Time in Nature." *Childmind*. <https://childmind.org/article/why-kids-need-to-spend-time-in-nature/>

⁶⁴ Kellert, S. (2005). *Building for Life: Designing and Understanding the Human-Nature Connection*. Island.

⁶⁵ Dymont, JE and Bell, AC. (2008). Grounds for movement: green school grounds as sites for promoting physical activity. *Health Educ Res*. 23(6):952-62. Epub 2007 Oct 22.

along with others;⁶⁶ they exhibit more self-discipline and self-control⁶⁷ and less stress.⁶⁸ In addition, children who spend time gardening and growing their own food have been shown to eat more fruits and vegetables,⁶⁹ demonstrate more knowledge of nutrition,⁷⁰ and are more likely to continue healthy eating habits throughout their lives.⁷¹ Nature-based experiential education is also associated with higher motivation levels and significant gains in academic performance in social studies, science, language arts, and math.⁷²

Class Meetings and Discipline within the Classroom

Class Teachers use the class meeting tool as outlined by *Positive Discipline*.⁷³ Students learn that they can come together as a class to solve problems and build an inclusive, mutually supportive community where every student can experience success and a feeling of importance and belonging.

When conflicts and larger discipline infractions arise, students may be referred to the Guidance Committee. This committee is made up of a group of teachers who may be assisted, when appropriate, by select upper grades students who have been trained in conflict resolution. The Guidance Committee works with Restorative Justice principles to help students find satisfactory solutions to conflicts and ways to rectify mistakes and learn from them.

- Shade Canyon shall provide guidance in the area of behavior and attitudes, and recognizes that each child has a unique personality, likes and dislikes, values,

⁶⁶ Burdette, HL and Whitaker, R (2005). Resurrecting free play in young children: looking beyond fitness and fatness to attention, affiliation, and affect. *Arch Pediatr Adolesc Med*. 2005 Jan; 159(1):46-50.

⁶⁷ Taylor, A., Kuo, F.E., and Sullivan, W.C. (2002). Views of nature and self-discipline: Evidence from inner-city children. *Journal of Environmental Psychology, Special Issue: Environment and Children*, 22, 49-63.

⁶⁸ Wells, N. and Evans, G. (2003). Nearby Nature: A buffer of life stress among rural children. *Environment and Behaviour*. 35(3), 311-33.

⁶⁹ Bell, A.C. & Dymont, J. (2008). Grounds for health: the intersection of green school grounds and health-promoting schools. *Environmental Education Research*. 14:1, 77-90.

⁷⁰ Waliczek, & Zajicek, (2006). Effects of a Gardening Program on the Academic Progress of Third, Fourth, and Fifth Grade Math and Science Students. *HortTechnology*. April-June 2006 vol. 16 no. 2 262-264).

⁷¹ Morris, J. and Zidenberg-Cherr, S. (2002). Garden-Enhanced Nutrition Curriculum Improves Fourth-Grade School Children's Knowledge of Nutrition and Preference for Vegetables. *Journal of the American Dietetic Association*. 10, 91-93.

⁷² Want Your Kids to Get Into Harvard? Tell 'Em To Go Outside. *Children in Nature Network*. (2005). Effects of Outdoor Education Programs for Children in California. *American Institutes for Research*. <http://www.seer.org/pages/research/AIROutdoorSchool2005.pdf>

⁷³ Nelsen, Jane. (2021). *Positive Discipline*. <https://www.positivediscipline.com>

strengths, and weaknesses. Uniqueness of the child will be honored while providing guidance.

- At Shade Canyon, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.
- At Shade Canyon, personal responsibility and accountability will be taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- Each class shall establish rules within the first week of the school year. These rules (collectively, the Respect Agreement) are set with the understanding that everyone will respect and follow them. This provides the child with the ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Parent Participation

Parent Participation is a keystone of our program. A significant body of research^{74 75} indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing the Charter School's educational program and maintaining its supportive environment. Shade Canyon honors and values the individual skills, talents, and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the Charter School's operations. Parents serve on our Board of Directors. All parents are encouraged to volunteer throughout the school year (though this not required, and no student will face any consequences for a parents' failure to volunteer). A variety of volunteer opportunities both on campus and outside of school are available for parents to help develop and support the Charter School. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. Shade Canyon also provides ongoing educational opportunities for parents to learn about various aspects of child development and a curriculum inspired by Waldorf education. These include parent education lectures and class meetings discussing child development and specific aspects of the curriculum.

⁷⁴ Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. Danforth Foundation and Mott (C. S.) Foundation.

⁷⁵ Olmstead, P. P., & Rubin, R. I. (1983). Linking parent behaviours to child achievement: Four evaluation studies from the parent education follow-through programs. *Studies in Educational Evaluation*, 8, 317-325.

TEACHING METHODOLOGIES

Teaching methods inspired by Waldorf education stress a nurturing, multisensory, nature-oriented learning environment to foster the development of students' capacities for thinking, feeling and will. The stimulation of the child's imagination and creativity is a high priority. Daily, weekly, and seasonal rhythms will help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Teaching methods inspired by Waldorf education emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades. In the middle school years, students receive instruction and practice in responsible use of the tools of technology, including internet research and keyboarding. The following briefly describe core aspects of our teaching practices:

The Class Teacher

The heart of the educational program at Shade Canyon is the loving, creative, trusting, and respectful relationship between the student and the teacher. Following TK/Kindergarten, the Class Teacher has the opportunity to take the same class of children through several grades via "looping." One potential loop is when the same teacher stays with students from first to fifth grades, and another teacher loops from sixth through eighth grades, teaching the Main Lesson/core academic subjects. In another potential loop, one teacher moves with the same students from grades 1 through 8. For the teacher, this means time to know the children deeply (as well as their families) and help students unfold their gifts.

This continuing relationship is efficient for the teacher; after the first year, the students' strengths, talents, and challenges need not be relearned. At the same time, in this learning environment where so much is familiar, the child is more likely to feel confident, to take educational risks, and to enter more into the social and intellectual life of the class. Additionally, teachers, students, and families have the opportunity to engage in more complex relationships. When parents support looping, they provide an excellent message for their child — long-term relationships may take some work, but they are most rewarding in the end. The teacher, in turn, has a direct long-term investment and a sense of accountability for the educational progress of each child through the grades. At the conclusion of the academic year, teachers are required to participate in a staff development training designed to orient them in the use of curriculum, instruction and assessment of the forthcoming grade level instructional standards.

Subject Specialists supplement core classroom learning and expose children to different personalities and styles of instruction. At Shade Canyon, Spanish language, movement,

games, visual arts, practical arts, and gardening all provide an important supplement to the core curriculum as we work to develop the “whole child.”

Forming the Class

At the beginning of each school year, Waldorf methodology recognizes an important start-up phase called “forming the class;” Montessori methodology describes a similar time as “normalization.” This period, lasting six or more weeks, is a time when students are acclimating to changes from the prior year, including perhaps a new classroom, new instructors (such as Subject Specialists), and new classmates. This is also the time when students are learning how to use new classroom materials, a different daily routine/schedule, and working to establish expectations and order within their classroom peer group. Once the class has been formed, observers begin to see a wonderful rhythm and structure to the daily, weekly, and monthly classroom activities.

Main Lesson

In grades 1-8, a fully integrated two-hour period of instructional activities begins each school day, and is the curricular cornerstone of Waldorf education. After the teacher greets each child individually at the door, the academic tasks are book-ended with song, verses, and physical activities that will awaken the children and prepare them to learn. During this period, new information is introduced, the children are asked to recall the lesson or an aspect of it from the day before, and physical or artistic activities will be done to deepen this recall. Then teachers make use of written or cooperative group tasks. Each Main Lesson features an in-depth focus on a particular standards-aligned core content topic, for example, algebra, botany, California history, or geography. The Main Lesson block involves storytelling, movement, art, biography, drama, writing, math, experiments, and any activity that might help bring the topic to life. Each Main Lesson is taught for a three- or four-week block (unit of study), often to be continued or spiraled into additional work later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to “digest” what has been learned.

Main Lesson Books

The teacher, using textbooks, State Standards, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual “textbooks” called Main Lesson books for each subject taught. In their Main Lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The Main Lesson book approach to student learning builds students’ skills of focus and concentration. These Main Lesson books require the students to write in depth

about their lessons, and are a significant tool for building writing skills. Richly illustrated by the children, these Main Lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

Rhythm

Understanding that a child's attention span is closely linked to internal physical rhythms, the teachers craft their lessons to complement a child's need to alternate between physical activity and stillness, seriousness and laughter, engagement of the will through pencil-and-paper tasks and engagement of the imagination through listening to stories from fairy tales and fables in the earlier grades, and legends and histories in the upper grades. The teacher begins each day by preparing the child to learn through whole-body-integration exercises, the strengthening of the memory through recitation, and attention to the breath through singing and the playing of flutes. Following this preparation, the teacher moves through the two-hour lesson, crafting periods of still attention with active response. Variation in physical environment and methods by which information is communicated, combined with external motivational factors, have been shown to be more consistently effective predictors of learning than are either (1) the child's learning style or (2) the teacher's delivery of the material.⁷⁶ Variety is the cornerstone of the Main Lesson experience.

Rhythm is also incorporated in the yearly festivals of the Charter School, which, in addition to celebrating traditional holidays, encourages the Charter School community to come together and observe the seasonal changes through the Harvest Festival in late September, a child-centered multicultural celebration of light during December, and the joyful welcoming of spring at the May Faire.

CURRICULUM AND INSTRUCTION

"The greatest scientists are artists as well. Imagination is more important than knowledge. Knowledge is limited. Imagination circles the world."

--Albert Einstein

Teachers will implement an academically challenging and integrated curriculum, incorporating State Standards, including the Frameworks for Instructional Design. Purchased curricular materials will be used as a basis upon which teachers will build. (See Section C: Textbooks and Other Instructional Resources, below, and Appendix A for further details.) Teachers will align all lesson plans to the State Standards (including methods for differentiating instruction for ELs and students with special needs).

⁷⁶ Carey, B. (2010 Sept. 6). Research Upends Traditional Thinking on Study Habits. *New York Times*.

The following provides a brief synopsis of the different subject areas, followed by a brief listing of specific grade level content.

Language Arts

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

Mathematics

In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: $12=3+9$, or $12=4 \times 3$, or $12=144/12$. This encourages flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives (physical objects used to illustrate and discover math concepts), and games are used to engage children in active learning. In the early grades, movement, as well as being outdoors, helps the mathematical thinking sink deep into the child's being. Mental math problem solving is emphasized throughout grades 1-8 to develop and strengthen thinking.

Humanities (History/Social Studies/Geography)

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

The Sciences

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Foreign Language

Beginning in kindergarten, foreign language class, taught by a Subject Specialist, gives the children insight into and familiarity with another language and culture. Through the grades, the foreign language program expands to include reading, writing, grammar, and conversation.

The Arts

Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, and, as the Charter School develops, to orchestra (“strings”) in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning.

Practical Work

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

Homework

Shade Canyon recognizes that homework can be a valuable way to extend and reinforce classroom lessons, giving students more practice and review time to assimilate new learning.

Homework can also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their children's education. Shade Canyon School also believes that homework should be stimulating and come from a place of self-motivation. At Shade Canyon, little or no homework is given until fourth grade, when parents join the teacher at a meeting where they can give input on how much homework will be assigned, as well as help form class culture surrounding homework. From this point, homework is gradually introduced to allow students time to learn the discipline and responsibility involved. Homework assignments may consist of math lessons, spelling practice, reading, writing assignments, or research projects. Class Teachers and Subject Specialists design homework that relates to the classroom instruction and reinforces and extends learning for the students' developmental and academic levels.

Physical Activity

Movement activities, dance, and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education. Recognizing that the qualities of physical fitness and health enhance the students' overall wellbeing, Shade Canyon incorporates physical activity into daily lessons.

The Environmentally Conscious Curriculum

Everyday rhythms and routines of our school community help cultivate a sense of gratitude, respect, and responsibility for self, nature, and all living things. Shade Canyon will strive to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the interrelatedness of nature, self, and community, and pursue actions that are essential for sustaining our world.

Multicultural and Gender-Balanced Content

Shade Canyon strives to integrate diverse perspectives into our program by means of the humanities curriculum, incorporating biography, storytelling, and history; through crafts, art, music, and seasonal and cultural celebrations; and through foreign languages.

OVERVIEW OF TRANSITIONAL KINDERGARTEN

Shade Canyon School will welcome students whose fifth birthday falls between September 2 and December 2, and other students who are legally eligible, into our Transitional Kindergarten (TK) program, which is conducted in combined classrooms with our Kindergarten students. The TK curriculum will include the California Preschool Learning Foundations (“Foundations”) developed by the California Department of Education,⁷⁷ as well as the same curriculum as our Kindergarten program (see below). All TK/Kindergarten students will participate in our play-based and standards-aligned experiential curriculum, which will offer differentiated instruction for both TK and K students that is developmentally appropriate and in which all the benefits of mixed-age classrooms can be enjoyed. The older children will be models for the younger children and will develop their capacity for patience, as well as gain leadership opportunities, and the younger children will benefit from being a part of a family of learners that will support and care for one another. Pacing will become truly individualized, self-esteem will blossom, and all learners will be seen for their strengths and what they can do in this arrangement, and they will have the gift of time to unfold developmentally before stepping up to the academic demands of the grades. Curriculum pacing and instructional delivery will be monitored through the use of data to ensure TK students are able to master content before moving on in an age-appropriate way. Throughout our TK/K classrooms, we will incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science, and social studies.

Teachers assigned to a TK classroom shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the Shade Canyon School, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the California Commission on Teacher Credentialing.

OVERVIEW OF KINDERGARTEN

"In the early formative years, play is almost synonymous with life. It is second only to being nourished, protected and loved. It is a basic ingredient of physical, intellectual, social and emotional growth."

--Ashley Montague, Anthropologist, quoted in
Smart Moves by Carla Hannaford, Ph.D.

⁷⁷ Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)

Kindergarten at Shade Canyon is a place where children can fully reap all of the benefits that healthy childhood offers to human development. Kindergarten offers a protected, nurturing, home-like environment that both stimulates and protects the child's developing senses by evoking the soft, harmonious beauty of the natural world, providing ample opportunity for children to learn good habits through imitation, to develop imagination through free play and stories, to be exposed to a rich and varied oral vocabulary, and to strengthen the will through repetitive, rhythmic activity involving a combination of music, verse, and movement. To step into a Shade Canyon kindergarten classroom is to pay a visit to the timeless world of childhood – a simultaneously comforting, enlivening, and enchanting experience. We are reminded that while technology and progress may bring all manner of changes to human society, childhood is childhood, and the basic, essential needs of children remain constant.

This kindergarten experience provides a firm foundation for all three human capacities to fully develop. Scientific studies have clearly shown that the brain of the young child is remarkably elastic, and that early experiences will affect brain structure by establishing complex or simplistic neural pathways. According to Jane Healy, "What children do every day, the ways in which they decide to pay attention, shapes the brain. Not only does it change the ways in which the brain is used, but it also causes physical alterations in the neural wiring system."

Our kindergarten curriculum is developmental; that is, we meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development, and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Our co-teaching model benefits Shade Canyon kindergarteners with a low adult to student ratio of 1:12, while providing the combined expertise of a state-credentialed teacher and a Waldorf Kindergarten Specialist for all kindergarten classes.

Literacy begins in kindergarten with a rich oral language base. The teachers use storytelling, including classic and modern fairy tales from various cultures, to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily

practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

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

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving and social interaction. Early childhood research shows that free play is serious work for young children, forming the basis for later scientific thought (analytical critical thinking skills and problem solving).

OVERVIEW OF GRADES 1-8

"I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core, and I think that the same is true of human beings. We do not wish to see children precocious, making great strides in their early years like sprouts, producing a soft and perishable timber,

but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to extreme old age.”

--Henry David Thoreau

The school day for the grades will begin with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences. Each core subject, defined as mathematics, language arts, science and humanities (history/social studies/geography), is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multidisciplinary style, combined with the unit block approach, is central to Shade Canyon's teaching strategy since it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the Main Lesson, students spend two or three additional periods each day in core academic subjects. Also, for one or two periods each day, students attend non-core special subjects such as Spanish, handwork, music, games, and the arts.

Appendix A contains a very thorough grade-by-grade list that demonstrates how Waldorf curriculum is aligned to the State Standards. A sample is offered below.

First Grade

Math: Qualities of numbers; introduction to the four operations of arithmetic; beginning mastery of basic math facts; skip-counting the lower multiplication tables; mental math; story problems; geometric forms

Language Arts: Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation

Science: Nature stories; nature walks; observations; gardening

Music and Performing Arts: Singing; interval and/or pentatonic flutes (develop finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum

Art: Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations

Foreign Language: Spanish (introduced through plays, songs, rhythms, and games)

Handwork: Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, such as sequencing, patience, perseverance and self-esteem)

History & Social Studies: Multicultural stories

Second Grade

Math: Continue with four operations of arithmetic; story problems; counting by 2 to 12; beginning mastery of multiplication tables; geometric patterns found in times tables; place value; carrying and borrowing

Language Arts: Elements of grammar (naming, describing words); animal fables; legends of heroic people from around the world; spelling; reading; composition

Science: Garden and nature studies

Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play

Art: Continue form drawing; watercolor painting; beeswax modeling

Foreign Language: Spanish continued (plays, songs, poetry, games and simple conversation)

Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)

History & Social Studies: Multicultural stories

Third Grade

Math: Memorization of multiplication tables (2 through 12); weight; measure; length; volume; money; time; two- to three-digit multiplication; long division

Technology: keyboarding, operating Chromebook

Language Arts: Elements of grammar (nouns, verbs, adjectives, adverbs); beginning cursive; spelling and punctuation; compositions; stories from ancient history

Science: Continuation of garden and nature studies

Music and Performing Arts: Singing in rounds; pentatonic and C flutes; in-class skits; performance of annual class play

Art: Continue form drawing; painting; beeswax modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, and vocabulary)

Handwork: Crocheting (pattern and placement recognition, finger dexterity)

History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world

Fourth Grade

Math: Four-digit multiplication; continuation of long division; fractions, geometry

Technology: keyboarding, using mouse and track pad, writing paragraphs

Language Arts: Elements of grammar; continuing cursive; spelling and punctuation; book reports, research reports, and narrative writing; Norse mythology, Legends of California indigenous people

Science: Zoology; continuation of garden and nature studies

Music and Performing Arts: Singing and recorder in rounds; possible addition of violin/cello; performance of annual class play

Art: Advanced form drawing; painting; clay modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)

Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)

History & Social Studies: California and local history, including Pomo history

Geography: California and local geography; map making

Fifth Grade

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures

Technology: Shared writing, basic research, using citations

Language Arts: Elements of grammar; continuing cursive; spelling and punctuation; compositions; Greek myths

Science: Botany; inductive method; reproductive systems; continuation of garden and nature studies

Music and Performing Arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)

Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)

History & Social Studies: Ancient civilizations through Greek times

Geography: North American geography as related to vegetation, agriculture, culture, and economics

Sixth Grade

Math: Beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math

Language Arts: Composition; grammar; spelling; biographies

Science: Mineralogy; physics (acoustics, electricity, magnetism, optics, and heat); beginning astronomy; continuation of reproductive systems; continuation of garden and nature studies

Technical Subjects: Basic online search and research methods; use of computers for basic research and word processing; guidelines for avoiding plagiarism in publishing. Ethics and social media.

Music and Performing Arts: Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, and writing)

Handwork: Hand-sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product)

History & Social Studies: The Roman Empire, medieval, and Chinese history

Geography: World geography, beginning with South America and Africa and then the introduction of Europe

Seventh Grade

Math: Algebra; mathematical thinking/theory; geometry

Language Arts: Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama

Science: Physics (mechanics); physiology (blood and muscles); astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies

Technical Subjects: Online research and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette; protecting safety and privacy; introduction to publishing and presentation software including the use of multimedia elements. Use of computers for basic research, word processing and publishing (e.g., research papers, individual and group projects, presentations using MS PowerPoint, simple tables, charts, and graphs).

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; carving (wood and stone); clay modeling; woodworking; painting; perspective drawing; portraits

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Hand-sewn clothing; woodworking

History & Social Studies: Renaissance and Age of Exploration and Discovery

Geography: World geography, usually emphasizing Africa

Eighth Grade

Math: Practical applications of arithmetic; algebra; geometry

Language Arts: Composition; grammar; spelling; literature (short stories, poetry, letters)

Science: Physics; organic chemistry; physiology; continuation of gardening and nature studies through ecology; astronomy

Technical Subjects: Continuation of skills taught in seventh grade, advanced internet search and research tools, validating and evaluating the quality of online sources; computer etiquette; protecting safety and privacy; interactive and collaborative online discussions and writing projects with peers; learning to critique and evaluate media, and to explore forms and uses of media.

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; soapstone carving; clay modeling; woodworking; painting

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Machine sewing of clothing

History & Social Studies: World economics; American history

Geography: World geography, usually emphasizing Asia

Textbooks and Other Instructional Resources

As detailed herein, a subject-specific, commercially-produced curricular program that is State Standards-aligned will provide the foundation of the educational program, along with Waldorf curricula and materials. Depending on the grade and subject matter, our program uses state-adopted textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In addition, state-adopted math textbooks are used for the leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

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

TEACHER CAPACITY: RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Teacher Recruitment and Retention

A well-qualified faculty will be recruited through various communication channels, including local newspapers, education networking websites (CCSA, EdJoin, WaldorfToday, etc.), the Charter School website, career fairs, local colleges and word of mouth referrals. Shade Canyon will engage in a thorough review of the qualifications of candidates that apply for employment at the Charter School. The Administrator, with support from the teacher hiring committee, will review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. Once hired by the Board of Directors, the Administrator will bear the responsibility for all teacher hiring (the Board will be heavily involved in the decision for initial faculty members, who will set the tone and culture of Shade Canyon for years to come). Teachers will be asked to participate in interviewing candidates. Candidates for teaching positions will be interviewed, and in most cases will be asked to teach a lesson to a classroom of students. In some cases, the Administrator may observe candidates teaching a lesson in their current positions. Following interviews, the Charter School will contact references, review letters of recommendation and notify each person of their status once a decision is made.

Candidates that are offered employment will receive a written offer of employment. In addition, the Charter School will verify the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and federal requirements to teach the subject that s/he is being hired to teach. Before any teacher is permitted to work, all appropriate background, health (e.g., tuberculosis testing) and other requirements must be met.

Shade Canyon will make every effort to recruit teachers who are committed to the vision and mission of the Charter School. Job postings for teachers will clearly state the education philosophy and teaching pedagogy that are supported by the Charter School so that teachers who are ultimately selected for employment possess the desire, capacity, and dedication to work successfully at the Charter School. To attract and retain outstanding teachers, the Charter School will provide: competitive salaries (see Budget in Appendix B); a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and the opportunity to participate in innovation, creativity and research within a model school program.

We've designed Shade Canyon to reflect the collective wisdom of a century of Waldorf pedagogy development. As such, we will seek to hire an initial Administrator who ideally is well versed in both Waldorf education and school management. For the first year, we also plan to recruit at least one Class Teacher (preferably several) with extensive experience looping through the grades with Waldorf classes. This person would serve as a mentor to

other teachers and be crucial in setting up a solid Waldorf culture and educational practice at Shade Canyon.

Shade Canyon will be a Waldorf-inspired school that is culturally at home in Kelseyville, and creating this school culture includes recruiting teachers who already live in Lake County and are invested in this community. Retention will be much higher of staff that already has roots in here. Our hiring preference will be for local teachers with both a California multiple-subjects credential and a certificate in Waldorf education. For teachers who lack either a CA credential or a Waldorf certificate, we will offer incentive pay for them to complete these programs. We have already begun establishing a relationship with the Lake County Office of Education to streamline access for our teachers to their forthcoming in-county CA credentialing program to make the process as easeful as possible for local educators.

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the Charter School. Performance measures will be used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the Charter School. The Administrator will bear the ultimate responsibility for terminating employment.

Professional Development

Professional development and coaching is a critical aspect of operations. Shade Canyon School supports teachers through a high-quality Professional Learning Committee (“PLC”), where internal expertise is continuously shared with other teachers regarding curriculum, instruction, assessment, and behavior management as well as open-ended discussions about how the Charter School might best promote student success. The PLC model fosters collaboration to continually improve learning, develop shared values and norms, and ensure greater accountability for results. Through PLCs, instructional staff analyze student achievement data, conduct reflective inquiry, actively seek and cooperatively implement solutions, and evaluate learning outcomes. PLCs will be a regular and ongoing function of staff meetings. Shade Canyon’s Administrator will train staff in how to conduct and participate effectively in PLCs.

Shade Canyon instructional staff will meet weekly on Fridays with school leaders. Each teacher has at least one monthly Instructional Meeting with the Administrator to discuss individual students, overall classroom strategies and teacher performance, and provide targeted coaching. Teachers will engage in collaborative planning and professional development for three full weeks prior to the Charter School first opening in September 2022, and at least 5 full days of professional development (“PD”) throughout the school year. In subsequent years, two weeks of teacher PD and collaborative planning time will occur each summer.

PD will be led by our staff, most commonly the Administrator, but also by teachers who develop specific expertise or attend off-site trainings and then in turn train their peers. Outside consultants also will be retained to lead teacher PD as needed. PD topics will include:

- Classroom management for the Waldorf classroom
- Differentiating learning and Multi-Tiered System of Support
- School's discipline policy (including procedures and legal mandates for suspension and expulsion)
- Formative and summative assessments, including state standardized tests
- Role of the Student Success Team ("SST"), identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
- Conflict resolution in a school community
- Collecting, analyzing and using student achievement data to drive classroom instruction
- Health and Safety policies and procedures including emergency protocols, mandated reporter, bloodborne pathogens and first aid/CPR training
- School administrative policies and procedures (attendance reporting, student discipline, etc.)
- Ensuring effective parent communication
- Self-care for teachers to prevent burnout
- Computer education and testing environments
- Supporting diversity in sexual orientation, race, and economic backgrounds

Staff work with school leaders to develop curriculum and assessments, review student achievement data (with a focus on subgroup performance), and discuss individual students. At least once a month, teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. Through ongoing classroom observations, grade level teacher meetings, facilitated discussions around best practices, PLC meetings, analyzing data, and academic planning, teachers continuously collaborate to meet individual, subgroup, grade level and whole school student needs. Teachers also can attend offsite training as approved by the Administrator.

INSTRUCTIONAL MINUTES AND CALENDAR

The annual calendar at Shade Canyon will include a minimum of 175 days of regular instruction and exceed the minimum number of minutes as set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Shade Canyon	TK/K <i>All School Days</i>	Grades 1-8 <i>Regular Days</i>	Grades 1-8 <i>Early Dismissal</i>
Start	8:20	8:20	8:20
End	12:40	3:00	12:40
Number of Minutes	260	400	260
Less Snack	(15)	(20)	(20)
Less Lunch	(15)	(40)	(20)
Actual Daily Instructional Minutes	230	340	220
Number of Regular Days	175	133	42
Annual Minutes- Regular Days	40,250	45,220	9,240
Total Annual Minutes	40,250	Grades 1-8 Total: 54,460	
<i>Required Minutes</i>	<i>36,000</i>	<i>50,400 for 1-3; 54,000 for 4-8</i>	

Aug 2022						
S	M	T	W	T	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			

Sep 2022						
S	M	T	W	T	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	

Oct 2022						
S	M	T	W	T	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					

Nov 2022						
S	M	T	W	T	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			

Dec 2022						
S	M	T	W	T	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 2023						
S	M	T	W	T	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				

Feb 2023						
S	M	T	W	T	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				

Mar 2023						
S	M	T	W	T	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	

Apr 2023						
S	M	T	W	T	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						

May 2023						
S	M	T	W	T	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			

Jun 2023						
S	M	T	W	T	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	

Jul 2023						
S	M	T	W	T	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					

School Breaks/ Holidays

- Labor Day: Sep 5
- Veterans Day: Nov 11
- Thanksgiving Break: Nov 21-25
- Winter Break: Dec 19- Jan 2
- Martin Luther King Day: Jan 16
- Presidents' Day: Feb 20
- Spring Break: April 3-7
- Memorial Day: May 29

Parent Teacher Conferences:
Nov 14-18 & Mar 13-17; early release

Professional Development:
Aug 15-Sep 2; Nov 21; Feb 21-24

	First day/ Last day of school
	Early Dismissal at 12:40
	No School
	Professional Development/ No school

MEETING THE NEEDS OF ALL STUDENTS

Shade Canyon will have staff resources and procedures in place to ensure the needs of all students are met, including those who need additional support beyond the classroom to meet grade level standards. Shade Canyon's Multi-Tiered System of Supports ("MTSS") with integrated systems of leveled support will be designed to ensure that the Charter School and community will do everything possible to make students successful at school. The MTSS process will be used to provide multi-tiered support for academic and behavioral instruction; where these supports and interventions are not successful in achieving desired results, a team will convene and determine appropriate next steps, up to and including a special education referral. The MTSS will construct interventions, programs, and services based on student data and student outcomes. In order to support these efforts, there will be a committee at our school to regularly review student data and determine which students will need tiered support in academics, behavior or basic needs, as well as measuring progress towards desired outcomes. Our MTSS model will have three tiers. The example below outlines an academic-focused intervention, though this framework will be adapted for whatever need a student experiences including behavioral, executive function, and attendance:

Tier 1

Our MTSS model is designed around the idea that the best intervention is quality first-exposure instruction. In-class Tier 1 intervention strategies will include differentiation such as small group reading and flexible grouping. Support staff will work with students needing additional time understanding new concepts. Teachers will work with parents to develop either behavior or academic contracts for those students needing additional support.

Tier 2

For students not meeting grade level standards, intervention will include the Administrator using data (e.g., DIBELS⁷⁸, Quick Phonics Screener⁷⁹, CORE Multiple Measures Assessment⁸⁰, easyCBM⁸¹, classroom data, etc.) to identify students who are not meeting grade level standards. Small groups will be created that work with support staff at least two times weekly for twenty minutes, for example during Math and/or Language Arts periods, over a period of eight weeks. Support staff in turn will meet with the Administrator at least once a month to

⁷⁸ University of Oregon Center on Teaching and Learning. (2021). UO DIBELS Data System. *University of Oregon*. <https://dibels.uoregon.edu>

⁷⁹ Hasbrouck, Jan. (2021). Assessment Tools. *Read Naturally*. <https://www.readnaturally.com/product/quick-phonics-screener>

⁸⁰ (2021). Publications. *Consortium on Reaching Excellence in Education*. <https://www.corelearn.com/publications/>

⁸¹ (2021). easyCBM. <https://easyCBM.com/>

help plan and guide instructional time and interventions. During each session with support staff, students will follow the same structure of 1) basic skills – such as reviewing sight words or practicing fast facts in mathematics 2) process skills – such as practicing fluency passages (grades 1-5) or practice solving algorithms 3) application skills - oral and written comprehension or mathematical problem solving. The curriculum for these interventions will be created by the instructional staff engaging with the students in order to ensure personalization. Some interventions will be adapted from 95 Percent⁸² and Read Naturally⁸³. After eight weeks, students will be reassessed to determine next steps.

Tier 3

For students not making desired progress, after six to eight consecutive weeks of targeted intervention, Student Success Team meetings will be held (see “Referral for Assessment” section below). With parent consent, students will receive intervention support from specialists: occupational therapist, speech therapist, resource specialist and counselor, if needed.

Students with Special Needs

Shade Canyon recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with KVUSD and/or a Special Education Local Plan Area (“SELPA”) to ensure that a free and appropriate education is provided to all students with exceptional needs. Shade Canyon will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). Furthermore, Shade Canyon will comply with KVUSD and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by Shade Canyon for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c). As long as Shade Canyon operates as a school of KVUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of Shade Canyon and KVUSD. The

⁸² (2021). 95% Group, Inc.. <https://www.95percentgroup.com/home>

⁸³ (2021). Read Naturally Strategy. *Read Naturally, Inc.*
<https://www.readnaturally.com/research/read-naturally-strategy>

language that follows is not meant to preclude alternative arrangements between KVUSD and Shade Canyon as agreed upon in the MOU.

SELPA Affiliation

Shade Canyon shall initially be deemed, by default, a public school of KVUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, Shade Canyon reserves the right to apply and become an independent Local Education Agency (“LEA”) member in a SELPA for purposes of special education. In this case, Shade Canyon will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Shade Canyon operates as a public school of KVUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, KVUSD will provide an equitable share of special education services and/or funding for students enrolled at Shade Canyon, to the extent required by law and in the manner specified in the MOU. Shade Canyon agrees to collaborate with KVUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

Child Find

Shade Canyon understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

Shade Canyon will implement a multi-tiered instructional and support framework, often referred to as MTSS, prior to referring a child for an evaluation under IDEA. However, Shade Canyon shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Shade Canyon staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Shade Canyon may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

So long as Shade Canyon operates as a school of KVUSD for special education purposes, in order to comply with state and federal Child Find requirements, Shade Canyon will follow the

applicable KVUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. Shade Canyon will collaborate with KVUSD to ensure timely transfer of Individualized Education Program (“IEP”) records and will utilize KVUSD policies, procedures, and forms to appropriately identify and refer students for special education.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Shade Canyon’s internal method for referral for assessment will primarily be through Student Success Team. Despite the many strengths of the Charter School’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when an additional circumstance, such as their behaviors, attendance, or executive skills, are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team will open a new pathway of support to students.

Upon enrollment at the Charter School, parents will receive information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development. The purpose of the SST will be to ensure that the Charter School and community are doing everything possible to make students successful at school. The SST will mobilize and coordinate the Charter School’s resources, based on a request for assistance by a teacher, administrator, parent or guardian. The Administrator will coordinate the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

The Administrator will meet with teachers whose students are being discussed, along with any additional staff or consultants whose expertise may be needed (e.g., special education consultants) to review all referrals by parents, teachers, and other staff for potential evaluation and appropriate responses for individual students, including, as needed, referral for evaluation and assessment of a suspected disability. These meetings will also include regularly reviewing sub-group assessment data to identify areas of need in our curriculum and ensure that all students and sub-groups are meeting or exceeding state content standard and school goals.

When a student is referred to the SST, the SST Team will initiate a meeting that will include the student’s parents/guardians, the Administrator, the student’s teacher, and, if appropriate, any consultant(s), to discuss the concerns in a systematic problem-solving manner and develop specific action steps to address them. In the event this process would constitute an inappropriate delay in ensuring a child receives special education services

pursuant to a formal evaluation and assessment of a suspected disability, the SST meeting will not be required to take place prior to referral for evaluation/assessment.

The SST process will begin by reviewing the student's work portfolio and clarifying the student's strengths and other known background information, and will continue with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting will conclude after an action plan has been prepared and agreed upon which will include modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. Following is an outline of the SST process:

Prior to SST Meeting

- Teacher, parent or other staff member will complete a referral form
- The Administrator will receive the referral, and determine at the weekly meeting which individuals need to be present at the SST Meeting regarding the student (including the child's teacher, parents/guardians, and possible outside consultants, etc.) and complete a preparation checklist for the SST meeting
- The Administrator will schedule the SST Meeting with all identified parties

During SST Meeting

- All necessary team members will be present, including parents or guardians
- A translator will be provided if needed or requested by the parent
- The SST facilitator will introduce all members of the team
- The purpose of the meeting will be clearly stated
- A timekeeper will be appointed
- Team members, including the parents or guardians, will share their knowledge of the student, beginning with the student's strengths and other known background information
- Members will have access to student achievement data and work samples at the meeting
- Concerns will be presented and synthesized to focus on the primary concerns
- The team will brainstorm a broad range of strategies for intervention or modifications to address the identified concerns
- The team will select the best strategies, and an action plan for next steps will be developed collaboratively
- Responsibilities and timelines will be assigned
- A follow up meeting will be scheduled to discuss progress and outcomes

Post SST Meeting

- Meeting notes will be copied and distributed to team members
- Action items will be monitored for follow through
- The Administrator will remind SST members and parents or guardians of scheduled follow-up meeting(s)

Following the implementation of an SST plan, if concerns continue, a second meeting may be set where revisions to the original SST plan will be discussed.

Parents/guardians will be informed that special education and related services are provided at no cost to them.

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, Shade Canyon shall assist parent/guardian to submit a request in writing. So long as Shade Canyon operates as a school of KVUSD for special education purposes, and unless otherwise agreed to in the MOU, Shade Canyon will notify KVUSD within 2 days of any such referrals and will work collaboratively with KVUSD to respond to the request in writing within 15 days.

If Shade Canyon, in collaboration with KVUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

So long as Shade Canyon operates as a school of KVUSD for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, KVUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by KVUSD. Shade Canyon will work collaboratively with KVUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and Shade Canyon will work with KVUSD to provide an interpreter, if needed. The Administrator will be responsible for gathering all pertinent information and sharing such information with KVUSD, as needed.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

So long as Shade Canyon operates as a school of KVUSD for special education purposes, Shade Canyon will work with KVUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The Charter School will seek to include all students with disabilities in the Least Restrictive Environment ("LRE") with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, The Charter School will work with KVUSD, to provide the necessary placement and/or services.

Shade Canyon views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School, in collaboration with KVUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by Shade Canyon, in cooperation with KVUSD as agreed upon in the MOU.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the needs of the student. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

So long as Shade Canyon operates as a school of KVUSD for special education purposes, and unless otherwise agreed to in the MOU, KVUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with KVUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Shade Canyon. The Charter School will work with KVUSD to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with KVUSD's policies and procedures and using KVUSD's forms.

Special Education Strategies for Instruction and Services

So long as Shade Canyon operates as a school of KVUSD for special education purposes, Shade Canyon shall collaborate with KVUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU.

Through differentiated and personalized learning, Shade Canyon's special needs populations will automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. In addition, the following will assist in meeting students' individual needs:

- Class sizes that allow the teachers to truly know their students
- Ample instructional planning time so that teachers can modify and create lessons and curriculum to meet the needs of individual students
- A culture among teachers of openness and collaboration, including team planning sessions and weekly professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences
- Ongoing communication between teachers and parents and a commitment to work together for the education of their children
- Various forms of assessment that are used to guide instruction
- Learning goals and objectives that are clearly articulated
- High expectations for all students

Shade Canyon reserves the right to contract with agencies and vendors outside of KVUSD, when appropriate, to secure special education services, including administrative support services.

Interim and Initial Placements of New Shade Canyon Students

Shade Canyon shall comply with Education Code Section 56325 with regard to students transferring into Shade Canyon within the academic school year.

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district

operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Staffing

So long as Shade Canyon operates as a school of KVUSD for purposes of special education, KVUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. Shade Canyon is committed to cooperating with KVUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between Shade Canyon and KVUSD.

Professional Development for Shade Canyon Staff

Shade Canyon's administrator, education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by KVUSD and/or SELPA.

So long as Shade Canyon operates as a school of KVUSD for special education purposes, KVUSD agrees to allow Shade Canyon staff access to all special education related professional development opportunities that are available to other employees of KVUSD.

Reporting

Shade Canyon, in collaboration with KVUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Shade Canyon of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Shade Canyon Administrator. The Administrator will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines.

The Administrator will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at Shade Canyon must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Shade Canyon will utilize the Notice of Procedural Safeguards used by KVUSD or SELPA in which it is a member.

So long as Shade Canyon operates as a school of KVUSD for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the Charter School within five days. Shade Canyon will work with KVUSD to arrange a meeting between the parents/guardians, Shade Canyon, and KVUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

So long as Shade Canyon operates as a school of KVUSD for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, KVUSD and Shade Canyon shall work together to defend the case.

In the event that KVUSD determines that legal representation is needed, Shade Canyon agrees that it shall be jointly represented by legal counsel of KVUSD's choosing. KVUSD may initiate a due process hearing or request for mediation with respect to a student

enrolled in Shade Canyon if KVUSD determines such action is legally necessary or advisable. Shade Canyon agrees to cooperate fully with KVUSD in such a proceeding. Shade Canyon understands that KVUSD shall have sole discretion to settle any matter in mediation or due process. KVUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Shade Canyon student.

Complaint Procedures

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Section 504 of the Rehabilitation Act

Shade Canyon recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Shade Canyon. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

Shade Canyon shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Shade Canyon shall be accessible for all students with disabilities in accordance with the ADA.

Shade Canyon will designate one employee to coordinate the Charter School's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Administrator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Shade Canyon's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

English Learners

Shade Canyon School will be a place of inclusion for all learners. In Kelseyville Unified School District, approximately 14.4% of students are classified as EL, and Shade Canyon intends to enroll a similar percentage of EL students through targeted outreach strategies and recruitment in the local community. We anticipate this will be a numerically significant subgroup as defined by the Local Control Funding Formula.

To address the significant academic needs of EL students, all of the major components of Shade Canyon's instructional program will be carefully designed to promote the academic and social success of EL students. Shade Canyon will align with KVUSD's Local Control Accountability Plan, focusing on the same goals.

Shade Canyon aims to ensure a high-quality instructional program for all students that will enable EL students to attain English proficiency, achievement in all academic areas, and full access to the range of educational opportunities available to all students. Shade Canyon commits to supporting EL students in successfully achieving English language proficiency as rapidly and effectively as possible in order to achieve parity with native speakers of English, using best practices and developmentally appropriate techniques, while at the same time honoring students' home languages. At Shade Canyon, students' home languages will be seen as assets and an important educational resource.

Process for Identifying English Learners

Shade Canyon School will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the Charter School (Education Code § 52164.1). Students whose primary language is not English will be assessed using the Initial English Language Proficiency Assessments for California (“ELPAC”) assessment aligned to the ELD Standards if he or she has not previously been identified as an EL by a California public school or if there is no record of prior ELPAC test results on CALPADS. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at Shade Canyon.

The English language proficiency of all currently enrolled ELs will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):⁸⁴

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in CA ELD Standards.
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper

⁸⁴ (2020). Summative ELPAC General PLDs. *California Department of Education*.
<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

	range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

ELs will take the ELPAC Summative Assessment (“SA”) every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Parents will be notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. Shade Canyon will use annual ELPAC and other standardized test data (e.g., California Assessment of Student Performance and Progress (“CAASPP”)), teacher observations, and optional parent input to identify ELs, determine their ELD levels, and reclassify EL students as English proficient when appropriate. Summative Assessments for students already identified as EL will be administered within the Summative Assessment window, which will be a four-month window after January 1 (February 1–May 31). The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Educational Program for English Language Acquisition

In addition to the major program design features at Shade Canyon that will support students who are ELs, teachers at Shade Canyon will employ Sheltered Instruction Observation

Protocol (“SIOP”) strategies as well as Guided Language Acquisition Design (“GLAD”) strategies. Notably, these strategies are beneficial for all students, not just ELs:

Key Strategies for Teachers of English Learners⁸⁵

1. Vocabulary and Language Development

- a. Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- b. Teachers will build on student’s background knowledge.
- c. Classrooms will reflect a language-rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2. Guided Interaction (Collaborative Learning)

- a. Teachers will structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- b. Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- c. Teachers will group students flexibly, at times working in heterogeneous groups and other times homogeneous groups.

3. Metacognition and Authentic Assessment

- a. Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
- b. Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- c. Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4. Explicit Instruction

- a. Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5. Meaning-Based Context and Universal Themes

- a. Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.

⁸⁵ Adapted from (2005). *Alliance for Excellent Education*. Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

- b. Teachers will create classroom environments that provide authentic opportunities for use of academic language.
- c. Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6. Modeling, Graphic Organizers, and Visuals

- a. Teachers will regularly utilize a variety of visual aids, graphic organizers (such as Thinking Maps), pictures, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

How the Program Will Meet the ELD Standards and Use the Results of the ELPAC to Support and Accelerate Student Progress

Shade Canyon will base its EL support program on the ELD Standards. As guided by the ELD Standards, Shade Canyon teachers will provide instruction grounded in the best available research on supporting ELs in an English immersion environment. Students will be expected to advance at least one ELPAC Proficiency Level Descriptor annually, as measured by the ELPAC. Our EL Coordinator (likely the Administrator or designee initially) will partner with the Class Teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

Provide Proficiency Levels with Meaningful Access for English Learners, Including Instructional Strategies and Intervention

The instructional program for English learners at Shade Canyon will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in ELD.

As mentioned, students who are ELs will also be served within the classroom through daily ELD lessons on an individual and small group basis. During these focused sessions – both within the classroom (for example, during reading instruction time) and in “pull out” sessions as needed (where students will work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring), students will be grouped homogeneously according to their ELD level. Teachers will implement the Launch/Link to Literacy⁸⁶ curriculum as the foundation of the ELD program.

Key academic vocabulary and concepts will be introduced utilizing the strategies described above. To ensure that the teaching faculty is able to work successfully with EL students,

⁸⁶ (2021) Curriculum Services. *Dataworks Educational Research*. <https://dataworks-ed.com/curriculum/>.

classroom teachers at Shade Canyon will receive professional development training on utilizing designated/integrated ELD strategies, SIOP strategies, and GLAD strategies.

While all students who are classified as EL will receive designated ELD instruction, we know that support for ELs who are learning to read early on grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, students who are identified in Levels 1 and 2 will be offered a richer language experience focusing on the four domains: speaking, listening, writing and reading. In the early grades, this will include being invited to participate in the Kindergarten program's storytelling and the accompanying puppet shows, where the same story will be told daily, word for word, for an entire week. Puppet shows of the same story will be enacted weekly. This gives children a way of developing vocabulary-rich language in an experiential way aligned with Waldorf principles. Other activities will include introducing academic language, providing opportunities to perform academic tasks while speaking in English, increasing vocabulary and teaching explicitly English grammar and idioms.

In addition:

- Students will have sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students' primary language will be identified, and students will be provided additional exposure to and practice with the difficult sounds.
- Students will be provided with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- Teachers will provide brief practice sessions for ELs who are having difficulty in learning letter-sound correspondences. Students will participate in additional review and practice of particularly difficult letter sounds.
- Teachers will ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Teachers will encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Process for Annual Evaluation of the Charter School's EL Program(s)

Shade Canyon's Board of Directors and school leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. If more than 25 ELs are enrolled, Shade Canyon will establish an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the Administrator (or his/her designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, Shade Canyon will identify program areas of

needed improvement. These areas will be addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

In accordance with the Education Code, any parent/guardian may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.⁸⁷ Parents may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan.⁸⁸ If interested in a different program from those listed above, they contact the Administrator to ask about the process.

Parents of English Learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular EL service(s) within a language acquisition program.⁸⁹ However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.⁹⁰

Reclassification Procedures

Both teachers and the EL Coordinator will monitor the progress and performance of each student identified as an EL with the goal of helping these students reclassify to Re-designated Fluent English Proficient ("RFEP") status. Once the Charter School receives ELPAC results, the EL Coordinator will begin to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria will be as follows:

- ELPAC scores: between levels 3-4
- NWEA MAP (or other comparable benchmark) scores for English (reading & language): Average or above
- CAASPP English scores of Meets or Exceeds Standards (if applicable)
- Teacher recommendation
- Parent consultation
- Analysis of writing sample

⁸⁷ 20 U.S.C. Section 6312(e)(3)(A)(viii)(III); Education Code Section 310(a)

⁸⁸ EC Section 52062

⁸⁹ 20 U.S.C. Section 6312(e)(3)(A)(viii)

⁹⁰ 5 California Code of Regulations Section 11302

The EL Coordinator will monitor classroom instruction, update ELD levels in the Student Information System, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The EL Coordinator will share the progress and performance of ELs with the teachers and work with them to make the final decision regarding progression to the next ELD Proficiency Level. Based on the information provided by teachers and the EL Coordinator, the Administrator identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students' parents and submits their names to the District.

Shade Canyon has set a demanding reclassification target for annual student progress (see Element B: Measurable Student Outcomes). Students at Shade Canyon will be expected to progress at least one English language level each year through targeted instruction and assessment. It is anticipated that students who are enrolled at Shade Canyon beginning in Kindergarten will be RFEP prior to middle school. Students who enroll at the Charter School in subsequent years whose language development is still in the beginning or early intermediate stage will receive added intervention from the teacher through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their K- 8 career.

Process for Monitoring Progress of ELs and RFEP Students

Shade Canyon will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. As required by the ESSA, RFEP students will be monitored for four years following reclassification. The EL Coordinator and Class Teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Shade Canyon will prioritize resources for students at risk of being identified as Long-Term English Learners. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Parents will receive annual written notification within thirty days of receipt of ELPAC SA results from the Charter School. This same written notification will be provided following initial assessments. In the notification letter, parents will receive overall assessment scores for ELPAC, a copy of their student's score report, the latest assurances related to language programs in California, notification of their child's LTEL or LTEL risk status, and an invitation to a reclassification meeting as appropriate.

Gifted and Talented Students and Students Achieving Above Grade Level

The premise of Waldorf education is that education itself is an art. One need not be a master painter or sculptor to impart this artistry, though--by examining a topic thoroughly and

presenting it with originality and a fresh perspective, the subject is elevated, and in turn, students have a chance to relate to it and engage on many different levels. Waldorf education is student-centered, and naturally offers differentiation of instruction in this way so that all students are challenged at the level of intellectual sophistication for which they are ready. By encouraging curiosity, all learners will have a chance to fully realize their own skills.

Gifted students will be served within the regular classroom program. Teachers at Shade Canyon will use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the Charter School's curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Identification of Gifted Students

Shade Canyon will administer the OLSAT⁹¹ or similar test to determine Gifted or Talented designation for students recommended by their teachers, or upon parental request. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. A score of 95% (90 percent if qualifying for free or reduced lunch) is the threshold Shade Canyon will use for identification as gifted, and 99.9% is the threshold for identification as being highly gifted. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child in collaboration with teachers.

Strategies to Support Gifted Students

The multi-disciplinary curriculum ideally will create a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere will build self-esteem, as well as a mutual respect for each other as members of a learning community. In addition to using a Waldorf-inspired approach to learning, Shade Canyon's plan for students who are academically high achieving or gifted will include:

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the

⁹¹(2021). Otis-Lennon School Ability Test. *Pearson*.

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Comprehensive/Otis-Lennon-School-Ability-Test-%7C-Eighth-Edition/p/100000003.html?tab=product-details>

board or during other classroom activities. Expanded problems and projects may be given to more advanced students.

- Leveled math instructional materials using Common Core State Standards in sixth through eighth grades may also be used to provide advanced work.

Middle school students may be placed in leveled math groups within the self-contained classroom during math practice periods. This will allow students who are advanced to be provided with opportunities for enrichment and challenges, while students who need additional math support can receive personalized instruction and interventions to ensure academic success.

- Teachers will have the option to provide extra challenges to students as needed, such as more in-depth project-based learning opportunities, and the Charter School will make available supplemental materials, such as advanced mathematics materials inspired by Waldorf education.
- Teachers will provide academic and artistic leadership opportunities for students, such as leadership of group academic projects and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all 8th grade students) will allow academically high achieving students to select a subject of interest for in-depth research and reporting.

Within the Waldorf classroom, the Class Teacher has a great deal of flexibility in designing instruction, and looping allows for the them to identify early on which learners might be needing a more accelerated curriculum and navigate their progress with them. In addition, the Main Lesson's project-based learning model allows individual students to tailor their projects to their own interests and, if necessary and desired, go beyond the given assignment at any point.

Once identified as gifted through the OLSAT or other means, teachers will deepen, expand and differentiate coursework for gifted children. This will be done primarily through deepening and expanding the curriculum to include opportunities for: divergent thinking, analysis, and logical problem solving. Coursework will also be enriched with activities such as posing open-ended questions that require higher-level thinking and modeling different problem-solving strategies such as decision-making and evaluation.

Examples of ways that learning will be deepened and expanded include: accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; helping students identify rules, principles, and relationships; and taking time to explain the nature of errors. Teachers will also provide gifted and high achieving learners with opportunities for leadership and mentorship.

During the middle school years, acceleration will be available in mathematics for students who show mastery of their current grade level. Students will have the opportunity to access the curriculum at their developmental level through self-study and individualized programming.

Students Achieving Below Grade Level

Shade Canyon is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. Parents will be notified of student's academic progress every six weeks through either progress reports or parent conferences. Parents/guardians may also request a meeting to review progress at any time. Students will be identified as under achieving or at-risk of low achievement based on:

- Classroom performance
- CAASPP (for grades 3-8), DIBELS (TK-8), Quick Phonics Screener⁹², CORE Multiple Measures Assessment⁹³, easyCBM (2-5), NWEA MAP (6-8), and other benchmark assessments
- Teacher observations
- Parent input
- SST recommendations

Students will be recommended to the SST, where appropriate intervention staff, Administrator, teachers, and parent(s) will consult for additional interventions and supports and determine next steps. Targeted support for students who are academically low achieving may include:

- Early intervention in reading during English Language Arts
- Small group support (in or out of the classroom)
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Other program modifications and supports as determined by the Class Teacher
- Behavior Support Plan
- More frequent parent-teacher communication and parent involvement

Another strategy will include explicit, sequential, and systematic instruction based on the science of reading. Shade Canyon will use the reading instruction program Read Naturally⁹⁴, a

⁹² (2021). Quick Phonics Screener. *Read Naturally, Inc.* <https://www.readnaturally.com/product/quick-phonics-screener>

⁹³ (2021). Publications. *Consortium on Reaching Excellence in Education.* <https://www.corelearn.com/publications/>

⁹⁴ (2021). Read Naturally Strategy. *Read Naturally, Inc.* <https://www.readnaturally.com/research/read-naturally-strategy>

research-based program that supports student mastery of all the foundational skills involved in reading. Intervention within the classroom can be addressed through small group instruction that will support students with similar academic needs.

Because the Waldorf practice of looping allows for the Class Teacher to move up the grades with the students for multiple years, the individual relationships built with the students and families will help support students performing below grade level. Also, because the Class Teacher will have this familiarity, there will be an understanding of the student's strengths, as well as challenges and supports, and interventions can already be in place from the first day of school. This allows for struggling students to feel supported at their individual levels of learning, and this socio-emotional safety net will allow for students to maintain their self-esteem as they progress.

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more. As with all other statistically significant subgroups and individual students, the Administrator and Class Teachers will monitor the progress of all students achieving below grade level.

Progress will be monitored through benchmark, formative and summative assessments; student learning portfolios; and collected work samples from each student's Main Lesson books. Assessment data, learning portfolios, and student work samples will be used to determine what curricular content will need to be revisited and reviewed for each student and to determine mastery of content areas. Formative assessments will be included throughout the year including: portfolios, teacher observations, quizzes, and progress reports. Summative assessments will include year-end grade level testing, and state mandated testing. Specifically, Shade Canyon will assess with DIBELS, CORE, Quick Phonics Screener⁹⁵, PAST⁹⁶, easyCBM, NWEA MAP, and periodic informal checkpoint quizzes to monitor short-term goals. The above steps will be implemented according to our Multi-Tiered System of Supports.

Socio-economically Disadvantaged/Low Income (SED) Students

Beyond identifying SED students via enrollment forms (i.e., Free and Reduced-Price Lunch applications), our teachers and staff all will receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our

⁹⁵ (2021). Quick Phonics Screener. *Read Naturally, Inc.* <https://www.readnaturally.com/product/quick-phonics-screener>

⁹⁶ (2021). Phonological Awareness Screening Test. *The PAST Test.* <https://www.thepasttest.com>

SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. We will offer vision and hearing screening for all students, and counseling for students on Medi-Cal. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

Shade Canyon will offer a whole day program from first grade on, and parents will be able to drop off their children starting at 8:00 a.m. If there is enough parent interest, we will offer a financially self-sustaining afterschool program until 6:00 p.m., to accommodate the needs of working families. Shade Canyon will assist families in organizing carpool options as the need arises.

There is a strong correlation between arts-based education and improved educational outcomes, and at Shade Canyon, we believe that all children deserve an education that encourages discovery, curiosity, creative thinking, and the opportunity to be doers and makers and active participants in their own learning. Shade Canyon will offer students to check out books and some materials from their classrooms for project-based assignments so that all students can access what they need.

Parent education will be a cornerstone of our program, offering parents access to the hands-on learning techniques and courses their students are enrolled in so that they can both support their children's learning at home, and also obtain new skills to support lifelong learning.

If students who are SED are low achieving or struggle with learning differences or are identified as English Learners, Shade Canyon will utilize strategies described in other sections of this petition. As with all other statistically significant subgroups and individual students, the Administrator and classroom teachers will monitor the progress of all FRPL students.

Students in Other Subgroups

Shade Canyon will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our intervention program will provide support to students and their families depending on the needs of the student, including counseling for students with Medi-Cal, and referrals to outside resources.

Shade Canyon recognizes that foster youth struggling in school may have difficulty understanding the content and often do not complete assignments. These students can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Shade Canyon will also adhere to all state and federal policies related to foster youth.

Shade Canyon will identify homeless youth through the enrollment forms families complete when enrolling in our school. Other ways Shade Canyon will screen for homelessness is through hunger, fatigue, and decrease in academic performance. If a parent or student indicates they are living in a situation that would qualify as homeless, the Charter School will inform them of their rights under the McKinney-Vento Act. Shade Canyon will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

Students in all subgroups will be monitored through performance on state assessments and internal benchmark exams, as well as more informal assessment techniques, including teacher observation, work samples, written work, project-based rubrics, and more.

Continued support will be provided to students based on their performance on each indicator. As with all other statistically significant subgroups and individual students, the Administrator and Class Teachers will monitor the progress of all these students.

“A TYPICAL DAY”

A Day with a Shade Canyon School Third Grade Class

Main Lesson 8:20-10:20

It's 8:20, and a handheld bell rings throughout the playground. Children scramble to line up behind their Class Teacher. After the teacher greets them, the students run and walk laps around the blacktop until the teacher gives them high-fives to indicate that it is time for them to line up to go indoors. The teacher leads them to the classroom threshold and leans down to shake each child's hand and welcome them into the new day. The children enter the classroom and take their seats.

Next, the children recite a daily poem about readiness to face the day, the world and each other. They then move to the circle rug singing in rounds. The circle splits into smaller circles, and the children move and greet each other throughout the song. The children come back to their seat singing an autumn song, one they have been learning since the beginning of the year. Once all have gathered, they recite, still standing and with movement, a repertoire of Spanish and English tongue twisters playing with tempo and volume. Next, they recite an autumn poem, and play several songs on the recorder. Students complete the morning routine by reciting their multiplication facts with rhythm and movement for all of the factors of 24, because it is September 24th. By now everyone is bright-eyed and smiling.

The teacher asks the children to gather their tools and go to their pre-assigned groups, then leads them outside, where they spend the next hour working on building their version of a

Pomo tule hut⁹⁷. They have been designing and building the hut for the last two weeks of this Main Lesson Block on the practical arts (how people provide necessities such as food, shelter, clothing) and are close to completion. One group works on securing tule reeds to the willow frame, while another group works on tying bunches of tule together to finish the door frame. The teacher moves between the groups offering feedback and help as needed.

After 45 minutes of hard work, collaboration and problem-solving, the teacher plays a melody on the recorder to transition the children out of building and leads them to sit in circle next to the hut. Once they are seated, she leads them in a quick series of calming exercises. Once they are quiet, she tells them the Pomo creation myth of Kunula and Hatanutal (Coyote and Lizard). Once the story has been told, the recorder is played again, and the children get up quietly and walk back to the classroom.

When everyone is back in the classroom, the teacher asks the children to come to the rug and sit in a semicircle. A covered table is slid into the center, and once the children are settled, the cover is pulled from the table. On the table sit all the ingredients for making bread from acorn flour, a Pomo staple. There are also many measurement instruments: scales, cups, bowls, spoons, etc. The class has been working for several days to prepare to make this bread, starting with collecting and cracking acorns, then grinding them (each child gets the chance to try grinding with a mortar and pestle), leeching the tannins out of them, and spreading them out to dry.

Today, the children are guided through the bread recipe, being challenged to choose the correct measuring tool for each ingredient. Each child takes a turn sifting flour, and then children are selected to pour and measure ingredients. The bowl is passed around so that everyone gets a turn to stir. Children are sent to wash hands, and the dough is divided into six parts.

The children go back to their seats, and wax paper is placed on six desks. The children work in groups of four to knead the dough. It is then placed in bread tins to rise and will be brought home to bake by the teacher.

The children clean up, and three of the children volunteer to wash dishes at recess. A scale is played on the glockenspiel to transition the children to Main Lesson book work. The children quietly take out their Main Lesson books and crayons. The teacher instructs the children to head to their “farms” (planter boxes that are set next to the windows of the classroom) and journal. Each farm has four farmers. The students have planted a variety of crops based on what the Pomo grew and are recording and graphing measurements, temperature, and weather, as well as writing detailed descriptions of what they observe. Using all senses is encouraged. They are also writing a narrative (fantasy) about what is happening on their

⁹⁷ Or a Pomo-style wiki-up. The class would choose their structure based on which natural resources were available and plentiful at the time.

farm. While the children are busy with their farms, there is a lot of talking, and giggling, and some debating about watering. The teacher plays a melody on the recorder and the students clean up and come back to their seats to join in on the song.

The teacher unveils a chalked drawing of a Pomo woman grinding acorns and a written recipe. She explains that they will be adding the recipe to the page tomorrow but will be illustrating today so they need to leave room for the words. The children quietly take out their Main Lesson books and crayons. The teacher does not begin until all students are prepared. The teacher directs a simple border that can be embellished later. She then gives explicit directions, and models in her own book where and how to illustrate the drawing. The children are still, quiet, and focused. After the directed portion, the students are then encouraged to embellish the border, but to continue working quietly.

After a period of independent work, the glockenspiel scale is played once more, and the children quietly put their materials away before the end of the scale. The teacher then asks a student to turn off the lights as the teacher lights a battery operated “story” candle. The children are still and quiet, and eagerly await the storytelling by their teacher. The teacher brings an episode from the life of a Pomo family. Each character is well-developed and the descriptive vocabulary is strong. The problem in today’s episode is a feast needs to be prepared for the whole tribe and a variety of animals and plants will need to be hunted and harvested to feed everyone. The start is riddled with math problems and ends with the two children working together to figure out how many people they could feed, given what they were able to gather. No answers are given today.

Snack/Recess 10:20-10:40

Once the candle is turned off the children fold their hands and sing a verse for snack. The children are excused to get snacks and return to their seats as the teacher reads aloud from *The Birchbark House*. The children are then excused to go to recess.

Language Arts 10:40-11:30

A handheld bell rings once more and the children line up and come into the classroom for a Language Arts period. The children work for a few minutes on spelling practice by doing a word sort. The word sorts are differentiated by students’ ability and the teacher provides extra assistance to those who are struggling. Then they all take out their copies of *The Birchbark House* and turn to the page the teacher left off on. The teacher asks a few open-ended questions, eager children respond, and then she begins reading, slowly and articulately, as the children follow along. She pauses every now and then to question, relate, or predict. She explicates vocabulary and key terms, pausing and making frequent eye contact with her EL students, who are seated near the front in order to maximize interaction with the teacher. Once the chapter is finished, she asks the students to choose three sentences from the chapter to copy in their neatest cursive and underline the verbs. The

children break into pre-assigned small groups to work together, with the teacher monitoring progress and giving support to students who are struggling. The students finish; their work will be shared tomorrow and added to the word bank.

Painting 11:30-12:15

The painting teacher greets the children and asks for 2 volunteers to help pass out paper, boards, water, brushes and paints to the class. Once everyone has their materials, the teacher tells the children they will be painting a scene from *The Birchbark House*, which they have been reading with their Class Teacher. She takes out a beautiful painting of a girl and her mother harvesting rice in a canoe; it is the protagonist from the book, and the children ooh and ah. They are eager to get to work. The teacher takes a sheet of wet watercolor paper and smooths it onto the chalkboard, painting it carefully on with her brush. The children do the same with their paper and boards. She moves through the steps of the painting, talking through the process as the children follow her instructions, occasionally raising their hands to ask for help. The teacher progresses at the pace of the class, alternately providing individual help and instructing the group. When the painting is finished, she asks for volunteers to move the paintings to the drying rack. Their Class Teacher will put the dry paintings up on the walls of the classroom the next day for the students to admire.

Lunch/Recess 12:15-12:55

A verse for lunch is recited. The children are excused and come back to their desks with their lunch. The teacher reads *The Birchbark House* while the children listen and eat. Two children selected from a rotating roster stay back to help the teacher clean up the classroom. The children then go out to recess.

Math 12:55-1:45

The children sing a few math songs to transition. They then take a ten-minute multiplication or division fact practice period. This is differentiated according to the facts the individual students still need to practice. They are collected. The teacher is keeping a record of each student's progress. The math lesson for the day is multiplication strategies. Because many of the children have mastered the multiplication and division facts, there is an alternate assignment consisting of a few challenge problems to solve in small groups on the rug. While this group works together solving problems using their multiplication facts, the teacher directs the rest of the class in a lesson related to the house-building project they will be working on in their next Main Lesson block, using measurement and multiplication to figure out how much wood is needed for the various parts of the house so that the materials can be ordered. Children are encouraged to come to the board and show what they know. The teacher has been tracking which students have been struggling on their recent quizzes and directs special attention to those that need the extra practice at the board. Some are confident in doing so; others need a little more time. The teacher notes which students are

needing more time so that she can prepare the next day's differentiated practice period. The glockenspiel scale sounds once more, and supplies are put away and children are seated and ready for the Handwork teacher. The Handwork teacher is welcomed into the room, she and a background-cleared parent volunteer greet and shake hands with the Class Teacher, and then the Class Teacher hands her class over to them.

Handwork 1:45-2:30

After an opening verse to bring a calm, reverent atmosphere and set the intention for the class, the children are eager to tell their teachers about how they took their recent three day, two night overnight class trip with their Class Teacher and several parents to a working farm where they camped on the land, woke at dawn in the chill to feed and water the cows, chickens, pigs, and horses, and planted seeds in the newly warmed soil. They watched sheep being sheared and helped wash and card the wool. With their gardening teacher, they have harvested the dye plants they had grown in the garden, and now, together with their handwork teacher, they prepare dye pots to dye the wool, which they then witness being spun, and finally, they begin to knit hats for the homeless with the needles they had shaped, sanded, and polished from dowels back in first grade when they began to learn to knit. The handwork teacher and parent volunteer move between students, helping them "cast on" and reminding those who are not as proficient with their knitting about the verse for each stitch ("in through the front door/ going around the back/ peeking through the window/ and off pops Jack!") and correcting any stitches made in error. The classroom hums with low conversation as the children work industriously. At the end of the lesson, the teacher and parent volunteer say goodbye and hand the children over to the painting teacher.

Class Meeting and Dismissal 2:30-2:45

The students stand behind their chairs, they sing two songs in rounds, then recite a closing verse in reverence. The teacher excuses the children to get their belongings, and the children line up to shake the teacher's hand as each child leaves. The teacher takes a moment with each child, checking in and asking them how their day went. When all children have been dismissed, the teacher follows the group to see them off to their parents or the after-school program.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Ed. Code § 47605(c)(5)(B).

GOALS, ACTIONS, AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students and all subgroups. The metrics associated with these goals shall help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Each of the Charter School’s goals are listed below, along with the specific metrics that are used to monitor progress toward achieving these goals.

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All main classroom teachers will hold a valid CA multiple subject credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	Hire main classroom teachers who hold CA multiple subject credentials with English learner authorization and track expiration dates to ensure that credentials are cleared within the appropriate time frame. Office Manager will annually review credential status.

MEASURABLE OUTCOME	100% of main classroom teachers will hold a valid CA multiple subject credentials with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS ALIGNED WITH ALLIANCE GUIDELINES FOR WALDORF AND STATE STANDARDS	
GOAL TO ACHIEVE SUBPRIORITY	Instructional materials will be based on Alliance’s comprehensive review of the average adherence of public Waldorf school teaching of standards. Please see Appendix A that details how Shade Canyon will co-align State Standards with our curricular model.
ACTIONS TO ACHIEVE GOAL	Purchase instructional materials that are aligned to State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by staff & volunteers will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	A curriculum based on the Waldorf/Common Core Standards and Howard Gardner’s Nine Multiple Intelligences (MI) will be taught to all students including EL students.
ACTIONS TO ACHIEVE GOAL	Provide teachers (including those who have EL students) with professional development based on the Waldorf/Common Core State Standards.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least three hours of Professional Development and trainings in Waldorf/CCSS. 100% of teachers will also participate in two hours of professional development to learn and increase further understanding of methods to help increase ELD in ELs.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities.

MEASURABLE OUTCOME	100% of EL students will reach English language proficiency within four years of initial classification as an English Learner through the implementation of the CCSS.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will work in collaboration with administration and teachers to create and uphold the Charter School’s vision and mission.
ACTIONS TO ACHIEVE GOAL	Include parent representation on the Board of Directors. Encourage active parent involvement through committee opportunities. Invite parents to volunteer in classrooms. Hold yearly town hall meetings to keep parents abreast of what is happening in the Charter School and to provide a venue for parent input. Have teachers conduct a minimum of three Class Parent Meetings per year.
MEASURABLE OUTCOME	Annually, the Board of Directors will have at least two parent members, including one from the Parent Community Council (“PCC”).
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parental input will be solicited and considered regarding decisions which affect the Charter School community.
ACTIONS TO ACHIEVE GOAL	Charter School administration will work with the PCC to recruit parents to the PCC via flyers, classroom newsletters, and monthly parent meetings.
MEASURABLE OUTCOME	Annually, the PCC will be comprised of 100% parents.

SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Input from parents of unduplicated students and students with exceptional needs will be solicited and considered regarding decisions which affect the Charter School community.
ACTIONS TO ACHIEVE GOAL	Charter School administration will work with the PCC to recruit parents of unduplicated students and students with exceptional needs to the PCC via personalized flyers, classroom newsletters, and monthly parent meetings. Once the ELAC is formed, Charter School administration will work with the ELAC to recruit parents of ELs to the ELAC via flyers, classroom newsletters, and monthly parent meetings.
MEASURABLE OUTCOME	The PCC will include a proportional number of parents to the percentage that unduplicated students and students with exceptional needs represent in the general student population. Once the Charter School’s EL population reaches 25, the ELAC will form and be comprised annually of 100% parents of ELs.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> A. <i>California Assessment of Student Performance and Progress statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California</i> D. <i>EL reclassification rate</i> E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase the number of students, including all student subgroups, scoring the equivalent of advanced or proficient in State Assessment Program by 8th grade. 95% of all students in grades 3-

	8 will participate in each component of the CAASPP for which the charter school is held accountable.
ACTIONS TO ACHIEVE GOAL	Provide professional development for teachers to assist them in delivering Waldorf/CCSS. Teachers will use state assessment results and other assessment results to plan curriculum. Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives, visual and performing arts, and movement.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; there will be a 20% increase from the baseline in the percentage of students at every applicable grade level, including all subgroups, scoring proficient or higher on the CAASPP statewide assessment.
SUBPRIORITY B – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
Grade levels not applicable to Shade Canyon	
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	95% of EL students will advance a minimum of one performance level per the ELPAC each academic year until they are reclassified as Fluent English Proficient (FEP).
ACTIONS TO ACHIEVE GOAL	Teachers will use rich oral language curriculum to foster language development in EL students. Small group work and usage of Specially Designed Academic Instruction in English (instructional strategies. Specialists, under the direction of credentialed teachers, will provide Sheltered Instruction Observation Protocol by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	95% of EL students will advance at least one performance level per the ELPAC each academic year
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	A significant portion of EL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment

ACTIONS TO ACHIEVE GOAL	Teachers will use rich oral language curriculum to foster language development in EL students. Small group work and usage of designated/integrated ELD strategies. Specialists, under the direction of credentialed teachers, will provide SIOP by delivering rich and varied instruction in music, arts, gardening, handwork, movement, and games.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at proficiency level on the CAASPP statewide assessment
SUBPRIORITY E – AP EXAM PASSAGE RATE	
Grade levels not applicable to Shade Canyon	
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
Grade levels not applicable to Shade Canyon	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a high Average Daily Attendance (ADA).
ACTIONS TO ACHIEVE GOAL	Monitor student attendance and communicate with families. Provide training and support for faculty to support the non-academic needs of students to help ensure consistent and timely attendance. Parent outreach and communications will continue to stress the importance of attendance in arriving at school on time each day.

MEASURABLE OUTCOME	ADA will be at least 95% with the benchmarks for growth to set annually as needed.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Low chronic absenteeism rate.
ACTIONS TO ACHIEVE GOAL	Track student attendance and notify parents when their children have excessive absences. Hold meetings with parents of students with chronic absenteeism problems.
MEASURABLE OUTCOME	Chronic absenteeism benchmark established year one with goal of less than 2.5%. Specific school-wide and subgroup target growth set annually as needed.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 98% of 7th and 8th grade students.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
MEASURABLE OUTCOME	98% of the 7th and 8th grade classes will be comprised of students who enrolled at Charter School the prior academic year.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
Grade levels not applicable to Shade Canyon	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
Grade levels not applicable to Shade Canyon	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a suspension rate less than 5%.
ACTIONS TO ACHIEVE GOAL	Administrator will work with teachers and families to manage student behavior issues and concerns. Administration and faculty will use feedback from parent surveys in order to improve school climate.
MEASURABLE OUTCOME	Annually, there will be a measurable decrease in the number of student suspensions from the baseline until it is less than 5%.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%. Pupil expulsions will only occur when legally required by the severity of the infraction.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow our discipline policy in Element J of this petition, which outlines our classroom management and behavior approach. Administrator will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drill.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in monthly fire, earthquake or safety drills. 90% of parents, staff and students will rate the sense of safety and connectedness at Charter School “satisfactory” or above.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at the appropriate grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.

STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A - ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy according to the Waldorf/CCSS and Howard Gardner’s Nine Multiple Intelligences (MI).

ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of all TK through 8th grade students will progress one grade/skill level each academic year, as evidenced by benchmark assessments and student portfolios. Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will score Proficient or above on the CAASPP in English Language Arts/Literacy.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics according to the Waldorf/Common Core standards and the MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in mathematics, according to benchmark assessments and students' portfolios. Annually, an average of 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score will score proficient or above on the CAASPP statewide test in Mathematics.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills

	and content knowledge in history, civics and social science according to the Waldorf/Common Core standards and the MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of TK through 8th grade students will progress one grade/skill level each academic year in Social Sciences.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science according to Waldorf/Common Core State Standards and the MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	Annually, 85% of Transitional Kindergarten through 8th grade students will progress one grade/skill level each academic year in Science.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Visual and Performing Arts according to Waldorf/CCSS and the MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and the MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common

	Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Visual and Performing Arts each year.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Physical Education according to Waldorf/CCSS and the MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Physical Education each year.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Health according to Waldorf/CCSS and MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.

MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in Health each year.
SUBPRIORITY H – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in the World Language(s) being taught according to Waldorf/CCSS and MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/Common Core curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the World Language(s) being taught each year.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in the Applied Arts being taught according to Waldorf/CCSS and MI.
ACTIONS TO ACHIEVE GOAL	Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the Waldorf/CCSS and MI through storytelling, performing and visual arts, movement and music. Teachers will deliver the Waldorf/CCSS curriculum through the use of methods guided by the core principles of public Waldorf education, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
MEASURABLE OUTCOME	An average of 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate competence in the Applied Arts being taught each year.

ELEMENT C: METHODS FOR MEASURING STUDENT OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(c)(5)(C).

Shade Canyon will administer a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments will provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the Charter School to modify its program to best address student needs. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Shade Canyon will comply with all regulations, reporting, and processes associated with the state’s Local Control Accountability Plans under the Local Control Funding Formula.

In order to remain consistent with our vision, our authentic assessment strategies will reflect Shade Canyon's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students’ individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist Shade Canyon families

Shade Canyon will base performance assessments on the Waldorf/ State Standards developed by the Alliance for Public Waldorf Education. These standards, provided in Appendix A, were designed to align Waldorf methods curricula with State Standards over the nine- to ten-year period of kindergarten through eighth grade. We chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with the State Standards.

Methods of Assessment

To make certain Shade Canyon School meets its primary goal of increased academic achievement for all students, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, English Learners, socio-economically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher, and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths at Shade Canyon, and plan subsequent instruction. For grades 2-5, Shade Canyon will use the easyCBM system twice annually. easyCBM was developed by educational researchers at the University of Oregon and is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision making. easyCBM includes a variety of curriculum-based measures in the content areas of early literacy in both English and Spanish as well as oral reading fluency, vocabulary, and reading comprehension; the program also offers mathematics measures with reach to both the National Council of Teachers of Mathematics (“NCTM”) Focal Point Standards and the Common Core State Standards in Mathematics, with built-in read-aloud and Spanish translation accommodations.⁹⁸ Additionally, in grades 6-8, Shade Canyon will use the NWEA MAP assessments, a computer-adaptive educational assessment tool developed by the Northwest Evaluation Association, a group of educators and researchers who formed an association to use data as a transformational teaching tool. NWEA is a research-based not-for-profit organization, supports students and educators worldwide in precisely measuring growth and proficiency using the RIT scale. The MAP Growth tests in core subjects allow teachers to differentiate instruction and pinpoint individual student needs.

Our faculty will use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the NWEA MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources will play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques will also play a major role, including teacher observation, work samples, written work, project-based rubrics, and more.

By the end of the third grade, we expect that most students will Meet/Exceed standards in ELA and Math according to the Charter School’s identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists will provide the teacher, parent and student with feedback on student achievement and progress. As students progress into and through middle grades, student evaluation will become more formal, including student-produced projects, final draft writing, science experiments and presentations of research. Portfolios and projects will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

Specifically, Shade Canyon will use the following assessments:

⁹⁸ (2021). easyCBM. <https://easycbm.com>

Name of Assessment	Purpose for Administering	Grade(s) Assessed	Month/Season to be Administered
CAASPP or California Alternate Assessment (“CAA”)	Measure student mastery of grade level state standards in ELA and math	3-8	April/May each year
California Science Test (“CAST”)	Assess mastery of grade level state standards in science	5, 8	April/May each year
ELPAC	Evaluate English language fluency	TK-8	Within 30 days of enrollment for students new to California public schools and May/June (end of year); Twice annually for continuing students
easyCBM	Measure early literacy, oral reading fluency, vocabulary, reading comprehension, and math	2-5	Fall and Spring annually
NWEA MAP	Measure growth, inform instruction, and assess strategy in areas of reading, language, math, and science	6-8	Fall, Winter and Spring annually
Quick Phonics Screener (“QPS”)	Measure phonics skills, evaluate decoding and encoding skills	2-3	Fall, Winter and Spring annually; additional assessment if needed
CORE Assessing Reading: Multiple Measures	Evaluate phonological awareness, decoding, word recognition, and fluency	1	Fall, Winter, and Spring annually; additional assessment if needed

The Phonological Awareness Screening Test (“PAST”)	Evaluate phonological awareness	1-3	Fall annually; additional assessment if needed
Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”)	Evaluate literacy, letter naming fluency, phonemic segmentation fluency, word reading fluency, and oral reading fluency	1-8	Fall, Winter, and Spring annually
Math Assessments	Assess 1st-5th grade student math skills in accordance with Waldorf/Common Core State Standards	1-5	Fall and Spring annually; additional assessment if needed
Math Assessments from State-Adopted Textbooks	Assess 6th-8th grade students for placement in leveled math program using state-adopted textbooks; determine skill areas needing additional review/strengthening	6-8	Fall and Spring annually; additional assessment if needed
First Grade Readiness Assessment	Assess students’ developmental readiness for entering first grade	TK-1	Spring of Kindergarten for continuing students; spring or summer before 1st grade for new students

Second Grade Assessment	Evaluate student development in terms of motor skills, ability to cross midline, and other developmental abilities that contribute to a student's academic learning	2	Middle of 2nd grade
End-of-Year Narrative Report	Provide teachers and parents with annual, individualized report of student progress in all areas of study, social interaction, etc.	TK-8	June, annually
Individual Student Portfolio	Provide teachers and parents with annual, individualized report of student progress based on samples of student work	TK-8	June, annually
Fifth and Seventh Grade Physical Fitness Testing (FitnessGram)	Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed	5, 7	April, annually
Other demonstrations of student progress:			
Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations	Observe student presentations of work completed or mastered. Presentations will take place in the classroom and at periodic school-wide assemblies.	2-8	Periodically during each school year

Student projects, culminating in students' Eighth Grade Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. Each eighth grade student will select a subject of interest for in-depth independent study. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at the school-wide Eighth Grade Project Presentations at the end of the school year.	1-8	Periodically during each school year

Data Driven Instruction and Progress Reports

Shade Canyon will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of a Local Control and Accountability Plan. Shade Canyon shall also collect and analyze student performance data each year and shall utilize the data in the annual school reporting to monitor and improve Shade Canyon's educational program. Future plans for academic improvement will be created and implemented based upon student performance data.

Because our program is developmentally based, Shade Canyon will base grade-level promotion on student age and developmental readiness. Additional support will be given where needed to help students strengthen academic skills to meet grade-level standards. Eighth grade learning will culminate in the requirement that students complete an eighth grade project focusing on a specialized area of interest, giving oral and written reports and an artistic presentation describing the project.

Shade Canyon will utilize a comprehensive and customizable student information system ("SIS") such as Illuminate, to store student information such as registration, class assignments, attendance, demographics, emergency contacts and more. We will also utilize the SIS to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Administrator will have primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of the SIS.

Shade Canyon's teachers and Administrator will analyze student achievement data on a continuous basis in order to identify individual student needs, trends across groups of students or classes, and longitudinal growth over time. The Administrator will monitor the progress of all subgroups (particularly English Learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities. Data review also will be used by the Administrator to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

Parents and guardians will receive data on student achievement at least two times per year on student progress reports in November and March in addition to the end-of-year narrative report. Additional correspondence will be provided when necessary. Shade Canyon will compile and provide performance reports per KVUSD requirements, if any.

On an annual basis, internal data will be compared to CAASPP and other state standardized test data to determine efficacy in predicting performance. Shade Canyon will also annually prepare and make public its Student Accountability Report Card ("SARC").

Shade Canyon will insert a survey for parents or guardians in the enrollment package to help better understand why families are exercising a school choice option for their students. In addition, the Charter School will occasionally survey students, parents, teachers and staff members on a variety of topics to provide feedback for planning and policy making.

ELEMENT D: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code § 47605(c)(5)(D).

Non-profit Public Benefit Corporation

Shade Canyon School will be a direct-funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

Shade Canyon will be governed by the Shade Canyon School Board of Directors (“Board”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, Shade Canyon’s Bylaws, and the terms of this charter. Shade Canyon shall comply with the Brown Act, Public Records Act, Political Reform Act, and Government Code Section 1090, as set forth in Education Code Section 47604.1. Copies of Shade Canyon’s Articles of Incorporation, Bylaws and Conflicts of Interest Code are attached in Appendix E.

Shade Canyon shall operate autonomously from KVUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between KVUSD and Shade Canyon. Pursuant to Education Code Section 47604(d), KVUSD shall not be liable for the debts and obligations of Shade Canyon, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Shade Canyon, as long as KVUSD has complied with all oversight responsibilities required by law.

Governance Structure: Major Roles and Responsibilities

Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of Shade Canyon, including but not limited to the following:

1. Annually review strategic plan, which includes short-term and long-term goals;
2. Approve an annual budget;
3. Receive and act upon reports and recommendations made by the Administrator;
4. Approve the annual school calendar, schedule and minutes of Board meetings, policies, procedures, salary schedules, and any major contracts;
5. Approve site decisions, Facility Use Agreements and Memoranda of Understanding;
6. Review student performance annually;
7. Hire and evaluate the Administrator;

8. Renew contract of the Administrator;
9. Approve contractual agreements in excess of \$25,000.00;
10. Approve and monitor the implementation of general policies of Shade Canyon, including effective human resource policies for career growth and compensation of the staff;
11. Approve and monitor the annual budget, budget revisions, and monthly cash flow statements;
12. Approve and monitor Shade Canyon's annual budget and budget revisions;
13. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Shade Canyon in accordance with applicable laws, and the receipt of grants and donations consistent with the mission of Shade Canyon;
14. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
15. Establish operational committees as needed;
16. Execute all applicable responsibilities provided for in the California Corporations Code;
17. Engage in ongoing strategic planning;
18. Recruit and appoint new Board members and provide orientation training;
19. Evaluate Shade Canyon's school effectiveness by monitoring student performance on the basis of measurable outcomes;
20. Ensure that the SARC and LCAP are prepared annually;
21. Review requests for out of state or overnight field trips;
22. Participate in the dispute resolution procedure and complaint procedures when necessary;
23. Approve charter amendments as necessary and submit requests for material revisions as necessary to KVUSD for consideration;
24. Approve annual independent fiscal audit and performance report, if any; and
25. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which are not in conflict with the purposes for which Shade Canyon School was established.

Administrator

The Administrator serves as the operational and educational leader of Shade Canyon. The Administrator shall be responsible for the orderly day to-day operations of Shade Canyon, the supervision of all employees, and relationships with stakeholders (e.g. community members, parents, students, staff, donors, KVUSD oversight office, etc.), and shall ensure that the curriculum is implemented in order to maximize student learning experiences. The Administrator shall perform assigned tasks as directed by the Board of Directors and shall be

required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure Shade Canyon enacts its mission;
- Guide Shade Canyon toward the fulfillment of its vision and future goals;
- Communicate with and report to the Board of Directors;
- Work with the Board on developing and implementing the Charter School's strategic plan;
- Oversee implementation of organizational policies established by the Board of Directors;
- Oversee all corporate finances and take actions to ensure financial stability and accurate financial records;
- Approve contractual agreements under \$25,000.00;
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Maintain timely communications with back-office business services provider regarding budget, fiscal policy compliance, payroll, reports, etc.;
- Promote Shade Canyon in the community, encourage positive public relations and interact effectively with media;
- Take an active role in fundraising and grant writing for Shade Canyon;
- Ensure compliance with all applicable state and federal laws;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or KVUSD;
- Attend KVUSD administrative meetings as requested by KVUSD and stay in direct contact with KVUSD as needed;
- Present the independent fiscal audit to the Board of Directors, and, after review by the Board of Directors, present audit to KVUSD, the Lake County Superintendent of Schools, the State Controller, and the California Department of Education;
- Lead and oversee the Charter School's instructional program, with a focus on student achievement;
- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food services, front office, school scheduling, etc.;
- Recruit, train, coach, evaluate and, if needed, discipline all teachers and staff;
- Hire and terminate teachers and staff;
- Create a data-centered and supportive collegial school culture;
- Communicate regularly with teachers, parents, and students, both informally and through weekly staff and parent memos;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Develop, support, guide, and evaluate teachers, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations;

- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, gifted and talented students, and students with disabilities;
- Prepare the annual LCAP;
- Oversee school-wide testing;
- Prepare the Charter School's master schedule and summer school schedule;
- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;
- Organize, assist, and implement the Charter School's safety plan and ensure compliance with mandated child abuse reporting.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to another appropriate employee or third-party provider.

Board of Directors Composition and Member Selection

Shade Canyon will be governed by the Shade Canyon Board of Directors in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors shall be composed of no less than three (3) and no more than nine (9) directors, unless changed by amendment to the Bylaws. The Board composition shall include at least one (1) parent and up to two (2) staff members of Shade Canyon. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Board may appoint an additional director to ensure an odd number of Board members. All Board members, except for the representative designated by the District, shall be appointed by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor Board member has been appointed as required by the position as described below. Board members may serve consecutive terms on mutual agreement of the Board member and the Board.

The current Shade Canyon Board is composed of the following members:

- Beth Rudiger
- Nancy Lecourt
- Gina Lyle-Griffin
- Monica Ashley Najmabadi
- Melinda Price

A description of the relevant qualifications of the initial Board members is described above under the “Founding Team” section of the charter.

The existing Board of Directors shall designate all other Board members. Although the Board strives for unanimous support for new Board members, per the bylaws, a simple majority is all that is needed to designate a member. Although not required, the Board will strive to create an odd number of members for voting purposes. The Board will appoint new members upon the resignation or removal of any member, or any change in the stated number of Board members.

Shade Canyon shall adopt a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

In recognition of the need for diverse voices and expertise on the Board, there will be a consistent attempt to recruit Board members that will ensure sound oversight of the fiscal, operational, and instructional practices of the Charter School, including individuals with experience in business management, law, finance, education, governance, administration, facilities, and community relations. New Board members will go through an initial orientation to their responsibilities as members and effective charter school oversight. The Board will seek appropriate training and other resources for continuous improvement of performance, both as a full Board and individually. Such training may include full-Board training sessions with experts familiar with charter school governance, finance, and more.

Governance Procedures and Operations

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and will comply with the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on the Shade Canyon website. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted at the Charter School’s entrance and office, and posted on the Charter

School website, for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which charter schools are established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Shade Canyon any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report (if any), and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

In accordance with the Brown Act, members may participate in meetings via teleconference, so long as a minimum of a quorum of members participates and all prescribed requirements for teleconference participation are met, as detailed in the Bylaws.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more members, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School achieves its mission and goals. Committee meetings will be held in accordance with the Brown Act, as detailed in the Bylaws.

Contracted services shall be chosen, negotiated, monitored, audited and evaluated by the Board, to ensure the following:

- The reasonableness of the terms of the contract with costs reflecting a fair market value of services provided;
- Fidelity to the Charter;
- The academic success as measured by federal and state performance standards and the methods of measurement described herein; and
- The fiscally sound condition of Shade Canyon School.

Shade Canyon will contract with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and will be guided by the above principles in doing so.

Parent/Guardian Involvement

An important part of the Waldorf model is collaborative decision making with the families we serve. Family participation plays a vital role in the effectiveness and quality of our program. In addition to parent members on the Board, parents will be encouraged (but never required) to contribute volunteer time to Shade Canyon and to be part of Parent Community Council. The Administrator shall maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Assisting in the classroom
- Playground supervision before and after school and during recess
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Coordinating and chaperoning field trips
- Coordinating sets and costumes, and helping with rehearsals, for annual class plays
- Assisting with fundraisers
- Assisting in the office

No child will be excluded from Shade Canyon or any school activities due to the failure of his or her parent or legal guardian to fulfill participation hours. In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

In addition, Shade Canyon will strive to ensure frequent and comprehensive communications with parents. Shade Canyon will use a variety of means to communicate effectively with parents, including, but not limited to: Website, Facebook, Newsletters, School Messenger (phone calls), and many other opportunities to connect, including family nights and parent trainings.

Parent Community Council

The Parent Community Council will be a vibrant, dedicated, and talented community of parent volunteers that help our teachers and administrative workers support our children as well as find an increased sense of community through their involvement with Shade Canyon.

The PCC is the body that coordinates various parent groups to ensure the support for the operation of the Charter School where parents and family members are able to contribute. It is also a body for directing parental input. The PCC members are representatives who belong to the various Committees at the Charter School. The Chair is picked by vote from among the Committee Chairs and serves to coordinate and track the various Committees.

Parent Community Council Duties

Parent Community Council meetings are held on a regular basis, with a member of each Committee in attendance. The duties of the Parent Community Council include, but are not limited to the following:

- For each Committee, ensure that the group's developments, needs and goals are:
 - o Communicated to the Charter School body at large
 - o Coordinated with other school groups as needed
 - o On-track within timelines and scheduled outcomes
- Serve as a resource to direct parent inquiries and initiatives to the appropriate school group.

Parent Community Council Chair

The PCC Chair is appointed (by vote) by the current members (Committee Chairs) of the PCC. The term is, ideally, two years. The PCC Chair may or may not be the PCC representative for Board of Directors. The PCC Chair reports to the Administrator.

The PCC Chair's main responsibility is to ensure that all Committees are in communication and coordination with the appropriate school councils and other committees as necessary. The Chair also keeps records of all Committee updates which are accessible by the Charter School for the purpose of informing beyond the PCC.

Committees

The PCC Chair approves school committees as necessary. The Charter School committees are a means by which parents contribute time and skills toward the betterment of the children and Shade Canyon. The PCC Chair maintains a list of active school committees that may include, but are not limited to: Class Parents, Parent Education, Festivals, Gardening, Facilities Search Team, On-Site Improvement Team, Welcome and Care Committee, and Parent Initiatives.

The Committee Chairs also report on school committee activities to the Parent Community Council at PCC meetings. By their nature, the Charter School committees work with various bodies within Shade Canyon, providing support and activities as appropriate.

ELEMENT E: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Ed. Code § 47605(c)(5)(E).

All employees shall be employees of Shade Canyon, an equal employment opportunity employer. Unlawful discrimination or harassment on the basis of any of the characteristics listed in Education Code 220 or any other characteristic protected by state or federal law is strictly prohibited.

Employees’ job duties and work basis will be negotiated in individual employment agreements, and general job descriptions will be developed for each staff position in alignment with this Charter Petition. The Charter School is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the Charter School.

Shade Canyon will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All Charter School teachers will meet the requirements for employment specified in Education Code Sections 47605(l) and 47605.4(a), and the applicable provisions of the ESSA. Specifically, the Charter School shall ensure that all teachers hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.

Administrator

The Administrator is responsible for the effective operation of Shade Canyon, general administration of all instructional, business, or other operations of the Charter School. She or he will administer and supervise the Charter School and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the Charter School’s core values—including developmental philosophy and parental involvement.

She/he will plan and design innovative curriculum, and design and implement teacher training for effective curriculum implementation. She/he will ensure that the expanding school program provides all students with core academics (i.e. reading and writing, math, social studies and science) and that the students receive academic enrichment, such as arts, handwork, music, and PE. She/he will also work collaboratively with the teachers and Board of Directors to provide consistent and effective school leadership for this new school.

Responsibilities and Duties

Student Achievement:

- Lead and oversee the Charter School's instructional program
- Analyze data with other teachers regularly to maximize student performance
- Ensure that every student shows achievement gains and that the Charter School meets performance goals
- Plan and oversee appropriate professional development for all teachers and staff
- Formally supervise, observe, and evaluate all teachers and staff

School Leadership:

- Model the Shade Canyon values and set the standard for professional behavior
- Create a data-centered and supportive collegial school culture
- Manage change, including motivating and leading individuals and groups and responding to questions
- Develop and maintain cooperative, collaborative working relationships with and among various stakeholders, including staff, students, families, Board members, district personnel, and the broader community
- Provide ongoing support and coaching to teachers
- Recruit, interview, and select teachers and staff
- Communicate regularly with teachers, parents, and students, both informally and through weekly staff and parent memos
- Ensure that the Charter School runs smoothly, efficiently, and on budget
- Ensure Shade Canyon is compliant with all applicable legal requirements, including but not limited to the California Charter Schools Act, and applicable federal laws
- Work with the Board on developing and implementing the Charter School's strategic plan
- Facilitate and build community among people from diverse backgrounds and perspectives
- Provide leadership in the areas of campus life, school events, parent education, community outreach and public relations
- Function as primary liaison with authorizer, communicating in a timely manner
- Take an active role in fundraising and grant writing for Shade Canyon
- Oversee daily operations, implementation of student services, including discipline and crisis intervention
- Approve contractual agreements under \$25,000.00
- Maintain timely communications with back-office business services provider regarding budget, fiscal policy compliance, payroll, reports, etc.

Characteristics

- Extremely high standards for student leadership and achievement
- Perseverance
- Team player

- Belief in the Shade Canyon vision, mission, and educational model
- Maturity, humility, strong work ethic, and sense of humor

Qualifications

- Experience working with inquiry-based educational programs
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body.
- Bachelor's degree required, master's degree preferred
- Valid California Teacher Credential
- Administrative credential preferred
- At least 4 years of teaching experience
- Proven track record of instructional leadership and academic excellence, including with English Learners and those with special needs
- Educational vision for and experience with low-income and/or minority children
- Willingness to continue established educational programs and investigate new research-based successful practices
- Demonstrated ability in helping teachers become skilled practitioners
- Proven track record in collaboration, teamwork and achievement results

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Budget preparation and control procedures

Ability to:

- Plan, coordinate, and direct work and activities of multiple staff
- Work with, motivate, and engage students and staff in a positive way
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources
- Promote and market the educational program and services of the Charter School
- Carry out Human Resources responsibilities
- Set up and support schoolwide information technology

Skilled in:

- Leadership and project management
- Classroom management and discipline
- Communicating clearly and effectively in both oral and written language
- Establishing and maintaining positive, respectful relationships with a variety of people
- Engaging families and the larger community in the life of the Charter School

Instructional Staff

Teachers

As the heart of Shade Canyon's educational program, our teachers' mission is to provide each student with a caring, stimulating, learning environment that will cultivate emotional intelligence and enable each child to reach his/her fullest academic potential.

Responsibilities and Duties

- Design, deliver instructional lessons to meet curriculum requirements adopted by the Charter School Board of Directors in accordance with State Standards.
- Provide planned learning experiences that motivate students, utilize best practices, are inclusive of parent participation, adhere to Shade Canyon's educational model, and are developmentally appropriate.
- Develop current lesson plans (daily and/or weekly) and instructional materials that provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Select and utilize appropriate instructional materials, aids, and supplies that assist in the development of innovative, well-organized units of study.
- Identify, record, reflect on student needs and cooperate with the professional learning community to assess, plan, monitor, and implement methods to solve student health, attitude, and learning issues.
- Work collaboratively with parents to design, deliver, and manage learning experiences for all learners.
- Establish and maintain high standards of student behavior needed to achieve optimal learning atmosphere in the classroom.
- Provide a functional and attractive environment in the classroom conducive for learning and aligned to the curriculum.
- Adhere to Shade Canyon's Restorative Justice and *Positive Discipline* practices.
- Plan and coordinate the work of aides, teacher assistants, parents, and other paraprofessionals as appropriate.
- Administer assessments in a variety of forms (formative, summative, standardized, etc.) in accordance with Shade Canyon's testing programs.
- Evaluate students' academic and social growth, keep appropriate records, prepare student reports, and communicate with parents regarding their child's progress.
- Communicate with parents, administration, and colleagues in a timely, consistent manner.
- Actively participate in a professional learning community.
- Perform basic attendance accounting and business services as required in an accurate and timely manner.
- Supervise students in out-of-classroom activities during the assigned working day.
- Share in the sponsorship of student activities and participate in faculty committees as agreed upon.

- Attend all teacher in-service education.
- Maintain professional competence through participation in additional in-service activities and other learning opportunities and/or self-selected professional growth activities.

Qualifications

- Bachelor's degree
- Valid Teaching Credential required for the certificated assignment
- Committed to the Shade Canyon School philosophy
- Waldorf training preferred
- A minimum of two years teaching experience at the K-8 level (not including substitute teaching or student teaching)
- Local to Lake County (before application) preferred
- Fluency in Spanish preferred

Non-Instructional Staff

Office Manager

Responsibilities include:

Non-Instructional Operations

- Efficiently implement all daily, non-instructional operations
- Provide office support for Administrator and all teachers related to implementing their duties
- Perform basic accounting and payroll, communications, office supervision, attendance tracking, clerical duties, and the operation of office equipment
- Perform clerical and administrative procedures for daily school operations
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner
- Assure that student data, permission slips, and other required paperwork are kept current for each student as needed
- Prepare and mail correspondence to students' parents/guardians
- Answer high volume of calls, return general voicemails or emails
- Contact parents/guardians regarding absences, missing assignments, teacher concerns, or student illness
- Implement systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, develop school communications in English and Spanish based on a thorough knowledge of school policies, programs, and systems
- Translate for parent meetings and school events
- Prepare and maintain a variety of student, personnel, and school records

- Maintain and operate a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy
- Place orders for office and classroom supplies
- Collect necessary paperwork and assist in the full enrollment of new students
- Assist the Administrator, as directed
- Ensure all policies, logistical procedures, handbooks, and programs address the safety of students and staff
- Oversee distributions of all necessary student/family packets and other communications in coordination with Administrator
- Implement efficient operational systems and office procedures
- Manage food service personnel, vendors, food program documentation, compliance, reimbursement, payment system, safety, and quality controls
- Assist with logistics and coordination of orientations, information nights, and other special events

Facilities Operations

- Coordinates facilities projects and requests (e.g. space allocations and renovations, room changes, furniture orders)
- Develops facility maintenance plans and schedules
- Manages maintenance, janitorial, and pest control services
- Assists procurement and construction of new facilities, if applicable

School Operations

- Oversees student record keeping, student information, and attendance reporting
- Assists with student application process, lottery, and enrollment and ensure that procedures are compliant
- Oversees and assist with student supervision including arrival / dismissal, lunch, and break
- Coordinates all special student events such as field trips, in-school fundraising, and assemblies
- Oversees school risk management including health, safety, emergency plans, and student insurance

Qualifications

- Bachelor's degree or 3+ years in operations, facility management, human resources, information technology, relevant start-up, or accounting
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems
- Experience in program development, counseling, and other administrative duties in the school setting is a plus
- Evidence of successful track record
- Fluency in Spanish preferred

- Flexibility and willingness to participate in projects outside articulated responsibilities above

Non-Certificated Instructional

Shade Canyon will employ non-certificated instructional and administrative support staff in the form of instructional aides and Subject Specialists. These staff members will have an appropriate mix of subject matter expertise, professional experience, or demonstrated capacity to work successfully in an instructional or administrative capacity. They will not assign grades or approve student work assignments without the approval of a teacher.

Responsibilities include:

- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks
- Monitor the Charter School's entryway, greet parents and visitors to the Charter School and maintain school safety
- Supervise children during breakfast, lunch and snack time, encouraging the development of good eating habits
- Assist in teaching children to become responsible for their decisions and actions
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them
- Encourage children to interact with respect with other children and people around them, adhering to Restorative Justice and *Positive Discipline* practices
- Provide a wide variety of age-appropriate activities that offers physical and emotional growth
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher
- Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met
- Prepare and distribute healthy snacks as necessary for children
- Lead the classroom if teacher is running late or requests a substitute
- Help and supervise during any field trip and school-related activities

Qualifications include:

- A.A. or B.A. degree preferred
- Waldorf training preferred
- Committed to the Shade Canyon School philosophy
- Must be organized, creative, independent, self-motivated, enthusiastic, dependable, detail oriented, flexible in scheduling and prioritization, and driven by excellence
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge

- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities

ELEMENT F: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Ed. Code § 47605(c)(5)(F).

In order to provide safety for all students and staff, Shade Canyon will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to KVUSD for review at least 30 days prior to operation or as otherwise agreed upon by KVUSD and Shade Canyon.

Shade Canyon will adopt site-specific Health and Safety Policies and Emergency Policies and Procedures (collectively, Policies and Procedures), including policies regarding the acquisition and maintenance of adequate onsite emergency supplies. These Policies and Procedures will be in place prior to beginning operation of the Charter School. Shade Canyon will train all staff at least once annually in these Policies and Procedures. Emergency response drills will be held regularly for all students and staff. Shade Canyon will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures, and keep these documents readily available for use and review upon request.

The Health and Safety Policies will address the following areas, at a minimum:

- Child abuse reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/other harassment reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood-borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Testing
- Medication in school
- Vision, hearing, and scoliosis screening, per code
- Student Illness & Injury Policies

Emergency Policies and Procedures will address the following areas, at a minimum:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills
- Annual testing of sprinkler systems, fire extinguishers, and fire alarm

The following is a summary of the health and safety policies of the Charter School:

Procedures for Campus Visitors

No outsider shall enter or remain on school grounds during school hours without having registered with the Administrator or designee, except to precede expeditiously to the office of the Administrator or designee for the purpose of registering. If signs posted in accordance with Penal Code Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the Administrator or designee, an outsider shall comply with such signs.

Procedures for Background Checks

Employees and contractors of Shade Canyon will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Administrator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal. Parents and community members who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse in accordance with all applicable reporting laws. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Blood-borne Pathogens

Shade Canyon shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Shade Canyon will establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis (“TB”) prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Immunization requirements will be applied to the same extent as would be required if students attended a non-charter public school. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Auxiliary Services

Charter School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

Vision/Hearing/Scoliosis

Shade Canyon shall adhere to Education Code Section 49450, *et seq.*, to provide screening of students’ vision and hearing and for scoliosis to the same extent required of non-charter public schools, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention

Shade Canyon will maintain a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215. In addition, faculty and staff will receive training on suicide prevention. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

Shade Canyon shall adhere to an Emergency Preparedness Handbook/School Safety Plan containing procedures for safety, drafted specifically to the needs of the Charter School site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The handbook shall be prepared prior to anyone working on the site; all staff members will receive detailed training on emergency procedures, including appropriate “first responder” training or its equivalent. The Handbook/Plan shall be kept on file for review.

Drug-Free, Alcohol-Free, Smoke-Free Environment

Shade Canyon shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Shade Canyon is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, gender, gender expression, gender identity, sexual orientation, pregnancy, nationality, national origin, ancestry, ethnic group identification, age, marital status, physical disability, mental disability, medical condition, genetic information, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by state, federal, local law, ordinance, or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with Shade Canyon's policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

FERPA

Shade Canyon, its employees and officers, will comply with the Family Educational Rights and Privacy Act ("FERPA") at all times.

Student Records

Shade Canyon will establish and adhere to procedures related to confidentiality and privacy of student records. Shade Canyon will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with school policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password-protected accounts to ensure the same limits on access to student files. In the event that a student enters the Charter School upon transfer from an existing district school, the student's records will be requested from the respective district.

ELEMENT G: STUDENT POPULATION BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Ed. Code § 47605(c)(5)(G).

Shade Canyon will implement a student recruitment strategy that includes, but is not limited to, strategies designed to achieve a balance of racial and ethnic, special education, and English Learner students that is reflective of the general population residing in KVUSD. Enrollment and recruiting advertisements for the Charter School will clearly state that the Charter School services students with disabilities in the least restricted environment. Shade Canyon will conduct outreach in at least English and Spanish.

Shade Canyon’s Administrator will bear primary responsibility for student recruiting and outreach. In later years, current Shade Canyon students and their parents may be requested to participate in recruitment and outreach efforts, including tours and open houses at the Charter School.

Outreach Campaign

The Administrator or founders will meet with community leaders and attend community events in the months leading up to and following charter approval in order to forge partnerships and inform the community about the Charter School. Some outreach will take place at the following locations:

- Preschool/Day Care Centers (including state preschools and Head Start sites)
- After-school programs, Parks & Rec, libraries, etc.
- Neighborhood association meetings and events (Riviera Heights, Clear Lake Riviera Community, Buckingham, Hidden Valley Lake)
- Business association meetings and events
- WIC offices
- Bus stops
- Laundromats
- Neighborhood churches (including but not limited to First Baptist, Galilee Lutheran, Grace, Kelseyville United Methodist, Presbyterian, Saint Peter, Unitarian Universalist)
- Local markets and shops

Finally, as needed, Shade Canyon staff and volunteers will ensure that those “hardest to reach” families are informed about Shade Canyon. As needed, Shade Canyon will use local advertising in radio, print media, and posting fliers at local businesses. An internet presence has already been created with over 470 followers on Facebook.

Community Partnerships

The Administrator will leverage Shade Canyon Playgroup’s existing partnerships and meet with additional community organizations regarding potential partnerships and assistance, ranging from posting and distributing flyers to hosting information sessions for the population they serve, to collaboration on services for Shade Canyon students. These will include NCO, Lake Family Resource Center, First Five Lake County, Lake County Child Care Planning Council, Big Valley 4-H, foster agencies, Head Start family support specialists, preschool teachers, tribal education directors, and social and mental health workers.

Shade Canyon will attend community events to distribute information about the Charter School, including the numerous annual cultural festivals in Kelseyville, the Pear Festival, the Parade of Lights, local farmer’s markets, and other community events. The Administrator or founders may also seek media coverage and place advertising in appropriate local media.

In subsequent years, Shade Canyon will modify outreach strategies as needed to recruit a student population to achieve a balance of racial and ethnic, special education, and English Learner students, that is reflective of the general population residing within the territorial jurisdiction of KVUSD and to achieve full enrollment. The Administrator will track all outreach activities and applications generated from each endeavor (where possible) in order to inform future outreach efforts that will yield the most success in generating a diverse school population. Shade Canyon will conduct parent surveys at least once annually which will include questions that elicit satisfaction levels and suggestions to continually improve the Charter School’s multicultural environment.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” Ed. Code § 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Shade Canyon shall admit all pupils who wish to attend Shade Canyon School. No test or assessment shall be administered to students prior to acceptance into Shade Canyon. Assessments may be administered to determine individual instructional programs once students are admitted and enrolled. These tests will serve as diagnostics of students’ reading, writing, and math skills. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Each family is requested to participate in parent service throughout the school year, though not required. Shade Canyon will provide a wide variety of volunteer opportunities to the Charter School community. All families must complete a written application and are requested to sign a parent commitment regarding their volunteer participation. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Waldorf-inspired curriculum is based on the development of the child. While our school is open to all students who wish to attend, subject only to capacity, Shade Canyon has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Below are the grade/age guidelines to be provided in the Shade Canyon enrollment policy for student applicants. Determination of whether to place age-eligible students in Kindergarten for one year or in First Grade will be based on each child's developmental readiness. A student's developmental readiness for First Grade will be evaluated by the First Grade Readiness Assessment administered prior to starting school (usually in the spring or summer before the next school year starts), and by parent-teacher or parent-Administrator conference.

Grade Level Age Eligibility

Kindergarten (1 year): Five years old by June 1 of the year the student begins kindergarten.
Transitional Kindergarten: Turns five years old between September 2 and December 2 of their beginning year.

Kindergarten (2 years): Turns five years old between June 2 and September 1 of the year the student begins kindergarten.

First Grade: Based primarily on developmental readiness of child, secondarily on child's turning six years old by June 1 prior to beginning First Grade.

Second Grade: Based primarily on developmental readiness of child, secondarily on child's turning seven years old by June 1 prior to beginning second grade.

Third Grade: Based primarily on developmental readiness of child, secondarily on child's turning eight years old by June 1 prior to beginning third grade.

Fourth Grade: Based primarily on developmental readiness of child, secondarily on child's turning nine years old by June 1 prior to beginning fourth grade.

Fifth Grade: Based primarily on developmental readiness of child, secondarily on child's turning ten years old by June 1 prior to beginning fifth grade.

Sixth Grade: Based primarily on developmental readiness of child, secondarily on child's turning eleven years old by June 1 prior to beginning sixth grade.

Seventh Grade: Based primarily on developmental readiness of child, secondarily on child's turning twelve years old by June 1 prior to beginning seventh grade.

Eighth Grade: Based primarily on developmental readiness of child, secondarily on child's turning thirteen years old by June 1 prior to beginning eighth grade.

Steps to Apply to Shade Canyon School

Parents/guardians are invited to attend one of a series of Parent Information Meetings, which will introduce them to the Charter School curriculum and answer any questions they may have about the Charter School. Additionally, the Office Manager (and Administrator, as

needed) will be available to answer questions of prospective parents by phone or email. Parents will also be encouraged to visit www.ShadeCanyon.org to learn more about our Charter School.

Interested parents/guardians must complete an admission application, which will ask for basic student information.

After admission, parents/guardians must complete a more extensive registration packet upon enrolling in the Charter School. The student registration packet includes, but is not limited to:

- Student Registration Form
- Parent signature confirming receipt and understanding of School Contract
- Parent signature for commitment regarding their volunteer participation (optional)
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records⁹⁹

Open Enrollment Period

Applications will be accepted during an open enrollment period for admission in the following school year. Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. If this happens, Shade Canyon will hold a public random drawing to determine enrollment for the impacted grade level(s), except for existing students who are guaranteed enrollment in the following school year.

Lottery/Public Random Drawing

In the event that applications for a given grade level exceed the existing number of openings in the class, a sequential public lottery will be conducted. The lottery will be conducted by uninterested parties, and will be held in a space large enough to accommodate all interested parents. Parents do not have to be present to participate in the lottery. Individual drawings will be held based on the preferences below. Within two weeks of the completion of the lottery, parents will be notified in writing of their children's acceptance in a class or number on the waiting list. Admission preferences in the case of a public random drawing shall be allowed in the following priority:

⁹⁹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

1. Students who are children of Shade Canyon Founding Parents identified in the initial charter, teachers and staff (up to a cap of 10% of enrollment), to recognize our hard-working parent founders, teachers, and staff
2. Siblings of students admitted to or attending the Charter School
3. Students who are children or grandchildren of current Board members
4. Students who have been attending any grade TK-8 at a Waldorf or Waldorf-inspired school for the majority of at least one school year immediately prior to desired attendance at Shade Canyon
5. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
6. Students, not in the above categories, who are residents of the Kelseyville Unified School District
7. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Shade Canyon School Board will adopt a policy regarding “Founding Parent” status that includes the definition of a Founding Parent, the required level of involvement to be considered a Founding Parent, the length of time that Shade Canyon may grant Founding Parent status, and the process for assigning Founding Parent status. The Founding Parent policy will be as follows:

An individual will be considered a Founding Parent if she or he:

- Commits at least 100 volunteer hours to support the long-term success of Shade Canyon School before opening; and
- Commits those hours through the following activities: writing/developing the charter school petition, establishing/preparing the charter school facility, recruiting students and families, performing communications work for Shade Canyon (including maintaining Shade Canyon’s social media accounts or website), publicly supporting Shade Canyon’s charter authorization, or developing/implementing the charter school educational program or operations; and
- Performs these activities between January 1, 2020 and the first day of instruction at Shade Canyon.
- Founding Parent status will be open to anyone interested in contributing significant volunteer hours to opening Shade Canyon.
- Founding Parents will not be required to give financially to the Charter School and financial donations will not be accepted in lieu of volunteer time.
- Being a Founding Parent is not a guarantee of their child’s admission to the Charter School.

- The admission preference will be applicable to all children or wards of Founding Parents, even if the children do not begin attending the Charter School until after Shade Canyon's first year of operations.
- Founding Parents may be either parents or legal guardians.
- Founding Parent status may not be transferred or delegated to another individual.
- The Administrator will be designated to make the determination of whether an individual qualifies as a Founding Parent, based only on the eligibility requirements set forth above. Once these determinations have been made, a list of all Founding Parents will be compiled. This list will detail how each Founding Parent was determined to qualify as a Founding Parent. This list will become final the day prior to the first day of instruction at Shade Canyon School and shall be maintained at Shade Canyon's main office.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Administrator). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the Shade Canyon School year. In no circumstance will a waitlist carry over to the following school year.

Outside the Open Enrollment Period

Applications received after the open enrollment period ends shall be held in abeyance for a subsequent lottery, if necessary, pursuant to the lottery procedures described above.

Misrepresentation of Admission and Enrollment Information

Shade Canyon shall have the right to rescind an offer of admission to, or involuntarily remove, students whose parents misrepresent their legal status as guardians, their place of

residence, or any other material information on any Shade Canyon document including, but not limited to, admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Directors to any charge that they have misrepresented material information to Shade Canyon.

Student Records

Shade Canyon will comply with the FERPA, and California Education Code sections 49060-49084 in order to provide protection for student records.

ELEMENT I: FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(c)(5)(I).

Independent Fiscal Audits

Each year, the Shade Canyon Board of Directors will contract with an independent auditor and oversee the completion of an annual audit of Shade Canyon’s financial affairs. The Board will be responsible for contracting and overseeing the independent audit. The Board may appoint an Audit Committee to recommend auditors for the Board’s consideration. The Audit Committee may include persons who are not members of the Council, but may not include any members of the staff of the corporation, including the Administrator. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

The annual audit shall be conducted in compliance with Education Code Sections 47605(c)(5)(I) and 47605(m). The auditor selected will be certified by the State of California and approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, internal controls and other key compliance matters.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School and pursuant to applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget) Circulars. The Administrator, Office Manager and back-office services provider work with the audit firm to provide the information they need.

The scope of the audit will include all elements mandated by the audit guide distributed by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law.

A copy of the audit and any findings will be forwarded to KVUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, Shade Canyon’s Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Shade Canyon Board of Directors, along with recommendations on how to resolve them. The corrective action will then be taken in a timely manner. The Board will submit a report to KVUSD describing how the exceptions and deficiencies have been or will be

resolved to the satisfaction of KVUSD. The independent fiscal audit of Shade Canyon is a public record, to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)

Discipline Policy

Shade Canyon believes that students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, Shade Canyon has developed a comprehensive

set of student discipline policies, including a Suspension and Expulsion Policy and Procedures, outlined below. These policies are restorative and will be fully detailed in Shade Canyon's Family Handbook. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Class Teachers use the class meeting tool as outlined by *Positive Discipline*¹⁰⁰. Students learn that they can come together as a class to solve problems and build an inclusive, mutually supportive community where every student can experience success and a feeling of importance and belonging. The Charter School will adhere to the principles of Restorative Justice. All teachers will receive extensive training in these practices, and the Administrator will monitor consistent implementation across the Charter School. Restorative Justice is focused on prevention of undesired behaviors through strategies such as:

Classroom

- Teacher Modeling
- Respect Agreements
- Class Meetings
- Restorative Discipline
- Greet & Meet

School-wide

- Anti-Bullying Program
- Leadership Assemblies (Quarterly)
- Class Leadership Presentations
- Parent Education -- Counselor & Admin Quarterly
- Service Learning

When a conflict does arise, teachers may employ redirection strategies such as:

- Use proximity; teacher may walk over to student's area to get attention
- Look at the student with a slight head shake or facial gesture
- Point in direction of Respect Agreement
- Use a visual symbol signaling "STOP"
- Make a whole class reminder, "It looks like ALMOST everyone is ready to begin"
- Have classroom management systems in place to minimize distractions

More significant conflicts warrant intervention strategies ranging from reference to the Guidance Committee meetings with the student and his/her parents/guardian, recommitment to the Respect Agreement, a Behavioral Plan, etc., or, as needed, suspension or expulsion consistent with school policies and applicable laws.

¹⁰⁰ (2021). Nelsen, Jane. *Positive Discipline*. <https://www.positivediscipline.com>

Suspension and Expulsion Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* Shade Canyon will review policies and procedures surrounding suspensions, expulsions, and involuntary removals at least once annually and, as necessary, modify the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Shade Canyon's policy and procedures for student suspension, expulsion, and involuntary removal, and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Shade Canyon staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Charter School office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and the Administrator or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written

- Loss of privileges (e.g. field trips)
- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Suspension (including in-school suspensions)
- Expulsion

A student identified as an individual with disabilities or for whom Shade Canyon has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures. Shade Canyon will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. If operating as a public school of the District for purposes of special education, Shade Canyon shall notify KVUSD of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) and work with KVUSD to ensure that all applicable laws related to discipline for students will be provided with the procedural protections as outlined below in this policy.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures:

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Shade Canyon or at any other school or a School-sponsored event at any time including, but not limited to, any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the Charter School campus; or
4. During, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to

knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Executive Director or designee's concurrence.

- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded by a conference conducted by the Administrator with the student and the student's parent/guardian and, whenever practical, the teacher or Charter School employee who referred the student to the Administrator or designee. The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or

health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Administrator shall make a reasonable effort to contact the parent/guardian by telephone or email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student, as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students may be suspended for a maximum of 20 days per school year. The student shall have no right of appeal from suspension from the Charter School as the Administrator's decision to suspend shall be final.

Upon a recommendation of expulsion by the Administrator or designee, the student and the student's parent/guardian or representative will be invited to a conference with the Administrator to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Administrator upon either of the following determinations: 1) the student's presence will be disruptive to the education process or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion Procedures

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrator determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) business days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of Shade Canyon's disciplinary rules which relate to the alleged violation;
4. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The right to confront and question all witnesses who testify at the hearing;
7. The right to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses; and
8. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Shade Canyon to any other school district or school to which the student seeks enrollment.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Shade Canyon may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. Shade Canyon must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Shade Canyon must present evidence that the witness' presence is both desired by the witness and will be helpful to Shade Canyon. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the

suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Administrator or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.
3. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Shade Canyon.

The Administrator or designee shall send a copy of the written notice of the decision to expel to KVUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

Disciplinary Records

Shade Canyon shall maintain records of all student suspensions and expulsions at Shade Canyon. Such records shall be made available to KVUSD upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from Shade Canyon. The Board of Directors' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Shade Canyon shall be given a rehabilitation plan upon expulsion as developed by the Charter School and the Board of Directors at the time of the expulsion order. The rehabilitation plan may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Shade Canyon for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, school district, or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Administrator or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Administrator or designee shall make a recommendation to the Board following the meeting regarding the Administrator's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Shade Canyon's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of the District

Shade Canyon shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that Shade Canyon or the District would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, Shade Canyon, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Shade Canyon, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If Shade Canyon, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, provided that Shade Canyon had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the student to the placement from which the student was removed, unless the parent/guardian and Shade Canyon agree to a change of placement as part of the modification of the behavioral intervention plan.

If Shade Canyon, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP, then Shade Canyon may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without

disabilities. However, Shade Canyon and the District must still provide ongoing education and related services pursuant the student's IEP/504 Plan.

Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or Shade Canyon believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the parent/guardian or the Charter School may request an expedited administrative hearing through the Special Education Division of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Shade Canyon, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and Shade Canyon agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Shade Canyon personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this policy only if Shade Canyon had knowledge that the student was disabled before the behavior occurred.

Shade Canyon shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing or orally, if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Shade Canyon administrative personnel or to one of the student's teachers that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the student.
- c) The student's teacher, or other Shade Canyon personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Administrator or to other Charter School supervisory personnel.

If Shade Canyon knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put.

If Shade Canyon had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Shade Canyon shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Shade Canyon pending the results of the evaluation.

Shade Canyon shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible for special education.

ELEMENT K: RETIREMENT PROGRAMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(c)(5)(K).

Certificated Staff

All certificated employees who are eligible shall participate in the State Teachers’ Retirement System (“STRS”). Eligible certificated employees as participants in the STRS will contribute the required percentage, and Shade Canyon will contribute the employer’s portion required by STRS. All withholdings from employees and Shade Canyon are forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. Shade Canyon shall forward any required payroll deductions and related data to the Lake County Office of Education as required by Education Code Section 47611.3. The Administrator, working in conjunction with the Charter School’s contracted business service provider, shall be responsible for ensuring that the forwarding arrangements occur in a timely, compliant manner.

Classified Staff

All other staff shall participate in federal Social Security and other school-sponsored retirement plans according to policies adopted by the Board of Directors for the Charter School’s employees. Shade Canyon anticipates offering a 403b plan to all employees and making a contribution to 403b plans of non-STRS eligible employees to supplement Social Security, in an amount determined annually by the Shade Canyon Board of Directors.

Responsible Staff Member

The Administrator, working in conjunction with the Charter School’s contracted business services and payroll provider(s), shall be responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made, and that all required reports to KVUSD, LCOE and others are submitted in a timely and accurate fashion.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(c)(5)(L).

No student shall be required to attend Shade Canyon School. Students who reside within the District who opt not to attend Shade Canyon may attend school within the District according to District policy or pursue an inter- or intra-district transfer in accordance with applicable District policies. The parent or guardian of each pupil enrolled in the Charter School shall be informed on admission forms that students have no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in Shade Canyon, except to the extent that such a right is extended by the local education agency.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(c)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(c)(5)(N).

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the District shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action, as it deems necessary. In such a case, the Charter School requests that this shall be noted in the written dispute statement referenced below, although it recognizes it cannot legally bind the District to do so.

In the event of a dispute between the Charter School and the District, the Charter School and the District agree the follow the procedures below:

1. In the event of a dispute between the Charter School and the District, the Charter School or the District will provide written notification of the violation or issue to the other party. The date that this notice is sent shall be the “Notice Date.” Upon issuance of this notice, an informal meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than five (5) business days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the Shade Canyon School representative will be the Administrator, or the Administrator’s designee. If the dispute is not resolved at this meeting, the parties will proceed to step three.
2. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Administrator, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days of the Notice Date.
3. If this joint meeting fails to resolve the dispute, the Superintendent and Administrator, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and

Administrator, or their respective designees. Mediation shall be held within sixty (60) business days of the Notice Date. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

4. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Internal Disputes

Shade Canyon School shall have internal dispute resolution processes to be used for all internal disputes related to Shade Canyon School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Shade Canyon School will be provided with a copy of Shade Canyon School's policies and dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law or to the operation of Shade Canyon School or the District's oversight obligations to Shade Canyon School.

.

ELEMENT O: CHARTER SCHOOL CLOSURE

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(c)(5)(O).

The following procedures shall constitute the “Closure Protocol” and shall apply in the event Shade Canyon ceases to be a charter school or otherwise closes for any reason:

Any decision to close Shade Canyon as a charter school operating pursuant to this Charter shall be documented by official action of Shade Canyon’s Board of Directors (“Closure Action”), which will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(c)(5)(O) and California Code of Regulations, Title 5, Sections 11962 and 11962.1.

The Charter School will promptly notify parents and students of the Charter School, the District, the Lake County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure notification to the parents and students of Shade Canyon of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, Shade Canyon will provide parents, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the FERPA. Shade Canyon will ask KVUSD to store as necessary original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School

closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, Shade Canyon will prepare final financial records. Shade Canyon will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit must include at least the following: (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, supplies, and other items of material value; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to Shade Canyon, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by Shade Canyon shall be the responsibility of Shade Canyon and not the District. Shade Canyon understands and acknowledges that Shade Canyon will cover the outstanding debts or liabilities of Shade Canyon.

In addition to the final audit, Shade Canyon shall also submit any required year-end financial reports to the California Department of Education, the County Superintendent of Schools, and KVUSD, in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Shade Canyon shall remain solely responsible for all liabilities arising from the operation of the Charter School. For a minimum of six calendar months from the later of the

Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Shade Canyon may use, but is not limited to, reserves normally maintained for contingencies and emergencies to fund any expenses associated with the closure procedures identified above.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end Shade Canyon's right to operate as a charter school pursuant to this Charter or cause Shade Canyon to cease operation. Upon the winding up and dissolution of the corporation if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds shall be distributed in accordance with the articles of incorporation and bylaws.

ADDITIONAL PROVISIONS

Facilities

The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Ed. Code § 47605(h)

For Shade Canyon's first year, beginning in fall of 2022, the Charter School will need four classrooms, one office, and green space. Over the subsequent five years, the need for space will increase to nine classrooms and one to two office spaces, with adequate facilities for lunch, P.E., school meetings and outdoor play. Shade Canyon has identified one potential facility located within the District in the 95451 zip code. Shade Canyon shall notify the District of the exact address once facilities are secured.

Administrative Services

The manner in which administrative services of the school are to be provided. Education Code Section 47605(h)

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. In addition to the Administrator and Office Manager on staff, Shade Canyon School will contract with Delta Managed Solutions, Inc. for select back-office services.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district. Ed. Code § 47605(h)

Shade Canyon School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Shade Canyon School shall work diligently to assist KVUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure KVUSD shall not be liable for the operation of Shade Canyon.

Further, Shade Canyon intends to enter into a memorandum of understanding with the District, wherein Shade Canyon shall indemnify KVUSD for the actions of Shade Canyon under this charter.

The corporate bylaws of Shade Canyon shall provide for indemnification of Shade Canyon's Board, officers, agents, and employees, and Shade Canyon will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of KVUSD and Shade Canyon's insurance company for schools of similar size, location, and student population. KVUSD shall be named an additional insured on the general liability insurance of Shade Canyon School.

The Shade Canyon Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Planning, Reporting, and Accountability

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605(h)

Attached, as Appendix B, please find a budget narrative, projected five-year budget including startup costs, and financial projections and cash-flow. These documents are based upon the best data available to the Petitioners at this time.

Shade Canyon School shall provide reports to KVUSD and the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by KVUSD:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(h) will satisfy this requirement.

- By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Shade Canyon's annual, independent financial audit report for the preceding fiscal year shall be delivered to KVUSD, State Controller, California Department of Education and the Lake County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to KVUSD shall include an annual statement of all Shade Canyon's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

Shade Canyon shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by KVUSD and Shade Canyon's insurer. KVUSD shall be named as an additional insured on all policies of Shade Canyon. Prior to opening, Shade Canyon will provide evidence of the above insurance coverage to KVUSD.

Appendix A: Waldorf and State Standards Alignment Recommendations from Alliance for Public Waldorf Education

Alliance for Public Waldorf Education

Public Waldorf Schools and the Common Core Standards

The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf-Inspired Programs

--Including Introductions to the Common Core Standards, Waldorf Education, and a review document and guidance for Teachers and Schools to engage in the analysis of the Common Core Standards for placement in their classrooms and schools

*Copyright, 2013, Alliance for Public Waldorf Education
First Edition and Initial Publication: September 2013*

(Open Source Document—may be reproduced and circulated, free of charge, but not to be sold without permission from the Alliance. Any alterations to this document are the responsibility of the user and should be noted.)

Table of Contents

Cover Page.....	1
Table of Contents.....	2
Acknowledgements.....	3

Part I: Introduction--Content, Structure, and Context

Introduction.....	5
Child Development and the Waldorf Curriculum: An Overview.....	7
Short Introductions to the Common Core State Standards	
English Language Arts/Literacy.....	17
Mathematics.....	26
The Common Core Standards and Waldorf Education: Essential Differences.....	32
A Proposal for a Waldorf-Inspired Public School Curriculum	
in Media and Technology in Grades Seven and Eight.....	35
Resources.....	37
Summary Comments.....	38

Part II: Common Core Standards Tables for Analysis with Waldorf Curriculum Summaries

Cover Page.....	1
Introductory Notes.....	2
Kindergarten.....	3
Grade One.....	27
Grade Two.....	50
Grade Three.....	72
Grade Four.....	97
Grade Five.....	122
Grade Six.....	147
Grade Seven.....	173
Grade Eight.....	199
Literacy in History/Social Studies, Science, and Technical Subjects, Grades Six through Eight.....	222
College and Career Readiness Anchor Standards for English Language Arts.....	231

(Table of Contents continued on the next page)

**Part III: The Alliance Recommendations For the Grade Level
Placement Of the Common Core Standards
in a Waldorf-Inspired Public School Program
*Kindergarten through Grade Eight***

Introduction to the Alliance Recommendations.....	1
English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.....	5
Mathematics.....	67

**Part IV: A Practical Handbook
For Reviewing the Common Core Standards
—and Beyond**

Introduction.....	1
The Process of Analysis and Key Considerations.....	3

Acknowledgements

The Alliance for Public Waldorf Education would like to thank all who have participated in this project and in the creation of this document.

Creating the Document: the Process

Building on the work completed by teachers from the Birchtree Charter School with the guidance of Bonnie River of Rudolf Steiner College, the Alliance requested that its pedagogical committee work with Robert Anderson to engage additional teachers from additional schools in the review of the Common Core Standards for their appropriate use in their Waldorf-inspired Programs.

The primary goal was to create a set of Recommendations from the Alliance for use by its schools and classroom teachers. From the first, it was assumed that schools and their teachers would view the Alliance Recommendations as advisory—and adapt them to meet the needs of the students and communities that they serve.

Several meetings were held with experienced Waldorf class teachers in Northern California public Waldorf-inspired schools to review the Common Core Standards, one by one and across grade levels, and to identify where to place them appropriately into the Waldorf Curriculum. The results of the meetings were analyzed and compared with other resources (including the Birchtree documents and the alignment documents created by the faculty of Alice Birney Waldorf-Inspired K-8 School), to put together the final Alliance recommendations. (See the Resources page for some additional sources, below.)

The Alliance wants to thank all who participated in the standards review process for their hard work, collaborative efforts, and experienced professional judgment. Note: *The final recommendations are those of the Alliance and do not represent the specific recommendations of each participant, contributor, or resource.*

List of Participants and Contributors and their Schools:

Our warmest appreciation to:

Diana Sloan-Basner and the faculty of Birchtree Charter School for sharing their work adapting the Common Core Standards for their school's use.

The faculty of Alice Birney Waldorf-Inspired K-8 School, and its Principal, Mechelle Horning, for sharing their work on the placement of the Common Core Standards in their curriculum. Their judgments were tremendously helpful in this process. Our specific thanks to **Beth Lee and Trish Ryan** for participating in discussions supporting this project.

Lee Pope and Lisa Moraga and the faculty of Golden Valley Charter School for their participation in meetings about both the general plan and goals for the documents and the appropriate placement of standards in upper grades mathematics.

SunRidge School: A Waldorf-Inspired Public Charter, which hosted standards review meetings in May and June of 2013, with the following participants:

Host and participant: Kalen Wood, Education Director, SunRidge School

Sasha Prosser, SunRidge School

Anna Jacopetti, Woodland Star

Nikki Lloyd, Novato Charter School

Merry McIlroy, Sebastopol Independent Charter School

Angela Kindle, SunRidge School

Jamie Lloyd, Sebastopol Independent Charter School

Susan Olson for her enthusiastic support and organizing efforts on behalf of the project, and for the financial support of **Sebastopol Charter: A Waldorf-Inspired Public School**, essential to begin the work.

Joan Jaeckel and the Board of El Rio Schools for their financial support and enthusiasm for the project.

Bonnie River of Rudolf Steiner College, whose initial work was the impetus for this project.

Elizabeth Beaven, Ed D., of Rudolf Steiner College, who volunteered to assist in the project, wrote many of its components, and reviewed and discussed (with Mr. Anderson) every placement of every Common Core Standard. Her contributions have ensured the quality of the document and its reflection of a Waldorf-Inspired perspective.

Allegra Alessandri, Ed. D., chair of the Pedagogical Committee of the Alliance, and Principal of George Washington Carver School of Arts and Science: A Waldorf-Inspired High School--for her assistance in the development and structure of the project--and her guidance and support throughout.

I would like to express my personal thanks to the Board of the **Alliance for Public Waldorf Education** for the opportunity to organize and work on this project. I am grateful for the opportunity to have worked with all of the Waldorf educators who contributed, directly or indirectly, to these documents, and I hope that our work together proves valuable to Waldorf-Inspired Public Schools. — *Robert Anderson, Project Director*

Part I: Introduction

Document Overview

The purpose of this document: To provide the member schools of the Alliance for Public Waldorf Education, their classroom teachers, and interested stakeholders, (including parents, school board members and those with an interest in Waldorf public education) with a document comparing the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

The document is intended to serve as a handbook for teacher and school decision-making and use. It is designed as a practical tool for Waldorf-Inspired Public Schools as they examine the new Common Core Standards adopted in their states and consider how, where, and when these standards best fit into their Waldorf-Inspired Public School Program. (Part II)

The document also includes *a summary set of Recommendations from the Alliance for the appropriate placement of the Common Core Standards into A Waldorf-Inspired Public School Program.* (Part III)

The document is structured to help teachers and schools clarify and identify the appropriate content of their programs in English Language Arts/Literacy and Mathematics, K-8. Short descriptive notes about some of the key considerations useful in determining where, when, and how the individual Common Core Standards should be implemented in their programs are included throughout Part II and in the introduction to Part III.

The document will also help to clarify for public school stakeholders (parents, districts, school boards, educators and the public) where and when Waldorf-Inspired public schools are addressing the Common Core Standards.

School and Teacher Freedom of Use

This Alliance document is intended to provide useful information about the Common Core Standards to member schools and their teachers. It has been designed to assist them in their review of the Common Core Standards. The Alliance Recommendations were specifically requested by Alliance member schools. They are intended to be useful to the schools, both as documents for local review and for use with the schools' stakeholders as deemed appropriate.

The recommendations are advisory, and recommendations only. They are not intended in any way to restrict or supersede the freedom of Alliance schools or teachers to address the Common Core Standards and their placement in ways that are harmonious with their vision of Waldorf-Inspired education and their local situations and contexts.

This document is fully available for the public use of Alliance schools and was specifically designed so that Part II could serve as a local review document and be easily adapted and revised to reflect local school and teacher decisions about the placement of the Common Core Standards.

The document, in all of its parts, will be made available in both PDF and Word formats on the Alliance website.

Structure of the Document: The document has four parts:

Part I: Introduction

The Introduction clarifies the structure of the document, and includes an overview of the Waldorf Curriculum and its' focus on the healthy, balanced development of the whole child/student, summary descriptions of the Common Core Standards in English Language Arts/Literacy, and Mathematics, and an initial comparison of the relationship between the Waldorf Curriculum and the Common Core Standards. It will also preview the structure, content, and uses of the other parts of the document.

Part II: Common Core and Waldorf Placement Tables: A Resource for Teachers and Schools, including the Results of the Alliance Review Process

Part II is organized as a set of grade-level documents, K-8, each including a summary overview of that grade's Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics, providing space for annotating the appropriate grade-level placement of each Common Core standard in the Waldorf program and recording related notes or comments. The results of this Alliance project's review of the Common Core Standards are included in the Tables in Part II.

Part III: Alliance Summary Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program

The Recommendations portion of the document has been designed to meet the needs of Waldorf-Inspired Public Schools and their teachers, and to inform interested stakeholders in a clear and transparent format. Part III lists all of the Common Core Standards re-ordered to reflect the grade-level placements which were the outcomes of the Alliance review process. This portion of the document is organized to facilitate multiple uses of the information. (See the Introductory materials at the beginning of Part III).

Part IV: Handbook for School and Teacher Review

The short handbook for schools and teachers is designed to foster school and teacher reviews of the Common Core Standards and the Alliance Recommendations for their placement and implementation in Waldorf programs. All of the Common Core Standards are included in Part II, with the Alliance recommendations identified within the review Tables and summarized fully in Part III. Part IV is intended to assist schools and individual teachers in designing their own review process to best meet the needs of their students, teachers, and the school as a whole.

Child Development and the Waldorf Curriculum: An Overview

(The Overview that follows was written by Elizabeth Beaven, Ed.D., Dean of Academic Development at Rudolf Steiner College, and summarizes her presentation at the 2013 Conference of the Alliance for Public Waldorf Education. The Alliance is grateful to Dr. Beaven for providing us with this Overview for our use here.)

Waldorf education was founded in Stuttgart, Germany, in 1919 with the establishment of a school for the children of factory workers at the Waldorf Astoria Cigarette Factory. Not long after the end of World War I, the factory's owner, Emil Molt, asked Austrian philosopher and scientist Rudolf Steiner to develop a new form of schooling, one that would help the children grow into adults capable of healing the ravages of the war and contributing to social renewal. In response, Steiner created a curriculum designed to develop the full range of the children's human capacities—intellectual, physical, emotional, social, aesthetic, moral, and spiritual. Radical for its time, the new school was open to all children, educating girls alongside boys; integrating the arts and practical skills with academic subjects; and employing a curriculum and pedagogy carefully designed to support the full development of the child.

Today, Waldorf education is a worldwide school movement with more than one thousand schools in over eighty countries. The pedagogy that arose in that first school is founded upon a fully-articulated and detailed vision of human development, one that includes a consideration of a child's past, present, and future and that encompasses all aspects of her being: body, soul, and spirit. Perhaps more than in any other approach to education, an understanding of the developing child informs all aspects of the Waldorf curriculum and methodology. If we understand this model of human development, depicted as a series of stages, we can build a coherent road map of both the developing human being and the corresponding Waldorf educational system.

A developmental approach is not unique to Waldorf education. Within the last century, Piaget, Montessori, and Gesell are just three of a large body of educators who have acknowledged the importance of human development in education. Waldorf education is, however, unique in the comprehensive nature of its view: each child is understood as the bearer of an evolving human spirit with its own past, present, and future. More than a product of heredity or environment, an essential core of human individuality is at work, revealing itself in a child's personality. It is the educator's responsibility to support this growing individuality, allowing it to develop in such a way that the unique gifts of the child can find optimal expression. This is an extraordinary expansion of the usual definition of 'teaching'—made visible and practical through the Waldorf curriculum.

Human relationships are central to the support of healthy development, and in Waldorf education attention is given to their fostering and support. Time is allowed both for the gentle unfolding of the development of the child and for the building of relationships between teacher and child, child and child, and parents and teacher. Ideally, the core class teacher remains with a class for up to eight years, a form of extended looping. The curriculum is organized to reflect the

importance of this dimension of time. It is often referred to as a spiral: subjects occur and reoccur as the child matures and his capacities develop. This repetition of subjects, with increasing complexity, allows for continuous review that in turn leads to a strengthening of understanding and independent thinking, a steady acquisition of knowledge, and the formation of living connections between subjects as the child's capacities develop. "Main lesson," an extended period of time devoted to a subject every day over a period of several weeks, makes this spiraling and repetition possible. It eliminates the fragmentation that is common to most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception. Even in situations of high student transience, coherence between curriculum content and child development fosters a child's interest, engagement, and learning. With the gift of time, the curriculum becomes a journey enrichment and growth traveled together by the child and teacher.

The developmental journey of the individual child is set in a larger context, that of the evolution of consciousness of the human being. Simply put, the individual child's journey is considered to be a microcosm of the human journey, with emerging capacities and an ever-expanding worldview at each step. The very young child dwells in a dreamy, un-self-conscious state with little awareness of time or place. Throughout the school years, the relationship between self and world changes, and the child's consciousness moves from that early, dreamy state, through concrete engagement with the physical world; to imaginative, picture-filled thinking; to the independent critical thinking and self-direction of the young adult.

If we hold a living picture of the developing child, we are empowered to build an active, responsive understanding of the what, how, and when of teaching. The curriculum is not a fixed or rigid document--or a set of student outcomes progressively laid out on a prescribed timeline--but a living instrument for educators, who become engaged in a thoughtful, creative process, fostering the healthy growth of each of their students. An understanding of child development is therefore a non-negotiable requirement for understanding and implementing this concept of curriculum. The Waldorf curriculum can be viewed as a constant interweaving, a call and response between the developmental stage of the child, course content, and methodology. The teacher is entrusted and empowered with enormous creative freedom – and responsibility – to take the core principles of Waldorf education and work with them to best meet the needs of his class, a unique group of developing young individuals located in a specific time and place. The result is an education that is never static, that has creative mobility, and that requires the teacher to be active, creative, and artistic. Yet it is rooted in an insightful, coherent framework that provides a consistent foundation for the teacher's interpretation of the needs of her students. For the teacher, the curriculum comes alive through an understanding of the human development that stands at its core. For the child, there is the experience of being met with material that speaks with immediacy and vitality to his emerging interests and abilities.

The Seven-Year Stages of Development and the Waldorf Curriculum

Steiner's model of human development is described in a series of stages, each lasting approximately seven years and each with distinctive needs, challenges, and optimal learning styles. During each

stage, the developing child lives in a different relationship with himself and with the surrounding world: this changing relationship dictates the educational activities and content. The ideal learning modality and curriculum content needs to change with each stage in order to work with the developing capacities of the child. The first stage is dominated by physical growth with an emphasis on the development of the will and a need to directly engage with the environment. During the second stage, the focus shifts to the child's imaginative capacities; the child in this stage is primarily a being of feeling and pictorial thinking. In the third stage, the emphasis is on the development of independent thinking as the young person engages in a search for truth and meaning. The broad stages of development overlap as one gently sequences into the next. We see echoes of the previous stage during the early years of each new stage and a foreshadowing of what is to come as it approaches its end. This results in a further subdivision of each stage into thirds (phases within each stage) with an emphasis on the will and physical development and activity in the first third, feeling and imagination in the second, and the development of thinking in the third. These phases and their implications will become evident in the grade level curriculum descriptions that follow.

In order to truly understand the child and our task as educators, we ask educators to hold and understand the “big picture” of development – where the child has come from and where she is bound. Education does not happen in short, discrete snapshots of time but in a continuity; if I am a kindergarten teacher, I best support the young child by understanding his current needs and interests while holding a long-range picture of the developmental tasks that await and the work that will be done by my colleagues in grade school, high school and beyond. I sow seeds for later harvesting, and the spiral curriculum facilitates this. The “whole picture” is equally important for the high school teacher. If I understand the path the adolescent has traveled, the developmental milestones that have been met, and the education that has been experienced, I am able to draw on earlier experiences, reawaken earlier knowledge, and deepen and extend thinking and understanding. Through a shared understanding of child development, teachers across the grades can work in concert and in correspondence with a child's level of maturity and developing capacities.

The First Stage of Development: Birth to Seven Years

The first seven years are of critical importance, laying a foundation for the rest of life. This truth is increasingly recognized by many and is summarized in the Jesuit dictum: —Give me a child until he is seven, and I will give you the man.” This first stage is dominated by tremendous physical growth, a need for physical activity, and learning through imitation. During the first third of this stage we see physical growth at a pace that will not recur again in a child's life. Limbs elongate, bodily proportions change, and the child masters uprightness, walking, and talking. Educational work is primarily with the parent or caregiver, and strives to provide as much support as possible for the child's healthy physical development. Work with the very young child emphasizes protection during a time of great vulnerability—supported with security, warmth, love, and rhythm. Imitation is the primary learning modality: this can be observed with infants as they mimic facial gestures and with slightly older children as they begin to acquire spoken language.

A school experience may be part of life for a child in the second third of this stage, from ages approximately two and a half through five. The child of this age unites herself with the world and the gestures and attitudes of those around her through imitation; as a result, she is best educated through appropriate physical activities, nurturing environments and interaction with adults. The Waldorf pre-school responds to the mood, needs, and learning style of the young child by providing a schedule that is strongly rhythmical, the reassuring presence of loving adults, and multiple opportunities for imitation and creative play.

The Waldorf kindergarten includes children from part of the middle phase through most of the third, from ages approximately four and a half to seven. Kindergartens often span two years and are mixed age, allowing children to develop at their own pace and ensuring that there is time for early developmental milestones to be solidly met. Kindergarten teachers enact the curriculum. They create a classroom-learning environment with a secure and embracing feeling through the use of soft colors, natural materials, open-ended play objects, and activities that invite the child's active participation. They strive to model behavior that is worthy of imitation. For the young child, the kindergarten becomes a safe haven, often in contrast to a society that values large volumes of information conveyed at high speed, with resulting nervous energy and a feeling of artificiality: the undoubted gifts of our time are frequently incompatible with the true nature and needs of the young child. The Waldorf kindergarten strives to provide a balance to this through providing a protected space in which the young child can healthfully grow. The child's need for purposeful physical activity is met by multiple opportunities for large and small motor activity, with extended time every day for creative, open-ended play. The class may go outside on nature walks or hikes and the world of nature is brought into the classroom through seasonal verses, songs, and nature table displays, encouraging a strong connection between the child and the natural world and fostering a mood of reverence and wonder.

Traditional "school tools" - desks, pencils, books, or worksheets - are absent from the kindergarten; learning can best be described as pre-academic. Clearly the kindergarten child is capable of formal academic learning; however, the Waldorf approach considers that the young child's energy is better used by direct engagement of the will, imitation of adults who are worthy models, open-ended creative play, and physical activity. In place of academic instruction, the child is immersed in a language-rich program that includes simple fairy and folk tales, nature stories, songs, verses, finger games, and puppet shows. The teacher leads a daily circle that provides a forum for the telling and retelling of stories, recitation, and singing over a period of weeks, in harmony with the young child's need for rhythm. This practice works directly with the child's capacity for imitation; the child follows the lead of the adult and absorbs meaning and language, which is then reflected through play. Stories, songs, and verses are chosen to reflect seasons and local culture or traditions.

A range of home-like activities such as bread baking, cooking, sweeping, digging, washing, tending a garden, and building supports the language and movement work of "circle time." These activities are modeled by the teacher and provide purposeful, rhythmical movement that directly engages the child's will. Like all activities in the kindergarten, they occur in a predictable schedule, allowing the child to relax into the rhythm of the day, week, season, or year. In addition to practical activities, the kindergarten teacher leads the children in a variety of artistic activities including

watercolor painting, crayon drawing, beeswax modeling, and crafts such as finger knitting and simple sewing. Knowledge acquisition is largely a direct process of doing, seeing, imitating, and touching. Activities are conducted in a mood of harmony, order, wonder, and reverence; the kindergarten environment is designed to nourish the child's being and give a basis for the types of inquiry, knowledge, and social engagement that will be vital for later life.

The Second Stage of Development: Seven to Fourteen Years

As the child approaches the age of seven, a number of signals indicate that the first developmental stage is coming to an end. Commencing at around the age of five, the child becomes able to plan his activities in a way that is beyond the ability of a younger child. He becomes more conscious of his surroundings and his classmates and is able to allow his physical activity to come to rest and to sit still for steadily increasing periods of time. He develops an ability to form inner pictures. Around the age of six or seven, the young child transitions from the kindergarten and commences his journey through the grades.

Echoes of the earlier mode of imitative learning remain during the first part of this new stage and the first and second grade child still needs a great deal of physical movement and healthy engagement of the will. However, a new and powerful learning tool is now available: the capacity for imagination. The young grade school child is strongly a child of feeling. Thinking and knowledge are best developed through living pictures, images, and inner and outer activity. Between about six to nine years, the child experiences the world around her in an artistic way. Children of this age generally love beauty and have a great enthusiasm for learning and an ever-growing curiosity about the world. The teacher's task is to translate intellectual content into the artistic language of picture, using stories to provide imaginative images that convey facts, processes, and the laws of life in an accessible, warm fashion. The rich story curriculum of the lower grades invites the child to be inwardly active, creating her own images for each scene of every story. (In the manner of traditional transmissions of knowledge, stories are told by the teacher, not read, thus leaving each child open to interpret and picture in a free, unique way). The images in the stories help to build language, develop the imagination, encourage creative thinking, and strengthen the child's capacity to learn. Stories arouse and hold the child's interest and engage his feelings. What touches the feelings will be owned and remembered as opposed to mere facts, disconnected information that may be received, briefly retained, tested, and often quickly forgotten. This imaginative approach to learning continues throughout the grades, even as the intellectual capacities of the children are maturing and becoming increasingly powerful.

The Themes and Stories within the Grades Curriculum

Each year of the grade school has a story motif. Human development provides the map for the story curriculum, and it mirrors the child's unfolding abilities and meets emerging interests. In first grade, children hear a wide variety of fairy tales from many cultures. These, along with nature stories, nourish the imagination of the first grade child. True fairy tales contain archetypes of human existence and have been used throughout history to explain the world around us. The world of the fairy tale is an integrated whole in which animals speak, wrongs are righted, and resolution is

found. This world reflects the child's still somewhat dreamy consciousness and feeling of connection to the world. The stories provide the material for instruction in writing, a process that takes the child from story image to picture to letter to word, and onwards to reading and arithmetic. Stories are told, recalled, acted out, and illustrated. Through this process, the child acquires a fund of knowledge and increasing skill and develops capacities for mobile, creative, image-filled thought.

The mood of the fairy tale shifts in second grade to reflect developing self-awareness in the child. Fairy tales are replaced by short fables that depict various elements of human nature, often expressed by animals, and by legends that tell of the deeds of extraordinary human beings who were able to overcome or work in harmony with nature to bring goodness to the world. The child inwardly feels that our task as human beings is to balance our instincts and drives with our highest ideals. Native American tales are often told; they frequently provide a blending of the mood of fable and legend. More complex nature stories bring the cycle of the seasons alive for the child, still through the medium of imaginative pictures. The child continues to absorb the content of stories that again provide material for the development of knowledge and skills; these become more complex as the child's abilities develop.

Around third grade, or the age of nine, the developing child shows signs of a more awake consciousness and a greater level of self-awareness. The middle phase of the second developmental stage begins, and the child increasingly experiences himself as an individual, separate from the world around him. Questioning, uncertainty, or a loss of confidence often accompanies this growing feeling of separation. The significance of this developmental challenge has been noted in numerous biographies. The third grade curriculum responds with content and activities that strongly engage the child's interest and provide a sense of order and growing capacities in a time of rapid internal change. The stories of the first and second grade are replaced by an ancient mythology, typically that of the Hebrew people. These stories are not told as a religion but as an intact mythology that includes a creation and ordering of a world out of nothing, the departure from paradise (mirroring the child's departure from early childhood), and the need to learn a range of practical skills that will be required to successfully live on the earth. As early childhood becomes a memory and new capacities awaken, the third grade child masters many practical skills through studies of farming, cooking, clothing and housing of the world, and building. Concepts such as measurement, time, and money are mastered as an essential part of these activities.

By fourth grade, the child is solidly in this middle phase and generally feels more comfortable with her growing independence and separateness. She is introduced to a second great mythology through Norse legends. These bring a very different creation myth and offer entirely different explanations of life and human nature. The intact, rather rosy world of early childhood is now a distant memory and the fourth grade child is ready to enter into a world that is no longer whole. Fractions, verb tenses, and parts of speech are introduced, reflecting this new awareness. Local and state geography and history build confidence and help anchor a solid sense of location. The nature stories and activities of the lower grades now transition into first lessons in formal science through studies of animals, the foundation of zoology. Studies are still brought through imaginative pictures, hands-on activities, and artistic renderings, nourishing the rich inner feeling life of this age. They are related

to the human being, giving the child a picture of our unique gifts and responsibilities. The curriculum is brought alive through living concepts and reflects the child's ever-expanding world.

For many children, fifth grade marks the final year of true childhood. The fifth grade child typically shows great energy and enthusiasm for life. Body proportions are harmonious and movement appears coordinated, fluid, and effortless. The child lives deeply in rich inner imaginative pictures. He displays self-confidence and zest for life. The overall mood is more awake than in earlier years and there is a great appetite for learning. Ancient cultures provide the central motif for the fifth grade year. In the early part of the year, these cultures are brought in the form of mythology, relating the great cultures of Ancient India, Persia, Mesopotamia, and Egypt. The children see that there are many religions, many cultures, and many, often competing, ways of explaining life on earth that are in part dependent on the geography and circumstances of a particular culture. They are introduced to a variety of religions, including Hinduism, Zoroastrianism, and Buddhism. The Egyptian culture of the Dead brings many questions about life. Through mythology, they study the early development of agriculture and writing. The great variety of myths builds a living picture of the relationship between culture and an environment. The mythology curriculum culminates in the stories of Ancient Greece. Towards the end of the year, mythology transitions to recorded history and ancient civilizations. This transition marks a point in human history at which the Greeks moved from an earlier worldview that was holistic and external to a more philosophical, individual, and questioning approach. It mirrors a change in the child's thinking from picture-based thought to the dawning of formal thought. The fifth grade year concludes with a recapitulation of ancient cultures through the biography and travels of one historical figure, Alexander the Great.

The fifth grade child's expanding consciousness is supported by a study of North American geography with its contrasting environments and terrains. This once again reinforces the child's sense of place and shows how our environment impacts our ways of living. The science curriculum expands into a study of botany, which appeals to the child's love of beauty and requires precise observation, qualities that encourage warm interest and a feeling of connection while providing a strong foundation for future scientific thought and inquiry. Fifth grade studies are rounded out with decimal fractions and freehand geometric drawing. The latter combines artistry and imagination and harnesses the child's newly emerging powers of thought.

The sixth grade child is entering the final third of the second seven-year stage of development, and there is a significant change in how he views the world and himself. The grace and fluidity of the fifth grader are supplanted by the influence of gravity as he begins to experience an increasing body mass and hormonal changes. He may feel earth-bound, and has a keen interest in the physical nature of life. The sixth grader also becomes increasingly capable of causal thinking and the curriculum expands to meet and engage this emerging capacity. The history curriculum encompasses the rise and fall of the Roman Empire, the birth of Christianity and Islam, the descent into the Dark Ages, and the dawning expansion of the Middle Ages. The rather matter of fact, material approach to life that was the hallmark of Rome is a perfect mirror of the developing sixth grader who is interested in mastery of the physical and is less willing to engage in the fanciful or emotional aspects of life – at least externally. The child's inner life may become both deeper and less accessible; the light, sanguine quality of the younger child has now receded as new forces

begin to appear. This turning inward, the foreshadowing of adolescence, is mirrored historically by the European Dark Ages, when knowledge and civilization seemed to disappear. It is reassuring for teacher and parent alike to recall that knowledge and culture had not vanished but were hidden for protection and deepening, waiting to reappear in a flurry of learning and progress in the High Middle Ages. By the end of sixth grade, we see greater mastery of critical thinking or formal operations; the child's world is expanding again.

In addition to history, a range of subjects supports the child's development at this age. Through all of them, she is encouraged to develop living concepts through direct experience. For example, physics is introduced and through an experiential approach, the laws of optics, acoustics, magnetism, static electricity, heat and cold, are explored. In the Waldorf curriculum, physics is an active process of listening, observing, discovering, and exploring that leads to the formation of concepts. The educational impact of this is very different than beginning with a definition or concept, which may be remembered but is likely to remain undigested within the child. The experiential path is very much the approach of the artist, one in which the child initially perceives, wonders, questions, and only conceptualizes fully at the end. Perception and experience unite in ideas and give rise to a range of feelings; the resulting concepts are alive for the child and can live and grow as she develops. This provides a basis for true scientific thinking and discovery and has been identified by many as an essential twenty-first century skill.

The study of geography expands further into the world perhaps to the Pacific Rim or Central America, mirroring the child's expanding worldview. The sixth grade child feels solidly on the earth; therefore, the curriculum includes a study of geology, exploring the formation of the earth's surface. This is balanced with an upward perspective through the study of naked eye astronomy, the astronomy of the Middle Ages. Once again, the child is encouraged to carefully and accurately observe phenomena. Grammar studies are linked to causal thinking with an exploration of the conditional and subjunctive moods. The practical nature of the sixth grader is met through a study of business math; its emphasis on transactions, profit and loss, and interest establish the foundation for algebra that will soon come. It is linked to the historical period of the grade with its rise of towns, trade, and guilds. Practicality is balanced with artistry; the sixth grade child is challenged to complete a series of precise geometric forms using instruments and beautifying with carefully applied color. By the end of sixth grade, we see a greater mastery of critical thinking and formal operations. The child is ready once again to encounter new challenges.

The seventh grade year is one of remarkable growth – for the child and therefore in the curriculum. As the child enters early adolescence, there are increasing signs that the end of the second stage of development is in sight. This transition signals the beginning of a period of intense exploration and new discovery for the young person – in thinking, beliefs, feelings, and relationships. The Waldorf curriculum responds by introducing the Age of Discovery, the Reformation, and the Renaissance. Each of these mirrors aspects of the student's experience. Like explorers of old, the seventh grade student must inch away from the familiar shores of family and childhood and set out for lands unknown. Traditional beliefs will be challenged and tested and the young person must learn to stand firmly in her own thoughts. Perspectives will change dramatically, just as they did for the artists of the Renaissance. Seventh grade teachers often marvel at the flowering of learning,

understanding, and artistic abilities; this can truly be a joyful time of new birth for the student's artistic and thinking capacities.

This period of history is well depicted through the biographies of leading historical figures; these replace the stories of earlier years, but are related with equal care and with rich details that allow the students to have a living experience of the time. The world is viewed anew – captured in the study of perspective drawing, which can be a wonderful anchor for a child at a time in life when inner perspective may be shaky. Bodily changes are marked; this fact is reflected and supported through the study of human physiology, health, and nutrition. The study of physics becomes more complex, extending sixth grade studies and including an examination of mechanics (levers and pulleys), usually linked to the growing adolescent body. The science curriculum expands to include inorganic chemistry: the processes of combustion; the role of acids and bases; and the lime cycle. Scientific study continues to emphasize the careful objective observation of phenomena before concepts are formed. It is linked directly to the young person's experience. A mood of interest and reverence for the natural world is thereby maintained. The study of geography continues to explore an expanding world, and may include Europe and Africa. In line with the historical period, the naked eye astronomy of the sixth grade expands to encompass a heliocentric view, with an examination of the conviction and courage of the pioneering Renaissance astronomers. The student's inner life is now deepening, a process that is supported through creative writing, giving further opportunities for the development of perspective and individual voice through an exploration of wish, wonder, and surprise. Thinking is further supported and challenged through the formal introduction of algebra.

Eighth grade signifies the end of the class teacher years. Reflecting the value placed on the continuity of relationships, the student may have had the same core teacher since first grade. This relationship and the curriculum of the lower school will be brought to a culmination over the course of this final year. A new stage of development is beginning, one in which critical thinking will be the primary learning mode and where the generalist teacher of the grades will give way to the specialized instruction required by the high school student. In many ways eighth grade is a bridge, completing the second seven-year stage and establishing a foundation for the third seven-year stage. Our task with the eighth grade student in this process of completion is therefore nothing less than bringing historical studies right into the modern age and ensuring that we have encompassed the entire globe through a study of such world patterns as weather, ocean currents, and trade.

Eighth grade history begins with a study of revolutions, very much echoing the restless, questioning nature of the adolescent. This leads to a study of the founding of the United States with its high ideals of equality and freedom. Students compare the American and French revolutions, examine the worldwide impact of the Industrial Revolution, and study the great historical events of the eighteenth, nineteenth, and twentieth centuries. Biographies continue to provide a wealth of historical insight and to allow the young person to connect in a lively way with events of earlier times. Science in the eighth grade includes a study of hydraulics, aerodynamics, and motors, reflecting developments of the industrial and post-industrial ages. Meteorology offers another chance to look up at the skies and to examine world patterns. Organic chemistry is introduced with a primary focus on the chemistry of food and manufacturing processes. The seventh grade study of

physiology is expanded to a study of anatomy – providing a framework for understanding the impressive increase in height and muscle seen at this age. We continue to help the student to develop perspective, voice, point of view, and style through a study of American literature and a study of the short story.

The end of the grade school years is generally marked by a series of culminating events that may include individual project reports, a significant drama production, and a class trip. The young person is able to stand before others as a confident individual with independent thoughts and opinions to offer. There are opportunities to review the path that has been traveled over the years. By the end of eighth grade, a stage of growth has come fully to an end. The physical changes of puberty have been accompanied by significant changes in thinking. The young person is now more conscious of herself, of her relationships with others, and of the surrounding world. The process of imitation and education through the will of the first seven years led to learning through imagination and images in the second seven years. Now education must appeal to the increasingly strong capacity to reason, think, analyze, and evaluate. The generalist approach of the grades teacher gives way to the specialized subject knowledge required in the high school. The young person embarks on a search for truth, a journey to find a valued individual pathway for herself and to discover ways to contribute meaningfully to the world she lives in.

Throughout the journey through kindergarten and the grades, a range of subjects that includes international languages, music, handcrafts, woodwork, physical education, and gardening, supplement and enrich the core curriculum. They are also brought in a developmental manner and are connected to the key tasks and interests of each age and grade level. Skills in language arts and mathematics are practiced and reinforced with increasing complexity and depth as the child's abilities grow. Art holds a central role in learning, enlivening lessons, teaching aesthetic skills and discrimination, and appealing to the feeling element of learning that is so essential for a child. Subjects are interconnected, forming a continuous experience for the child. Relationships between child and teacher are placed in a central position, gradually developing from that of gentle guidance and protection of the young child--to loving adult authority in the lower grades--to mutual respect based on the teacher's knowledge and character in the upper grades.

Every aspect of the curriculum is founded in this vision of human development. Over the years, in response to their awakening capacities, children study deeply from the “human story,” tracing a journey that commences in the land of the fairy tale that is without time or place and concluding in the modern age, looking towards the future. At the same time, they study from “the book of nature,” beginning with the home-based activities in the kindergarten, the rhythms of the seasons, the work of their own hands, and eventually a vision encompassing the entire earth and the heavens. The simple activities and experiences of the very young child grow into conceptual reasoning, scientific thinking, sound judgment, practical action and creative expression. In practice, the Waldorf Curriculum is revealed to be a thoughtful, powerful, holistic approach to the education of our children—an education that “if their needs” beautifully and prepares them to live life well.

Short Introductions to the Common Core State Standards in English Language Arts/Literacy and Mathematics

—excerpted from California’s adopted versions of the standards. (For links to the full versions of the documents, see the Resources list below at the end of Part I.)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The CCSS for ELA/Literacy are organized around a number of key design considerations. The College and Career Readiness Anchor Standards provide the backbone of the standards and define the general, cross-disciplinary literacy expectations for students in preparation for college and the workforce. The standards are divided into strands: Reading, Writing, Speaking and Listening, and Language. Connected to these design considerations is the interdisciplinary expectation that the development of every student’s literacy skills is a shared responsibility – English language arts teachers collaborating with teachers in other content areas for an integrated model of literacy across the curriculum.

The standards identify what it means to be a literate person in the 21st century. Students learn to closely and attentively read and analyze critical works of literature and an array of nonfiction text in an exploding print and digital world. They use research and technology to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications.

The CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication. The standards develop the foundation for creative and purposeful expression in language - fulfilling California’s vision that all students graduating from our public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.

From the Introduction

The **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects** (–the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the

Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The 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.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR (anchor) and grade-specific standards

The CCR (Common Core Readiness) standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. (These CCR standards are often referred to as the ELA Anchor Standards.) The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to

conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or

other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, school-wide literacy program.

Students Who are College and Career Ready in Reading, Writing, Speaking, and Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

**Note on the Structure and Organization
of the Common Core Standards in ELA/Literacy**

Each section of the standards is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations. (The CCR anchor standards for ELA/Literacy can be found below at the end of Part II of this document.)

A number of California-specific additions to the standards (identified in bolded text followed by the “CA” state acronym) have been incorporated into the grade-specific standards. These additions are included in the Tables in Part II, below.

Who is responsible for teaching the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “~~air~~case” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “~~rules~~” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their

nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Note on Resources: See the Resources List at the end of Part I of this Alliance document for links to the Common Core Standards and related documents.

Note on the ELA/Literacy Anchor Standards: The Alliance document that follows focuses on the ELA/Literacy standards and the standards in Mathematics for grades K-8. The College and Career readiness (CCR) Anchor standards for ELA/Literacy are included below (in Part II) as a resource document, following the grade-specific Common Core Standards tables for K-8 in both content areas. The Common Core Standards for Mathematics are not organized around CCR Anchor standards.

The Common Core Standards in Mathematics

From the Introduction to The Common Core State Standards for Mathematics, (adopted by the California State Board of Education, as updated in January 2013).

The Common Core State Standards for Mathematics (CCSSM) are designed to be robust, linked within and across grades, and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With California's students fully prepared for the future, our students will be positioned to compete successfully in the global economy.

The development of these standards began as a voluntary, state-led effort coordinated by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSSM are based on evidence of the skills and knowledge needed for college and career readiness and an expectation that students be able to both know and do mathematics by solving a range of problems and engaging in key mathematical practices.

The development of these standards was informed by international benchmarking and began with research-based learning progressions detailing what is known about how students' mathematical knowledge, skills, and understanding develop over time.

The first principle, ***focus***, implies that instruction should focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.

Coherence arises from mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Finally, ***rigor*** requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity.

Two Types of Standards

The CCSSM include two types of standards: **Eight Mathematical Practice Standards** (the same at each grade level) and **Mathematical Content Standards** (different at each grade level).

Together these standards address both —habits of mind” that students should develop to foster mathematical understanding and expertise and skills and knowledge – what students need to know and be able to do. The mathematical content standards were built on progressions of topics across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.

The CCSSM call for mathematical practices and mathematical content to be connected as students engage in mathematical tasks. These connections are essential to support the development of students' broader mathematical understanding – students who lack understanding of a topic may rely on procedures too heavily. The MP standards must be taught as carefully and practiced as intentionally as the Mathematical Content Standards. Ideally, several MP standards will be evident in each lesson as they interact and overlap with each other and the mathematical content in the lesson. Neither should be isolated from the other; effective mathematics instruction occurs when these two halves of the CCSSM come together in a powerful whole.

The Structure of the Mathematical Content Standards

Kindergarten–Grade 8

In kindergarten through grade eight the CCSSM are organized by

- 1) **grade level** and then by
- 2) **domains** (clusters of standards that address “big ideas” and support connections of topics across the grades),
- 3) **clusters** (groups of related standards inside domains) and finally by the
- 4) **standards** (what students should understand and be able to do).

Each specific content standard is nested hierarchically in this format. For example:

Grade Level: 1) **Grade Three**
 Domain: 2) **Number and Operations—Fractions**
 Cluster: 3) **Develop understanding of fractions as numbers.**
 Standard: 4) **Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.**

The Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later

grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. **Students build proofs by induction and proofs by contradiction. CA 3.1** (for higher mathematics only).

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and

appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to

mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Note: The Tables which follow in Part 2 of this document are composed of all of the CCSSM Content Standards at the grade levels identified in the CCSSM. The Mathematical Practices are not specified separately in the Tables since the practices are to be integrated with all of the content standards at every grade level as appropriate.

The Common Core Standards and Waldorf Education: *Essential Differences*

In making any comparison between the Common Core Standards and Waldorf education it is important to note several fundamental differences in values and goals between these two approaches to education.

The Common Core Standards have specific, well-defined goals, namely: to provide an assurance of —~~what~~ ^{what} is expected of students at each grade level,” to —~~establish~~ ^{establish} individualized benchmarks for them . . . starting in the early grades.” This strategy is intended to ensure that all public high school graduates have reached levels of academic achievement that reflect —~~the~~ ^{the} knowledge and skills that our young people need for success in college and careers ...[to be] best positioned to compete successfully in the global economy.” “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.” (*from the Common Core Mission Statement*)

The purpose of the Common Core Standards is thus clearly and narrowly defined, focusing on educational success for all students through the attainment of a discrete (and partial) set of knowledge and skills (the “Core”) that are intended to support personal and national educational and economic success. With this goal in mind, the Common Core Standards identified key skills, competencies, and knowledge sought for all students at twelfth grade graduation, the point of transition to college or career. Once these end goals were defined, strands of these skills and competencies were back-mapped down through the grades to their beginnings in kindergarten. (In English Language Arts, each standard can be traced backwards throughout the grades, while in Mathematics, new strands of content are added periodically as the student moves through the grades to ensure the breadth of student mastery by high school graduation.)

Educating the Whole Human Being

Waldorf education diverges radically from the Common Core view of education in at least four significant areas. First, although Waldorf education includes the mastery of Common Core academic skills and knowledge needed for career or college success, this set of cognitive, academic attainments is part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the core of Waldorf education is support of the development of the —~~whole~~ ^{whole} child.” In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition and that foster character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners – for success in college, careers--and life.

Changes in Student Development, Changes in Curriculum and Instruction

This breadth of purpose leads to a second significant difference that determines when and how a subject is introduced and taught. Unlike the Common Core's top-down approach (identify the desired final outcome and map backwards to its earliest stages in kindergarten), Waldorf education is founded on a model of the healthy physical, emotional, and psychological development of the child. The kindergarten child is perceived to have a substantively different consciousness, worldview, and learning style than the twelfth grader; our five year-old students are not viewed as miniature (or deficient) eighteen year-olds. Learning is therefore developed in stages that reflect and are designed to support the child's developing interests and capacities. For example, young children are given ample time to encounter and explore the world through play and direct experience. These are considered key, even ~~—ore,~~ "components of the curriculum and to be essential to the healthy development of the whole child. Abstract intellectual activities such as ~~—alyze,~~ ~~—xplain,~~ ~~—ompare~~ or interpret" are reserved for a later age when these cognitive capacities have more fully developed and students are ~~—eady~~ to employ them. Subjects gradually become both more distinctly defined and broader in scope as children's capacities develop and their world expands. This can be described as a ~~—btom~~ up" approach in which subjects are introduced at a developmentally appropriate time in a developmentally appropriate manner and brought back in ever more complex form as the child grows. Foundations are continuously laid for successive stages of learning and understanding through a curriculum designed to alter in both content and pedagogy as it addresses the richness and breadth of student development.

Timing, the Common Core, and the Waldorf Curriculum

A third difference is suggested above: the important role of time in education. The time factor shows itself in three major ways:

- when a subject or learning activity is introduced;
- in the appropriate allocation of time within the curriculum for a full range of subjects and appropriate opportunities for a variety of student learning activities; and
- an acknowledgement that learning takes place in different ways in distinct stages over time and that curriculum and instruction should reflect this reality.

In many instances, concepts or subjects are introduced later in Waldorf education than in the Common Core Standards. This follows the core developmental pedagogical principle of ~~—te~~ "the right material at the right time in the right way". Although evidence clearly illustrates that young children can engage in abstract conceptual activities, Waldorf educators argue that this is not an effective or appropriate use of the young child's time or energy, and that early introduction of abstract academics is actually working against the child's natural inclinations, abilities and needs. As such, the early introduction of formal academics creates stress and anxiety for children and is likely to lead to an early experience of excessive and unnecessary challenge or failure. Waldorf educators assert that precious instructional time is better spent on activities that are natural to the child's stage of development. In this approach, the educator has confidence in the process of child development and believes that, if a subject is introduced at a developmentally appropriate time and in the right way, mastery is more likely to be efficient, economical in the use of time, and empowering and enjoyable for the student. By considering the appropriate time for the introduction of specific concepts, and content, and academic learning activities, time is freed up

for a broad range of additional subjects and activities essential to the developing human being, including: academics, the arts, practical activities, physical development through movement, social and emotional education, and the exploration of and interaction with the world of nature.

Fostering Healthy Student Learning: Standards, Assessment, and Accountability

A fourth key difference relates to questions of educational purposes, practices, results, and accountability. There are radical differences between the Common Core and Waldorf education in their approaches to and understanding of standards, benchmarks, and assessment. The Common Core Standards establish benchmarks for every stage of development; assessment measures are designed to ensure each child and teacher is on track, standard by standard, year by year—assuming that each child should be reaching the same academic goals at the same time. This is fundamentally a deficit model of education in which a child’s academic progress is measured and evaluated for what is mastered and not mastered, leaving little room for individual variability. (In this sense, the accountability focus of the standards and assessments distorts the educational process, by imposing external goals and judgments on schools, teachers, and students, attempting to motivate the educational enterprise through fear of failure, ever-increasing anxiety, ranking, labeling, and punitive consequences (for students, teachers, and schools). Although Waldorf education agrees with the principle of accountability for student growth, including the academic, its approach is radically different, focusing on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. These assessment processes encompass both the full range of subjects and a comprehensive view of the developing child, the constant frame of reference for all aspects of Waldorf education. Although there are guidelines for achievement at each stage, the teacher is charged and entrusted with the essential task of observing the progress of each child and adjusting student learning experiences accordingly to best support healthy student growth and success. There is an absence of rigid standards and absolute time-based student outcomes: rather than a closed-system of required assessment results, the concept of readiness becomes central. Rather than summary judgments at identified times on standardized content, or ranking at performance levels, the teacher checks to see whether the child (and the class) is ready to proceed (or what assistance will help students to become ready)--and how to motivate and provide opportunities for new student growth. This gives the education a forward motion rather than one of looking back to see what has been done on time and up to standard--or not done.

These four areas demonstrate the degree of difference between the path of education defined by the Common Core Standards and the pathway embodied in Waldorf education. These must be kept in mind as the two are compared and the appropriate interactions of the two are explored.

A Proposal for a Waldorf-Inspired Public School Curriculum In Media and Technology in Grades Six, Seven, and Eight

As part of its developmental approach to education, Waldorf education emphasizes the need for a solid foundation of direct and hands-on experience for younger children. The introduction of technology is postponed to allow for an extended period of kinesthetic, concrete, and somatic learning and direct experience. Screens, electronic media, and digital tools are not generally introduced until the sixth grade.

To align the Waldorf program with this principle, all components of the Common Core Standards that include digital or technological elements have been delayed until sixth grade. (Much of the content of the related standards will have been introduced, with the use of traditional, non-electronic media, at the appropriate earlier age.) This placement of media and technology is reflected in the Alliance Recommendations and was made following discussions with teachers and administrators from several Waldorf-inspired charter schools. These discussions clarified that technology was in common use by seventh and eighth grades; however, there does not yet appear to be a curriculum for its introduction and development. Many schools expect the use of technology in reports and presentations, but assume the required learning is occurring outside of school. This presents issues of equity and access and does not ensure that all of the students in Grade Eight are adequately prepared for the media and technology use required of them as they enter high school.

A curriculum for technology education in Waldorf-inspired charter and public schools at grades 6, 7, and 8 is urgently needed. The Alliance suggests that a process be established for the cooperative development, among Alliance schools, of such a curriculum. Much of the learning would, of course, take place in the context of student learning activities and assignments throughout the curriculum, but some focused, direct instruction will probably be needed as well. Such a media and technology curriculum could include components, such as the following, drawn from throughout the Common Core Standards:

Sixth Grade

- Introduction to keyboarding
- Basic online search and research methods
- Use of computers for basic research and word processing

Seventh Grade

Continued use of skills and capacities

- Develop skills in online search and research methods
- Use of mathematical tools (software, calculators) for analysis and presentation of results
- Introduction to publishing and presentation software, including the use of multimedia elements

- Use of computers for research, word processing, and publishing (includes documents, research papers, individual and group projects, presentations, power point, simple tables, charts and graphs)
- Learn computer etiquette, and how to protect safety and ensure privacy

Eighth Grade

Continued development and use of the capacities introduced in Grade 7, and

- Use advanced internet search and research tools effectively and with discrimination
- Validate and evaluate the quality of online sources
- Avoid plagiarism, citing online sources appropriately and linking to them, when possible
- Use mathematical and scientific modeling with media tools and software to solve problems and display results
- Prepare and deliver multimedia presentations, using communication technology
- Compare written and filmed versions of a variety of materials, including analysis of the impact of technique and medium
- Participate in interactive and collaborative online discussions and writing projects with peers
- Critique and evaluate media--its social impact, its value, its dangers, and the media and technology revolutions of the last 100 years
- Explore the variety of forms and uses of electronic media and the creative uses of media (i.e., digital photography, audio recording, video)

Resources

The resources available for both understanding and implementing the Common Core Standards are expanding at an extraordinary pace. The Resources listed below are the online links or addresses for the “core” source documents for the Common Core State Standards. Each state that has adopted them will have its own version and posting of the standards as well. All states will have adopted all of the Common Core standards in full, but they also have the option to add a small number of additional standards as well—as California has done.

Key Common Core Documents

Of essential importance are the ELA/Literacy Standards and the ELA Appendices, A, B, and C., at <http://www.corestandards.org/ELA-Literacy>

and the standards in mathematics, K-12, at <http://www.corestandards.org/Math>.

In addition, both sets of the Common Core standards are available, as adopted by the State of California, at <http://www.cde.ca.gov/re/cc/>.

Selected Waldorf Resources

Waldorf education, throughout its ninety-five year history, has also been written about extensively and in detail, particularly in recent years. The following short list of valuable sources may serve as initial guides into the world of Waldorf education. Much, much more is available in print and online.

Rudolf Steiner’s work with the original group of teachers continues to inform and guide Waldorf education to this day. It was recorded in three basic books. *The Study of Man* provides a description and exploration of Steiner’s developmental view of the human being.

Curriculum and methodology were addressed in *Practical Advice to Teachers*.

Teachers’ seminars with Steiner were recorded in *Discussions with Teachers*.

The Educational Tasks and Content of the Steiner Waldorf Curriculum. edited by Martyn Rawson and Tobias Richter: Steiner Waldorf Schools Fellowship, 2000.

Towards Creative Teaching, 3rd Ed. edited by Martyn Rawson and Kevin Avison: Floris Books, 2013.

A Handbook for Waldorf Class Teachers. compiled by Kevin Avison: Steiner Waldorf Schools Fellowship, 2004.

Understanding Waldorf Education: Teaching from the Inside Out. Jack Petrash: Gryphon House, Inc., 2002.

Part I Summary Comments

This document has been developed by the Alliance for Public Waldorf Education for school and teacher use and to facilitate discussion and understanding with educational stakeholders at the school and school district and throughout public education. We hope that it will serve those purposes well and that it provides the tools and information needed to meet the needs of Alliance schools.

This document will be successful if it is seen as an initial attempt to indicate the placement of the Common Core Standards in a Waldorf Public School Program and to place that effort in a larger educational context. We anticipate and look forward to discussions of the contents of this document within schools and throughout the Alliance, and it is assumed that new insights will lead to revision of the document and its Recommendations.

We want to emphasize that the Alliance Recommendations are just that: recommendations. They are advisory to schools and teachers, and we hope that they will be received as a practical gift to Waldorf schools and teachers and put to use in that spirit.

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 encourage 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:			
Key Ideas and Details			
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
Craft and Structure			
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	
Integration of Knowledge and Ideas			
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	

<i>Range of Reading and Level of Text Complexity</i>			
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 express opinions about them).		Gr. 3	
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	
<i>Compare numbers.</i>			
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	

<i>Operations and Algebraic Thinking</i>			
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>			
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	
<i>Number and Operations in Base Ten</i>			
<i>Work with numbers 11-19 to gain foundations for place value.</i>			
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
<i>Measurement and Data</i>			
<i>Describe and compare measurable attributes.</i>			
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.
<i>Classify objects and count the number of objects in each category.</i>			
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
<i>Geometry</i>			
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>			
G 1. Describe objects in the environment using names			Number of shapes

of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		Gr.1	known expands across grades
		Gr. 1	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:			
<i>Key Ideas and Details</i>			
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		
<i>Craft and Structure</i>			
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	
<i>Integration of Knowledge and Ideas</i>			
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	

<i>Range of Reading and Level of Text Complexity</i>			
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,		Gr. 3	

descriptions, or procedures).			
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
<i>RI 10a. Activate prior knowledge related to the information and events in a text. CA</i>		Gr. 3	
<i>RI 10 b. Confirm predictions about what will happen next in a text. CA</i>		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

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</i> ; <i>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</i> , <i>looked</i> , <i>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</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>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 Grade 1	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 - 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		
OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.		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

Understand place value.			
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
Use place value understanding and properties of operations to add and subtract.			
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		
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; Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>		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			
G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); Build and draw shapes to possess defining attributes.		Gr. 5	See Note #2, below.
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. <i>(Students do not need to learn formal names such as "right rectangular prism.")</i>		Gr. 5	See Note #2, below.
G 3. Partition circles and rectangles into two and four equal shares, 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. Understand for these examples that decomposing into more equal shares creates smaller shares.		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</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>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</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>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</i> , <i>and</i> , <i>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	Y		

a topic or issue.			
<i>Presentation of Knowledge and Ideas</i>			
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	Y		

print. CA			
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</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>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</i> or <i>juicy</i>).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>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			
<i>Students:</i>			
<i>Represent and solve problems involving addition and subtraction.</i>			
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
<i>Add and subtract within 20.</i>			
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		
<i>Work with equal groups of objects to gain foundations for multiplication.</i>			
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			
Students:			
Understand place value.			
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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. 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		
Use place value understanding and properties of operations to add and subtract.			
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	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Student Achievement in the Waldorf Curriculum			
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	Y		

aspects of a character or setting).			
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:			
Key Ideas and Details			
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
Craft and Structure			
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	
Integration of Knowledge and Ideas			
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)			
<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.		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> ; <i>I walk</i> ; <i>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</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>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</i> , <i>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</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>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 $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.	Y		
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>			

OAT 5. Apply properties of operations as strategies to multiply and divide.² <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>	Y		
OAT 6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	Y		
Multiply and divide within 100.			
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.	Y		
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
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.	Y		
OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>	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	Y		

of an inch. Show the data by making a line plot, 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		Gr. 4	

areas of the non-overlapping parts, applying this technique to solve real world problems.			
<i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i>			
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.		Gr. 5	
Geometry			
<i>Reason with shapes and their attributes.</i>			
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.		Gr. 5	
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 $\frac{1}{4}$ of the area of the shape.		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		Gr. 6	Not in electronic or digital formats

explain how the information contributes to an 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</i> , <i>in order to</i> , <i>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</i> , <i>for example</i> , <i>also</i> , <i>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
<i>Presentation of Knowledge and Ideas</i>			
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	Y		

multiple of each of its factors. Determine whether a 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:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	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	

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?	Y		
<i>Understand decimal notation for fractions, and compare decimal fractions.</i>			
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 <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i>		Gr. 5	
NOF 6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>		Gr. 5	
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		Gr. 5	

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	

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		Gr. 6	
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.		Gr. 6	

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:			
Key Ideas and Details			
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		
Craft and Structure			
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	
Integration of Knowledge and Ideas			
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,		Gr. 7	

myth, poem).			
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:			
Key Ideas and Details			
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	
Craft and Structure			
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
Integration of Knowledge and Ideas			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to	Y		Digital sources in Gr. 7

a question quickly or to solve a problem efficiently.			
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</i> , <i>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</i>	Y		

starting number 0, generate terms in the 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.			

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. 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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}$.)</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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i>	Y		

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
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. <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>	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Y		
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 $a \times q \div b$. <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>	Y		
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.	Y		
NOF 5. Interpret multiplication as scaling (resizing), by: NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the	Y		

other factor, without performing the indicated multiplication. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	Y		
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.	Y		
NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Y		
NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. 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 $(1/12) \times 4 = 1/3$.	Y		
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 $20 \times (1/5) = 4$.	Y		
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.	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 <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i>	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	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

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:			
Key Ideas and Details			
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		
Craft and Structure			
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		
Integration of Knowledge and Ideas			

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:			
Key Ideas and Details			
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		
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. (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		
Integration of Knowledge and Ideas			

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

W 2a. (note continued)			and formatting 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.
<i>Research to Build and Present Knowledge</i>			
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		

<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 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	
<i>Presentation of Knowledge and Ideas</i>			
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</i> , <i>auditory</i> , <i>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, item/category) to better understand each of the words.	Y		
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>			
RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <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>	Y		
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. <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>		Gr. 8	Begins at Gr. 6
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.	Y		Developed further in grades 7 and 8
RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the		Gr. 8	Begins at Gr.6

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

pairs of values on the coordinate plane. Use 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 $(2/3) \div$</i>	Y		

<i>$(\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ 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		Gr. 7 Gr. 7	

with the same first coordinate or the same second 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	
EE 2. Write, read, and evaluate expressions in which letters stand for numbers. 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> 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> 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 $s = \frac{1}{2}$.</i>		Gr. 7 Gr. 7 Gr. 7 Gr. 7	
EE 3. Apply the properties of operations to generate equivalent expressions. <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</i>		Gr. 7	

<i>expression $6(4x + 3y)$; apply properties of 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		Gr. 8	Introduced at Gr. 7

terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <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>			
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		Gr. 8	

and its units of measurement. 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. 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.		Gr. 8	

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

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		Gr. 8	

version, analyzing the effects of techniques unique to 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:			
<i>Key Ideas and Details</i>			
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		
<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; 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,		Gr. 8	Introduced in Gr. 7

comparison/contrast, and cause/ effect; 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,	Y		

assessing whether the reasoning is sound and 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.,			Begins in Gr. 7,

visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		Gr. 8	Expands in Gr. 8
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		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</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 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.			
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>	Y		
RPR 2. Recognize and represent proportional relationships between quantities. 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. RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 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>		Gr. 8 Gr. 8 Gr. 8 Gr. 8	RPR 2, a, b, and c, Introduced at Grade 7

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</i>		Gr. 8	Introduced in Grade 7

<i>inches wide, you will need to place the bar about 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	Y		Not typically done with technology at grade 7 (See

three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.			summary note at 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		Gr. 8	Introduced in Gr. 7

to gauge the variation in estimates or predictions. <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>			
Draw informal comparative inferences about two populations.			
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. <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>		Gr. 8	
SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <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>		Gr. 8	
Investigate chance processes and develop, use, and evaluate probability models..			
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.		Gr. 8	
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		Gr. 8	

frequency, and predict the approximate relative frequency given the probability. <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>			
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.		Gr. 8	
SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <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>		Gr. 8	
SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <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>		Gr. 8	
SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 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.		Gr. 8	
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.		Gr. 8	

SP 8c. Design and use a simulation to generate frequencies for compound events. <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>		Gr. 8	

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

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	Y		

a text and analyze how the author acknowledges and 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 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 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 character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	Y		
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		
Understand the connections between proportional relationships, lines, and linear equations.			
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. 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 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	Y		

from a table or from a graph. Interpret the rate 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		

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. <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>	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.			
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.	Y		

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.	Y		
SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <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>	Y		
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. <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>	Y		

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		Student Achievement In the Waldorf Curriculum		
Grades 6-8: <i>Reading in History/Social Studies</i>				
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		Student Achievement In the Waldorf Curriculum		
Grades 6- 8: <i>Reading in Science and Technical Subjects</i>				
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>			
W 1. Write arguments focused on <i>discipline-specific content</i>. 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.).

W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.

Part III

The Alliance Recommendations

For the Grade Level Placement Of the Common Core Standards In a Waldorf-Inspired Public School Program

Kindergarten through Grade Eight

***English Language Arts & Literacy
in History/Social Studies, Science, and Technical Subjects***

Mathematics

First Edition, September 2013

Introduction to the Alliance Recommendations

Part Three presents the Alliance Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program. This portion of the document reflects the results of the Alliance review process, including all of the Common Core Standards in ELA/Literacy and Mathematics—now re-organized to reflect the grade levels identified as appropriate for students in a Waldorf Program—as indicated in the placements recorded in the Tables in Part II.

For example, in Part III, the movement of student academic achievement standards in reading and mathematics from Kindergarten in the Common Core to Grades 1 and 2 in the Waldorf program (as represented in Part II, above) is reflected in the structure of and placement in the Alliance Recommendations.

Every Common Core Standard (K-8) is included in Part III. None has been omitted. Part III simply reorganizes the CC standards—placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12.

The standards in the Recommendations are numbered consecutively at the beginning of the each standard, and, for reference and ease of comparison, each standard is followed by its original Common Core identifier.

As in the Common Core Standards, the numbers begin again as the standards enter a new Strand (within ELA) or Domain (within Mathematics)—but each standard has a unique identifier by grade, strand or domain, and number. For Instance, within the content area English Language Arts, (1 RL 1) indicates Grade 1, Reading Literature, Standard 1. This organizing pattern will become apparent and provide clarity upon review.

Parts I and III (providing introductions to Waldorf education and the Common Core Standards—and the Alliance Recommendations) may prove to be of most interest to parents, school boards, district administrators, public school educators and officials, and the general public--all of whom may want to learn more about the Waldorf approach to education and its relationship to the Common Core Standards.

Parts II and IV are more directly useful to Waldorf-Inspired Public Schools and Waldorf class teachers who will find these parts of practical value as they consider the significance of the Common Core Standards in their own curriculum and instructional programs, in the design of their student learning activities, and in considering their grade level academic expectations for their students.

The Common Core Standards are not “Waldorf Standards,” --in that they do not truly represent the core or the essential outcomes of Waldorf Education. They do not reflect the scope, breadth, or depth of the developing human being, nor of the Waldorf curriculum. They do not address its fundamental model of human development, and the breadth, fullness, and variety of the healthy student capacities that are its goals. This dedication to the developing human being in his or her fullness is at the core of the vision, principles, and practical decisions that constitute the richness of Waldorf education--and which broaden its goals for each student. *(See Part 1 and the grade level curriculum summaries in Part II for an initial introduction to these educational goals and the Waldorf curriculum that addresses them.)*

This Alliance document is intended to provide assistance to Waldorf schools and teachers, but its Recommendations are only advisory. They are a first attempt to find common ground, across schools, but we wish to make clear that schools and teachers in Waldorf schools work out of their own insights and in response to their own students’ needs. It is anticipated that this document will begin an ongoing conversation and that it will grow organically, through dialogue and discussion, based on new insights and refinements provided by classroom teachers and developed in their work together in the Waldorf community.

Although this document addresses the placement of the Common Core Standards in the Waldorf program, it raises a deeper concern about and interest in further exploration of the Waldorf developmental model and the corresponding Waldorf curriculum and instructional programs. The current document only refers to these topics in summary form, but the Alliance is aware that additional projects, developed by and shared among Waldorf-Inspired Public Schools, would expand and inspire additional Waldorf programs throughout the nation.

These additional projects would continue to work to provide guidance to Waldorf schools and teachers, but would remain advisory in content and form—intended to inspire and support the spread and effectiveness of Waldorf education.

One Sample Project Proposal

One example of such a project, which comes directly out of our work on this document is related to instructional “spiraling” in the Waldorf curriculum and the Common Core concept of standards-based student achievement. In Mathematics, from grades six through eight, many topics are introduced, and then re-presented in the instructional program—with the students gaining in knowledge and skill throughout the three grades. Both the instruction and the levels of student achievement spiral upward over this span of grades. Yet, in the Common Core Mathematics Standards, the full student attainment of each standard appears only once--and only at its point of completion. Thus, it appears that a limited number of

mathematics standards are attained at grade 6, somewhat more at grade 7, and many, many more attained at grade 8. This creates the impression that the mathematics program is much smaller at Grade 6 and growing wildly, with impossible student goals, at Grade 8.

In Part II of this current document, reviewers often added the note that a standard was “Introduced at” an earlier grade level. But, the standards placements are reserved for the grade level at which the student fully attains each standard.

In light of this “apparent” anomaly, the Alliance is proposing a curriculum project with its member schools to describe this spiraling of the mathematics program from grades six through eight. Such a project would serve two valuable purposes: first, to describe for all stakeholders how the Waldorf program works to reach the stated goals; second, to consciously clarify and describe and share with others, including new teachers and schools, the components of this coordinated, spiraling, cross-year curriculum and instructional program in middle-grades mathematics.

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

***English Language Arts
& Literacy in History/Social Studies, Science,
and Technical Subjects***

***Recommendations for
Kindergarten through Grade Eight***

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

English Language Arts

Kindergarten

Writing

Research to Build and Present Knowledge

K W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K, W 8) (oral sources, oral responses, foundational for writing)

Speaking and Listening

Comprehension and Collaboration

K SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K SL 1)

K SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (K SL 1a)

K SL 1b. Continue a conversation through multiple exchanges. (K SL 1b)

K 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. (K SL 2)

K SL 2 a. **Understand and follow one- and two- step oral directions. (CA)** (K SL 2a)

K SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K SL 3)

Presentation of Knowledge and Ideas

K SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K SL 4)

K SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K SL 5)

K SL 6. Speak audibly and express thoughts, feelings, and ideas clearly. (K SL 6)

Language

Conventions of Standard English

K L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K L 1)

K L 1a. Use frequently occurring nouns and verbs. (K L 1b)

K L 1b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (K L 1c)

K L 1c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (K L 1d)

K L 1d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (K L 1e)

K L 1e. Produce and expand complete sentences in shared language activities. (K L 1f)

Vocabulary Acquisition and Use

K L 2. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (K L 5a)

K L 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K L 6)

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

English Language Arts
Grade 1

Reading Literature

Key Ideas and Details

- 1 RL 1. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1 RL 2) (K RL 2)
- 1 RL 2. Describe characters, settings, and major events in a story, using key details. (1 RL 3) (K RL 3)
- 1 RL 3. With prompting and support, ask and answer questions about key details in a text. (K RL 1)

Range of Reading and Level of Text Complexity

- 1 RL 4. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. (1 RL 10)

Reading Foundational Skills

Print Concepts

- 1 RF 1. Demonstrate understanding of the organization and basic features of print. (1 RF 1) (K RF 1)
- 1 RF 1a. Follow words from left to right, top to bottom, and page by page. (K RF 1a)
- 1 RF 1b. Recognize that spoken words are represented in written language by specific sequences of letters. (K RF 1b)
- 1 RF 1c. Understand that words are separated by spaces in print. (K RF 1c)
- 1 RF 1d. Recognize and name all upper- and lowercase letters of the alphabet. (K RF 1d)
- 1 RF 1e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1 RF 1a)

Phonological Awareness

- 1 RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1 RF 2) (K RF 2)
- 1 RF 2a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (1 RF 2b)
- 1 RF 2b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (1 RF 2c)
- 1 RF 2c. Recognize and produce rhyming words. (K RF 2a)
- 1 RF 2d. Count, pronounce, blend, and segment syllables in spoken words. (K RF 2b)
- 1 RF 2e. Blend and segment onsets and rhymes of single-syllable spoken words. (K RF 2c)
- 1 RF 2f. 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/.) (K RF 2d)
- 1 RF 2g. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K RF 2e)
- 1 RF 2h. **Blend two or three phonemes into recognizable words. (CA)** (K RF 2f)

Phonics and Word Recognition

- 1 RF 3. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K RF 3a)
- 1 RF 4. Know the spelling-sound correspondences for common consonant digraphs. (1 RF 3a)
- 1 RF 5. Decode regularly spelled one-syllable words. (1 RF 3b)

Fluency

- 1 RF 6. Read with sufficient accuracy and fluency to support comprehension. (1 RF 4)

Writing

Research to Build and Present Knowledge

- 1 W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1 W 8)

Speaking and Listening

Comprehension and Collaboration

- 1 SL 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (1 SL 1)
- 1 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). (1 SL 1a)
- 1 SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1 SL 1b)
- 1 SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion. (1 SL 1c)
- 1 SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1 SL 2)
- 1 SL 3. **Give, restate, and follow simple two-step directions. CA** (1 SL 2a)
- 1 SL 4. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1 SL 3)

Presentation of Knowledge and Ideas

- 1 SL 5. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1 SL 4)
- 1 SL 6. **Memorize and recite poems, rhymes, and songs with expression. CA** (1 SL 4a)
- 1 SL 7. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1 SL 5)
- 1 SL 8. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations. (1 SL 6)

Language

Conventions of Standard English

- 1 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1 L 1)
- 1 L 1a. Print all upper- and lowercase letters. (1 L 1a) (K L 1a)
- 1 L 1b. Use common, proper, and possessive nouns. (1 L 1b)
- 1 L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) (1 L 1c).
- 1 L 1d. Use personal (**subject, object**), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **CA** (1 L 1d)
- 1 L 1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). (1 L 1e)
- 1 L 1f. Use frequently occurring adjectives. (1 L 1f)
- 1 L 1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (1L 1g)
- 1 L 1h. Use determiners (e.g., articles, demonstratives). (1 L 1h)
- 1 L 1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (1 L 1i)
- 1 L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1.L 1j)
- 1 L 2. Capitalize the first word in a sentence and the pronoun I. K L 2a)
- 1 L 2a. Capitalize dates and names of people. (1 L 2a)
- 1 L 3. Recognize and name end punctuation. (K L 2b)
- 1 L 3a. Use end punctuation for sentences. (1 L 2b)
- 1 L 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1 L 2d)
- 1 L 5. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (K L 2c)
- 1 L 6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1 L 2e) (K L 2d)

Vocabulary Acquisition and Use

- 1 L 7. Use sentence-level context as a clue to the meaning of a word or phrase. (1 L 4a)

- 1 L 8. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (1 L 5) (K L 5)
- 1 L 9. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (1 L 5a)
- 1 L 10. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (1 L 5b)
- 1 L 11. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (1 L 5c) (K L 5c)
- 1 L 12. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (K L 5d)
- 1 L 13. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (1 L 5d)
- 1 L 14. 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., because). (1 L 6)

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

English Language Arts
Grade 2

Reading Literature

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)

2 RL 10a. **Activate prior knowledge related to the information and events in texts. (CA)**
(K RL 10a) (1 RL 10a)

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

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

Reading Foundational Skills

Phonics and Word Recognition

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

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

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

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

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

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

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

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

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

Fluency

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

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

Writing

Text Types and Purposes

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

Production and Distribution of Writing

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

Speaking and Listening

Comprehension and Collaboration

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

- 2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

- 2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)
- 2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)
- 2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- 2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)
- 2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)
- 2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)
- 2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)
- 2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). (2 L 4b)
- 2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)
- 2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)
- 2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)
- 2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)
- 2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)
- 2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)
- 2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)
- 2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

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

English Language Arts

Grade Three

Reading Literature

Key Ideas and Details

- 3 RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RL 1)
- 3 RL 1a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2 RL 1)
- 3 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. (3 RL 2)
- 3 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. (3 RL 3)

Craft and Structure

- 3 RL 4. Recognize common types of texts (e.g., storybooks, poems, **fantasy**, **realistic text**) (CA). (K RL 5)
- 3 RL 5. 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 (2 RL 4)
- 3 RL 6. 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) (1 RL 4)
- 3 RL 7. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1 RL 5)
- 3 RL 8. Identify who is telling a story at various points in a text. (1 RL 6)

Integration of Knowledge and Ideas

- 3 RL 9. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2 RL 7)
- 3 RL 10. 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). (3 RL 7)

Range of Reading and Level of Text Complexity

- 3 RL 11. 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. (3 RL 10) (Incorporates 2 RL 10)

Reading Informational Text

Key Ideas and Details

- RI 1. Ask and answer questions about key details in a text. (1 RI 1)(K RI 1)
- RI 2. Identify the main topic and retell key details of a text. (1 RI 2)(K RI 2)
- RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1 RI 3) (K RI 3)

Craft and Structure

- 3 RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (2 RI 4)(1 RI 4)(K RI 4)
- 3 RI 5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1 RI 6)
- 3 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. (K RI 6)

Integration of Knowledge and Ideas

- 3 RI 7. Use the illustrations and details in a text to describe its key ideas. (1 RI 7) (Incorporates K RI 7)
- 3 RI 8. 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). (3 RI 7)
- 3 RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1 RI 9)

Range of Reading and Level of Text Complexity

- 3 RI 10. Actively engage in group reading activities with purpose and understanding. (K RI 10)
- 3 RI 10a. With prompting and support, read informational texts appropriately complex for the grade level. (1 RI 10)
- 3 RI 10b. **Activate prior knowledge related to the information and events in texts. (CA)**
(1 RI 10a) (K RI 10a)
- 3 RI 10 c. Make and **confirm predictions about what will happen next in a text. CA***
(1 RL 10b)(K RI 10b))

Reading Foundational Skills

Phonics and Word Recognition

- 3 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (3 RF 3)
- 3 RF 1a. Decode multi-syllable words. (3 RF 3c)
- 3 RF 1b. Decode words with common prefixes and suffixes. (2 RF 3d)
- 3 RF 1c. Identify words with inconsistent but common spelling-sound correspondences. (2 RF 3e)
- 3 RF 1d. Read grade-appropriate irregularly spelled words. (3 RF 3d) (2 RF 3f)

Fluency

- 3 RF 2. Read with sufficient accuracy and fluency to support comprehension. (3 RF 4)
- 3 RF 2a. Read on-level text with purpose and understanding. (3 RF 4a) (1 RF 4a)
- 3 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (3 RF 4b) (1 RF 4b)
- 3 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3 RF 4c)
- 3 RF 3. Read with sufficient accuracy and fluency to support comprehension. (2 RF 4)
- 3 RF 3a. Read on-level text with purpose and understanding. (2 RF 4a)
- 3 RF 3b. Read on-level text orally with accuracy, appropriate rate, and expression on successive

readings. (2 RF 4b)

3 RF 3c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2 RF 4c)

Writing

Text Types and Purposes

3 W 1. **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly. (3 W 2)

3 W 1a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2 W 2)

3 W 1b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (3 W 2a)

3 W 1c. Develop the topic with facts, definitions, and details. (3 W 2b)

3 W 1d. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (3 W 2c)

3 W 1e. Provide a concluding statement or section. (3 W 2d)

3 W 2. **Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3 W 3)

3 W 2a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3 W 3a)

3 W 2b. Use temporal words and phrases to signal event order. (3 W 3c)

3 W 2c. Provide a sense of closure. (3 W 3d)

Production and Distribution of Writing

3 W 3. 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.) (3 W 4)

Research to Build and Present Knowledge

3 W 4. Recall information from experiences or gather information from provided sources to answer a question. (2 W 8)

3 W 5. Conduct short research projects that build knowledge about a topic. (3 W 7)

Speaking and Listening

Comprehension and Collaboration

- 3 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (3 SL 1)
- 3 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. (3 SL 1a)
- 3 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). (3 SL 1b)
- 3 SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (3 SL 1c)
- 3 SL 1d. Explain their own ideas and understanding in light of the discussion. (3 SL 1d)
- 3 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. (3 SL 2)
- 3 SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3 SL 3)

Presentation of Knowledge and Ideas

- 3 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. (3 SL 4)
- 3 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** (2 SL 4a)
- 3 SL 5. 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.) (3 SL 6)

Language

Conventions of Standard English

- 3 L 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3 L 2)

- 3 L 1a. Capitalize appropriate words in titles. (3 L 2a)
- 3 L 1b. Use commas in dates and to separate single words in a series. (1 L 2c)
- 3 L 1c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (3 L 2e)
- 3 L 1d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3 L 2f)
- 3 L 1e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3 L 2g)
- 3 L 1f. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA (3 L 1j)**
- 3 L 1g. **Use reciprocal pronouns correctly. CA (3 L 1k)**

Knowledge of Language

- 3 L.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening, (3 L 3)
- 3 L 2a. Choose words and phrases for effect. (3 L 3a)
- 3 L 2b. Recognize and observe differences between the conventions of spoken and written standard English. (3 L 3b)
- 3 L 2c. Compare formal and informal uses of English. (2 L 3a)

Vocabulary Acquisition and Use

- 3 L 3. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. (3 L 4)
- 3 L 3a. Use sentence-level context as a clue to the meaning of a word or phrase. (3 L 4a)
- 3 L 3b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (3 L 4b)
- 3 L 3c. 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 (3 L 4d) (2 L 4e)**
- 3 L 4. Demonstrate understanding of word relationships and nuances in word meanings. (3 L 5)

- 3 L 4a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). (3 L 5a)
- 3 L 4b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (3 L 5b)
- 3 L 5. 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., *After dinner that night we went looking for them*). (3 L 6)

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

English Language Arts
Grade Four

Reading Literature

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

- 4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)
- 4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)
- 4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

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

Reading Informational Texts

Key Ideas and Details

- 4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)
- 4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)
- 4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)
- 4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)
- 4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

- 4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)** CA (4 RI 4)
- 4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)
- 4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

- 4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)
- 4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)
- 4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)
- 4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

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

Reading Foundational Skills

Phonics and Word Recognition

- 4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)
- 4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)
- 4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

- 4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)
- 4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)
- 4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)
- 4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. § RF 4c)

Writing

Text Types and Purposes

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

- 4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)
- 4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)
- 4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (4 W 2c)
- 4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)
- 4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)
- 4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)
- 4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)
- 4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)
- 4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)
- 4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)
- 4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

- 4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA (4 W 4) (2 W 4)**
- 4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

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

Range of Writing

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

Speaking and Listening

Comprehension and Collaboration

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

formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)

4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** (4 SL 4a)

4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** (4 SL 4b)

4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)

4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)

4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)

4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)

4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)

4 L 1d. Form and use regular and irregular verbs. (3 L 1d)

4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)

4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

English Language Arts

Grade Five

Reading Literature

Key Ideas and Details

- 5 RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RL 1)
- 5 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. (5 RL 2)
- 5 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). (5 RL 3)

Craft and Structure

- 5 RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.)** CA (5 RL 4) (3 RL 4)
- 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. (3 RL 5)
- 5 RL 6. 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). (4 RL 4)

Range of Reading and Level of text Complexity

- 5 RL 7. 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. (5 RL 10)

Reading Informational Texts

Key Ideas and Details

- 5 RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RI 1)
- 5 RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5 RI 2)

Craft and Structure

- 5 RI 3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **(See grade 5 Language standards 4-6 for additional expectations.)** CA (5 RI 4)

Integration of Knowledge and Ideas

- 5 RI 4. 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.
(5 RI 7)(digital in Grade 7)
- 5 RI 5. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5 RI 8)
- 5 RI 6. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5 RI 9)

Range of Reading and Level of Text Complexity

- 5 RI 7. 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. (5 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

- 5 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words.(5 RF 3)
- 5 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (5 RF 3a)

Fluency

- 5 RF 2. Read with sufficient accuracy and fluency to support comprehension. (5 RF 4)

5 RF 2a. Read on-level text with purpose and understanding. (5 RF 4a)

5 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (5 RF 4b)

5 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5 RF 4c)

Writing

Text Types and Purposes

5 W 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5 W 2)

5 W 1a. 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. (5 W 2a)

5 W 1b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (5 W 2b)

5 W 1c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). (5 W 2c)

5 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (5 W 2d)

5 W 1e. Provide a concluding statement or section related to the information or explanation presented. (5 W 2e)

5 W 2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5 W 3)

5 W 2a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (5 W 3a)

5 W 2b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (5 W 3b)

5 W 2c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (5 W 3c)

5 W 2d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (5 W 3d)

5 W 2e. Provide a conclusion that follows from the narrated experiences or events. (5 W 3e)

Production and Distribution of Writing

5 W 3. 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 (5 W 4)

5 W 4. With 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 5.) (5 W 5)

Research to Build and Present Knowledge

5 W 5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5 W 7)

5 W 6. 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. (5 W 8)

5 W 7. Apply *grade 5 Reading standards* 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].”). and “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]”). (5 W 9a) (4 W 9a)

Range of Writing

5 W 8. 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. (5 W 10)

Speaking and Listening

Comprehension and Collaboration

5 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. (5 SL 1)

5 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. (5 SL 1a)

5 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (5 SL 1b)

5 SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (5 SL 1c)

5 SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5 SL 1d)

5 SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5 SL 2)

Presentation of Knowledge and Ideas

5 SL 3. 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. (5 SL 4)

5 SL 3a. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA** (5 SL 4b)

5 SL 4. 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.) (5 SL 6)

Language

Conventions of Standard English

5 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5 L 1)

5 L 1a. Use verb tense to convey various times, sequences, states, and conditions. (5 L 1c)

5 L 1b. Recognize and correct inappropriate shifts in verb tense. (5 L 1d)

5 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5 L 2)

5 L 2a. Use punctuation to separate items in a series. (5 L 2a)

5 L 2b. Use a comma to separate an introductory element from the rest of the sentence. (5 L 2b)

5 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?). (5 L 2c)

5 L 2d. Use underlining, quotation marks, or italics to indicate titles of works. (5 L 2d)

5 L 2e. Spell grade-appropriate words correctly, consulting references as needed. (5 L 2e)

Knowledge of Language

5 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5 L 3)

5 L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (5 L 3a)

Vocabulary Acquisition and Use

5 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (5 L 4)

5 L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5 L 4a)

5 L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). (Greek in 5, Latin in 6) (5 L 4b)

5 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 (5 L 4c)

5 L 4d. Recognize and explain the meaning of common idioms, adages, and proverbs. (5 L 5b)

5 L 4e. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5 L 5c)

5 L 5. 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., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (5 L 6)

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

English Language Arts
Grade Six

Reading Literature

Key Ideas and Details

- 6 RL 1. 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. (6 RL 2)
- 6RL 2. 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. (6 RL 3)

Craft and Structure

- 6 RL 3. 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** (6 RL 4)
- 6 RL 4. 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. (4 RL 5)
- 6 RL 4a. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5 RL 5)
- 6 RL 4b. 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. (6 RL 5)
- 6 RL 5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4 RL 6)
- 6 RL 5a. Describe how a narrator's or speaker's point of view influences how events are described. (5 RL 6)
- 6 RL 5b. Explain how an author develops the point of view of the narrator or speaker in a text. (6 RL 6)

Integration of Knowledge and Ideas

- 6 RL 6. 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. (4 RL 7)
- 6 RL 7. 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. (4 RL 9)
- 6 RL 8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5 RL 9)
- 6 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. (6RL 9)

Range of Reading and Level of Text Complexity

- 6 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. (6 RL 10)

Reading Informational Texts

Key Ideas and Details

- 6 RI 1. 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. (6 RI 2)
- 6 RI 2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (6 RI 3)
- 6 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. (5 RI 3)

Craft and Structure

- 6 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 (6 RI 4)**
- 6 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. (6 RI 5)

6 RI 6. 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. (4 RI 5)

6 RI 7. 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. (5 RI 5)

6 RI 8. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6 RI 6)

6 RI 9. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4 RI 6)

Integration of Knowledge and Ideas

6 RI 10. 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. (6 RI 7)

6 RI 11. 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 understanding of the text in which it appears. (4 RI 7) (digital in gr. 7)

6 RI 12. Explain how an author uses reasons and evidence to support particular points in a text. (4 RI 8)

6 RI 13. 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). (6 RI 9)

Range of Reading and Level of Text Complexity

6 RI 14. 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. (6 RI 10)

Writing

Text Types and Purposes

6 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (6 W 1)

6 W 1a. Introduce claim(s) and organize the reasons and evidence clearly. (6 W 1a)

6 W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6 W 1b)

6 W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (6 W 1c)

6 W 1 d. Establish and maintain a formal style. (G W 1d)

6 W 1e. Provide a concluding statement or section that follows from the argument presented. (6 W 1e)

Standard 6 W 1 Integrates and builds upon standard 4 W 1, included for the first time here:

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4 W 1)

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. (4 W 1a)

W 1b. Provide reasons that are supported by facts and details. (4 W 1b)

W 1c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (4 W 1c)

W 1 d. Provide a concluding statement or section related to the opinion presented. (4 W 1d)

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. (6 W 2)

6 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** (6 W 2a)

6 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (6 W 2b)

6 W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. (6 W 2c)

6 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (6 W 2d)

6 W 2e. Establish and maintain a formal style. (6 W 2e)

- 6 W 2f. Provide a concluding statement or section that follows from the information or explanation presented in W 2. (6 W 2f)
- 6 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (6 W 3)
- 6 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. (6 W 3a)
- 6 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (6 W 3b)
- 6 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. (6 W 3c)
- 6 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (6 W 3d)
- 6 W 3e. Provide a conclusion that follows from the narrated experiences or events. (6 W 3e)

Production and Distribution of Writing

- 6 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.) (6 W 4)
- 6 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.) (6 W 5)
- 6 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. (6 W 6)

Research to Build and Present Knowledge

- 6 W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6 W 7)
- 6 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. (6 W 8)
- 6 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6 W 9)

- 6 W 9a. Apply *grade 6 Reading standards* 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”). (6 W 9a)
- 6 W 9b. Apply *grade 6 Reading standards* 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”). (6 W 9b)
- 6 W 9c. Apply *grade level Reading standards* 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]”). (5 W 9b)
- 6 W 9d. Apply grade level Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (4 W 9b)

Range of Writing

- 6 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.

Speaking and Listening

Comprehension and Collaboration

- 6 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (6 SL 1)
- 6 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. (6 SL 1a)
- 6 SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (6 SL 1b)
- 6 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. (6 SL 1 c)
- 6 SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6 SL 1d)
- 6 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. (6 SL 2)

6 SL 3. Identify and delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3) (4 SL 3)

Presentation of Knowledge and Ideas

6 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** (6 SL 4)

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** (5 SL 4a)

6 SL 4b. **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** (6 SL 4a)

6 SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

6 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.) (6 SL 6)

Language

Conventions of Standard English

6 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6 L 1)

6 L 1a. Ensure that pronouns are in the proper case (subjective, objective, possessive). (6 L 1a)

6 L 1b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA** (6 L 1b)

6 L 1c. Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) **CA** (4 L 1a)

6 L 1d. Recognize and correct inappropriate shifts in pronoun number and person. (6 L 1c)

- 6 L 1e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (6 L 1d)
- 6 L 1f. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. (4 L 1c)
- 6 L 1g. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5 L 1a)
- 6 L 1h. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (5 L 1e)
- 6 L 1i. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. (5 L 1b)
- 6 L 1j. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (4 L 1f)
- 6 L 1k. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6 L 1e)
- 6 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6 L 2)
- 6 L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (6 L 2a)
- 6 L 2b. Spell correctly. (6 L 2b)

Knowledge of Language

- 6 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6 L 3)
- 6 L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style. (6 L 3a)
- 6 L 3b. Maintain consistency in style and tone. (6 L 3b)
- 6 L 3c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (5 L 3b)

Vocabulary Acquisition and Use

- 6 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (6 L 4)
- 6 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. (6 L 4a)

- 6 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). (6 L 4b)(5 L 4b)
- 6 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. (6 L 4c)
- 6 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). (6 L 4d)
- 6 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (6 L 5)
- 6 L 5a. Interpret figurative language, including similes and metaphors, in context. (5 L 5a)
- 6 L 5b. Interpret figures of speech (e.g., personification) in context. (6 L 5a)
- 6 L 5c. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (6 L 5b)
- 6 L 5d. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*). (6 L 5c)
- 6 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. (6 L 6)

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

English Language Arts
Grade Seven

Reading Literature

Key Ideas and Details

- 7 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. (7 RL1) (6 RL 1)
- 7 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. (7 RL 2)
- 7 RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7 RL 3)

Craft and Structure

- 7 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 (7 RL 4)
- 7 RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7 RL 5)
- 7 RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7 RL 6)

Integration of Knowledge and Ideas

- 7 RL 7. 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. (7 RL 9)
- 7 RL 8. 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, or poem).

Range of Reading and Level of Text Complexity

- 7 RL 9. 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. (7 RL 10)

Reading Informational Texts

Key Ideas and Details

- 7 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. (7 RI 1) (6 RL 1)
- 7 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. (7 RI 2)
- 7 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). (7 RI 3)

Craft and Structure

- 7 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.)** (7 RI 4)
- 7 RI 5 **Analyze the use of text features (e.g., graphics, headers, captions) in popular media.** CA (6 RI 5a)

Integration of Knowledge and Ideas

- 7 RI 6. 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). (7 RI 7)
- 7 RI 7. 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. (6 RI 8)

Range of Reading and Level of Text Complexity

- 7 RI 8. 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. (7 RI 10)

Writing

Text Types and Purposes

- 7 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (7 W 1)
- 7 W 1a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** (7 W 1a)
- 7 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** (7 W 1b)
- 7W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (7 W 1c)
- 7 W 1 d. Establish and maintain a formal style. (7 W 1d)
- 7 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (7 W 1e)
- 7 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. (7 W 2)
- 7 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (7 W 2b)
- 7 W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (7 W 2c)
- 7 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (7 W 2d)
- 7 W 2e. Establish and maintain a formal style. (7 W 2e)
- 7 W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (7 W 2f)
- 7 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7 W 3)
- 7 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. (7 W 3a)

7 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (7 W 3b)

7 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. (7 W 3c)

7 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (7 W 3d)

7 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (7 W 3e)

Production and Distribution of Writing

7 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.) (7 W 4)

7 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.) (7 W 5)

7 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. (6 W 6)

Research to Build and Present Knowledge

7 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. (7 W 7)

7 W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7 W 8)(6 W 8)

7 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (7 W 9)

7 W 9a. Apply *grade 7 Reading standards* 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”). (7W 9a)

- 7 W 9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”). (7 W 9b)

Range of Writing

- 7 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. (7 W 10)

Speaking and Listening

Comprehension and Collaboration

- 7 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (7 SL 1)
- 7 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. (7 SL 1a)
- 7 SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (7 SL 1b)
- 7 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. (7 SL 1c)
- 7 SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. (7 SL 1d)
- 7 SL 1e. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3)
- 7 SL 1f. 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. (6 SL 2)

Presentation of Knowledge and Ideas

- 7 SL 2. 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** (7 SL 4)

7 SL 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

7 SL 4. 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.) (7 SL 6)

Language

Conventions of Standard English

7 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7 L 1)

7 L 1a. Explain the function of phrases and clauses in general and their function in specific sentences. (7 L 1a)

7 L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (7 L 1b)

7 L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7 L 1c)

7 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7 L 2)

7 L 2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (7 L 2a)

7 L 2b. Spell correctly. (7 L 2b)

Knowledge of Language

7 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7 L 3)

7 L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (7 L 3a)

Vocabulary Acquisition and Use

7 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (7 L 4)

- 7 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. (7 L 4a)
- 7 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (7 L 4b)
- 7 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 (7 L 4c) (6 L 4c)
- 7 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). (7 L 4d)
- 7 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7 L 5)
- 7 L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (7 L 5a)
- 7 L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (7 L 5b)
- 7 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). (7 L 5c)
- 7 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. (7 L 6)

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

English Language Arts
Grade Eight

Reading Literature

Key Ideas and Details

- 8 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. (8 RL 1)
- 8 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. (8 RL 2)
- 8 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. (8 RL 3)

Craft and Structure

- 8 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** (8 RL 4)
- 8 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. (8 RL 5)
- 8 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. (8 RL 6)

Integration of Knowledge and Ideas

- 8 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. (8 RL 7)
- 8 RL 7a. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7 RL 7)

8 RL 8. 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. (8 RL 9)

Range of Reading and Level of Text Complexity

8 RL 9. 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. (8 RL 10)

Reading Informational Texts

Key Ideas and Details

8 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. (8 RI 1)

8 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. (8 RI 2)

8 RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8 RI 3)

Craft and Structure

8 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** (8 RI 4)

8 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. (7 RI 5)

8 RI 5a. 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. (8 RI 5)

8 RI 5b. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials and public documents. CA (8 RI 5a)(7 RI 5a)

8 RI 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (8 RI 6) (7 RI 6)

Integration of Knowledge and Ideas

- 8 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. (8 RI 7)
- 8 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 to support the claims; recognize when irrelevant evidence is introduced. (8 RI 8) (7 RI 8)
- 8 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. (8 RI 9)
- 8 RI 9a. 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.

Range of Reading and Level of Text Complexity

- 8 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. (8 RI 10)

Writing

Text Types and Purposes

- 8 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (8 W 1)
- 8 W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (8 W 1a)
- 8 W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (8 W 1b)
- 8 W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (8 W 1c)
- 8 W 1 d. Establish and maintain a formal style. (8 W 1d)
- 8 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (8 W 1e)
- 8 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** (8 W 2)

- 8 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; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (7 W 2a)
- 8 W 2b. 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** (8 W 2a)
- 8 W 2c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8 W 2b)
- 8 W 2d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (8 W 2c)
- 8 W 2e. Use precise language and domain-specific vocabulary to inform about or explain the topic. (8 W 2d)
- 8 W 2f. Establish and maintain a formal style. (8 W 2e)
- 8 W 2g. Provide a concluding statement or section that follows from and supports the information or explanation presented. (8 W 2f)
- 8 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (8 W 3)
- 8 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. (8 W 3a)
- 8 W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. (8 W 3b)
- 8 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. (8 W 3c)
- 8 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (8 W 3d)
- 8 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8 W 3e)

Production and Distribution of Writing

- 8 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.) (8 W 4)
- 8 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.) (8 W 5)
- 8 W 6. Use technology, including the Internet, to produce and publish writing, linking to and citing sources, and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (8 W 6) (7 W 6)

Research to Build and Present Knowledge

- 8 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. (8 W 7)
- 8 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. (8 W 8) (7 W 8)
- 8 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (8 W 9)
- 8 W 9a. Apply *grade 8 Reading standards* to literature (e.g., “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”). (8 W 9a)
- 8 W 9b. Apply *grade 8 Reading standards* 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”). (8 W 9b)

Range of Writing

- 8 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. (8 W 10)

Speaking and Listening

Comprehension and Collaboration

- 8 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (8 SL 1)
- 8 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. (8 SL 1a)
- 8 SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (8 SL 1b)
- 8 SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (8 SL 1c)
- 8 SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (8 SL 1d)
- 8 SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (7 SL 2)
- 8 SL 2a. 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. (8 SL 2)
- 8 SL 3. Delineate a speaker's argument and specific claims, **and attitude towards the subject**, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **CA** (8 SL 3) (7 SL 3)

Presentation of Knowledge and Ideas

- 8 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** (8 SL 4)
- 8 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** (8 SL 4a)

- 8 SL 4b. **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 (7 SL 4a)
- 8 SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8 SL 5) (7 SL 5)
- 8 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.) (8 SL 6)

Language

Conventions of Standard English

- 8 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8 L 1)
- 8 L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (8 L 1a)
- 8 L 1b. Form and use verbs in the active and passive voice. (8 L 1b)
- 8 L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (8 L 1c)
- 8 L 1d. Recognize and correct inappropriate shifts in verb voice and mood. (8 L 1d)
- 8 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8 L 2)
- 8 L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (8 L 2a)
- 8 L 2b. Use an ellipsis to indicate an omission. (8 L 2b)
- 8 L 2c. Spell correctly. (8 L 2c)

Knowledge of Language

- 8 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8 L 3)
- 8 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). (8 L 3a)

Vocabulary Acquisition and Use

- 8 L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (8 L 4)
- 8 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. (8 L 4a)
- 8 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (8 L 4b)
- 8 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 (8 L 4c)
- 8 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). (8 L 4d)
- 8 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8 L 5)
- 8 L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context. (8 L 5a)
- 8 L 5b. Use the relationship between particular words to better understand each of the words. (8 L 5b)
- 8 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). (8 L 5c)
- 8 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. (8 L 6)

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

**Literacy in History/Social Studies, Science,
and Technical Subjects**
Grades 6-8

Reading in History/Social Studies

Key Ideas and Details

- RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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).

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.
- RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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).

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.
- RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 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.

Reading in Science and Technical Subjects

Key Ideas and Details

- RST 1. Cite specific textual evidence to support analysis of science and technical texts.
- RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- 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 *grades 6–8 texts and topics*.
- 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.
- RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- 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).
- RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 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.

Range of Reading and Level of Text Complexity

- 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.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

W HSST 1. Write arguments focused on *discipline-specific content*.

- 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.

W HSST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W HSST 3. See Note, below. (Not applicable as a separate requirement.)

Production and Distribution of Writing

- W HSST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W HSST 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.
- W HSST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- W HSST 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.
- W HSST 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**
- W HSST 9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

- W HSST 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.

Note on Narrative Writing (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)*

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

Mathematics

***Recommendations for
Kindergarten through Grade Eight***

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

Mathematics

Kindergarten

Counting and Cardinality

Count to tell the number of objects.

- K CC 1. Understand the relationship between numbers and quantities; connect counting to cardinality. (K CC 4)
- K CC 1a. 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. (K CC 4a)
- K CC 1b. 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. (K CC 4b)
- K CC 1c. Understand that each successive number name refers to a quantity that is one larger. (K CC 4c)

Note:

1. Numbers, counting, and shapes are incorporated in the activities of the Waldorf Kindergarten. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards indicate when students are to have achieved the standards: they are indicators of individual student achievements. They do not indicate when the content of the standards is initially introduced and taught to the students: They are not curriculum or instructional standards. Content may be taught and developed over a number of years. The Common Core standard placement indicates when the students are expected to have attained the standard.

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

Mathematics

Grade 1

Counting and Cardinality

Know number names and the count sequence.

- 1 CC 1. 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). (K CC 3)
- 1 CC 2. 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. (K CC 5)

Compare numbers.

- 1 CC 3. 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. (K CC 6)
- 1 CC 4. Compare two numbers between 1 and 10 presented as written numerals. (K CC 7)

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1 OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K OAT 1)
- 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. (K OAT 2)

1 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 $5 = 4 + 1$). (K OAT 3)

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. (K OAT 4)

1 OAT 5. Fluently add and subtract within 5. (K OAT 5)

Add and subtract within 20.

1 OAT 6. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1 OAT 5)

1 OAT 7. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. (1 OAT 6)

Use strategies such as

- 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 if $8 + 4 = 12$, one knows $12 - 8 = 4$);
- and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

1 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1 OAT 7)

For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Number and Operations in Base Ten

Extend the counting sequence.

1 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. (1 NOBT 1)

Measurement and Data

Describe and compare measurable attributes.

- 1 MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K MD 1)
- 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. (K MD 2)

Classify objects and count the number of objects in each category.

- 1 MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K MD 3)

Measure lengths indirectly and by iterating length units.

- 1 MD 4. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1 MD 1)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- 1 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, beside, in front of, behind, and next to. (K G 1)
- 1 G 2. Correctly name shapes regardless of their orientations or overall size. (K G 2)
- 1 G 3. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K G 5)

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

Mathematics

Grade 2

Counting and Cardinality

Know number names and the count sequence.

- 2 CC 1. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K CC 2)

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 2 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. (1 OAT 1)
- 2 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. (1 OAT 2)

Understand and apply properties of operations and the relationship between addition and subtraction

- 2 OAT 3. Apply properties of operations as strategies to add and subtract.
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.) (! OAT 3)
- 2 OAT 4. Understand subtraction as an unknown-addend problem.
For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (1 OAT 4)

Add and subtract within 20.

- 2 OAT 5. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2 OAT 2)

Work with equal groups of objects to gain foundations for multiplication.

- 2 OAT 6. 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. (2 OAT 3)
- 2 OAT 7. 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. (2 OAT 4)

Work with addition and subtraction equations.

- 2 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1 OAT 7)
- 2 OAT 8.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. (1 OAT 7.1)
- 2 OAT 9. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
For example, determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$ (1 OAT 8)

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- 2 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.(K NOBT 1)

Understand place value.

- 2 NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

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).
(1 NOBT 2, 2a, 2b, 2c)

2 NOBT 3. 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:

3a. 100 can be thought of as a bundle of ten tens — called a “hundred.”

3b. 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).
(2 NOBT 1)

2 NOBT 4. Count within 1000; skip-count by **2s**, 5s, 10s, and 100s. **CA** (2 NOBT 2)

2 NOBT 5. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2 NOBT 3)

2 NOBT 6. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
(2NOBT 4)

Use place value understanding and properties of operations to add and subtract.

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. (2 NOBT 7)

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.

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. (2 NOBT 8)

2 NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (2 NOBT 9)

Measurement and Data

Relate addition and subtraction to length.

MD 1. 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. (2 MD 6)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

2 G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
(K G 3)

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

Mathematics
Grade 3

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- 3 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. (2 OAT 1) (Foundational)
- 3 OAT 2. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . (3 OAT 1)
- 3 OAT 3. 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. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. (3 OAT 2)
- 3 OAT 4. 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. (3 OAT 3)
- 3 OAT 5. 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 $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$. (3 OAT 4)

Understand properties of multiplication and the relationship between multiplication and division.

- 3 OAT 6. Apply properties of operations as strategies to multiply and divide.

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.) (Students need not use formal terms for these properties (CC) (3 OAT 5)

3 OAT 7. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3 OAT 6)

Multiply and divide within 100.

3 OAT 8. 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. (3 OAT 7)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3 OAT 9. 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. (3 OAT 8)

3 OAT 10. 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. (3 OAT 9)

Number and Operations in Base Ten

Understand place value.

3 NOBT 1. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3 NOBT 2. Use place value understanding to round whole numbers to the nearest 10 or 100. (3 NOBT 1)

3 NOBT 3. 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. (Grade 2)

Relate the strategy to a written method and explain the reasoning used. (Grade 3)

Understand that in adding two-digit numbers, one adds tens and tens, ones and

ones; and sometimes it is necessary to compose a ten. (Grade 2) (1 NOBT 4)

3 NOBT 4. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2 NOBT 5)

3 NOBT 5. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2 NOBT 6)

3 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. (1 NOBT 6)

3 NOBT 7. 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. (3 NOBT 2)

3 NOBT 8. 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. (3 NOBT 3)

3 NOBT 9. **Use estimation strategies to make reasonable estimates in problem solving. CA** (2 NOBT 7.1)

Measurement and Data

Measure and estimate lengths in standard units.

3 MD 1. 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;

Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1 MD 2)

3 MD 2. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2 MD 1)

3 MD 3. 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. (2 MD 2)

3 MD 4. Estimate lengths using units of inches, feet, centimeters, and meters. (2 MD 3)

3 MD 5. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (2 MD 4)

Solve problems involving measurement and estimation of intervals of time and amounts of money.

3 MD 6. Using analog and digital clocks, tell and write time, to the nearest minute, and measure time intervals in minutes and hours, 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.

Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3 MD 1) (1 MD 3)

3 MD 7. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

3 MD 8. 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. (1 MD 4)

3 MD 9. 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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* (3 MD 3)

3 MD 10. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (3 MD 4)

Geometry

Analyze, compare, create, and compose shapes.

3 G 1. 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). (K G 4)

3 G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2 G 2)

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

Mathematics
Grade 4

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

- 4 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. (4 OAT 1)
- 4 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. (4 OAT 2)
- 4 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. (4 OAT 3)

Gain familiarity with factors and multiples.

- 4 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 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. (4 OAT 4)

Generate and analyze patterns.

- 4 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. (4 OAT 5)

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.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

- 4 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. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.* (4 NOBT 1)
- 4 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. (4 NOBT 2)
- 4 NOBT 3. Use place value understanding to round multi-digit whole numbers to any place. (4 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4 NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4 NOBT 4)
- 4 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. (4 NOBT 5)
- 4 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. (4 NOBT 6)

Number and Operations—Fractions

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.) (CC)

Develop understanding of fractions as numbers.

- 4 NOF 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. (3 NOF 1)

- 4 NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3 NOF 2)
- 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 number $1/b$ on the number line. (3 NOF 2a)
- 4 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. (3 NOF 2b)
- 4 NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3 NOF 3)
- 4 NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (3 NOF 3a)
- 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. (3 NOF 3b)
- 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. (3 NOF 3c)
- 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. (3 NOF 3d)

Extend understanding of fraction equivalence and ordering.

- 4 NOF 4. 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. (4 NOF 1)
- 4 NOF 5. 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 fraction model. (4 NOF 2)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 4 NOF 6. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4 NOF 3)
- 4 NOF 6a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4 NOF 3a)
- 4 NOF 6b. 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. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. (4 NOF 3b)
- 4 NOF 6c. 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. (4 NOF 3c)
- 4 NOF 6d. 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. (4 NOF 3d)
- 4 NOF 7. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4 NOF 4)
- 4 NOF 7a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.* (4 NOF 4a)
- 4 NOF 7b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *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, $n \times (a/b) = (n \times a)/b$.)* (4 NOF 4b)
- 4 NOF 7c. 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 $3/8$ 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?* (4 NOF 4c)

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4 MD 1. 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. (4 MD 2)

- 4 MD 2. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

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. (4 MD 3)

Represent and interpret data.

- 4 MD 3. 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.

For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. (4 MD 4)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 4 MD 4. Recognize area as an attribute of plane figures and understand concepts of area measurement. (3 MD 5)
- 4 MD 4a. 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. (3 MD 5a)
- 4 MD 4b. 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. (3 MD 5b)
- 4 MD 5. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3 MD 6)
- 4 MD 6. Relate area to the operations of multiplication and addition. (3 MD 7)
- 4 MD 6a. 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. (3 MD 7a)
- 4 MD 6b. 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. (3 MD 7b)
- 4 MD 6c. 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. (3 MD 7c)
- 4 MD 6d. 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 this technique to solve real world problems. (3 MD 7d)

Geometry

Reason with shapes and their attributes.

- 4 G 1. 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 $\frac{1}{4}$ of the area of the shape. (3 G 2)
- 4 G 2. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, 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. (2 G 3) (1 G 3)

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

Mathematics

Grade 5

Operations and Algebraic Thinking

Write and interpret numerical expressions.

- 5 OAT 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 (5 OAT 2.1)

Analyze patterns and relationships.

- 5 OAT 2. 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.
- 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 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.*
- (5 OAT 3)

Number and Operations in Base Ten

Understand the place value system.

- 5 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. (5 NOBT 1)
- 5 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. (5 NOBT 2)
- 5 NOBT 3. Read, write, and compare decimals to thousandths.
- 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. (5 NOBT 3)

5 NOBT 4. Use place value understanding to round multi-digit whole numbers to any place. (5 NOBT 4)

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5 NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm. (5 NOBT 5)

5 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. (5 NOBT 6)

5 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. (5 NOBT 7)

Number and Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5 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. (5 NOF 1)

*For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.
(In general, $a/b + c/d = (ad + bc)/bd$.)*

5 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. (5 NOF 2)

*For example, recognize an incorrect result $2/5 + 1/2 = 3/7$,
by observing that $3/7 < 1/2$.*

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

5 NOF 3. 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. (4 NOF 3c)

5 NOF 4. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *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, $n \times (a/b) = (n \times a)/b$.* (4 NOF 4b)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5 NOF 5. 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. (5 NOF 3)

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?

5 NOF 6. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5 NOF 4)

5 NOF 7. 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 $a \times q \div b$. (5 NOF 4a)

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, $(a/b) \times (c/d) = ac/bd$.)

5 NOF 8. 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. (5 NOF 4b)

5 NOF 9. Interpret multiplication as scaling (resizing), by:

8a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

8b. 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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
(5 NOF 5)

5 NOF 10. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
(5 NOF 6)

5 NOF 11. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5 NOF 7)

5 NOF 12a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (5 NOF 7a)

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 $(1/12) \times 4 = 1/3$.

5 NOF 12b. Interpret division of a whole number by a unit fraction, and compute such quotients. (5 NOF 7b)

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 $20 \times (1/5) = 4$.

5 NOF 12c. 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. (5 NOF 7c)

For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

5 NOF 13. 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. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$*
(5 NOF 8)

Note: 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)

Understand decimal notation for fractions, and compare decimal fractions.

5 NOF 14. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (5 NOF 9)

- 5 NOF 15. 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** (5 NOF 10)
- 5 NOF 16. 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. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (4 NOF 5)
- 5 NOF 17. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (4 NOF 6)
- 5 NOF 18. 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** (4 NOF 7)

Measurement and Data

Convert like measurement units within a given measurement system.

- 5 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. (5 MD 1)
- 5 MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. (3 MD 2)

Represent and interpret data.

- 5 MD 3. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. (5 MD 2)

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

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- 5 MD 4. 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. (3 MD 8)

Geometric measurement: understand concepts of angle and measure angles.

- 5 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
(4 MD 5)

Geometry

Reason with shapes and their attributes.

- 5 G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2 G 1)
- 5 G 2. 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. (3 G 1)

Classify two-dimensional figures into categories based on their properties.

- 5 G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. (5 G 3)

For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

- 5 G 4. Classify two-dimensional figures in a hierarchy based on properties. (5 G 4)

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

Mathematics

Grade 6

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

6 RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6 RPR 1)

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.”

6 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. (6 RPR 3)

6 RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. (6 RPR 3b)

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?

6 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. (6 RPR 3c)

6 RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6 RPR 3d)

The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6 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. (6 NS 1)

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, $(a/b) \div (c/d) = ad/bc$.) 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?

Compute fluently with multi-digit numbers and find common factors and multiples.

6 NS 2. Fluently divide multi-digit numbers using the standard algorithm. (6 NS 2)

6 NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6 NS 3)

6 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. (6 NS 4)

For example, express $36 + 8$ as $4(9 + 2)$.

Apply and extend previous understandings of numbers to the system of rational numbers.

6 NS 7d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.* (6 NS 7d)

Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

6 MD 1. 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. (3 MD 7c)

Geometric measurement: understand concepts of angle and measure angles.

6 MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4 MD 6)

- 6 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. (4 MD 7)

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 6 G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4 G 1)
- 6 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 (4 G 2)
- 6 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. (4 G 3)

Statistics and Probability

Develop understanding of statistical variability.

- 6 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. (6 SP 1)

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

Mathematics

Grade 7

Operations and Algebraic Thinking

Write and interpret numerical expressions.

7 OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5 OAT 1)

7 OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. (5 OAT 2)

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.

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7 RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (7 RPR 1)

For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.

7 NS 1. 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. (6 NS 5)

7 NS 2. 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. (6 NS 6)

7 NS 2a. 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, e.g., $-(-3) = 3$, and that 0 is its own opposite. (6 NS 6a)

7 NS 2b. 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. (6 NS 6b)

7 NS 2c. 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. (6 NS 6c)

7 NS 3. Understand ordering and absolute value of rational numbers. (6 NS 7)

7 NS 3a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *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.* (6 NS 7a)

7 NS 3b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .* (6 NS 7b)

7 NS 3c. 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. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.* (6 NS 7c)

7 NS 4. 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 coordinate. (6 NS 8)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7 NS 5. 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. (7 NS 1)

- 7 NS 5a. Describe situations in which opposite quantities combine to make 0. (1 NS 1a)
For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- 7 NS 5b. 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. (7 NS 1b)
- 7 NS 5c. 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. (7 NS 1c)
- 7 NS 5d. Apply properties of operations as strategies to add and subtract rational numbers. (7 NS 1d)
- 7 NS 6. Solve real-world and mathematical problems involving the four operations with rational numbers. (7 NS 3)

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 7 EE 1. Write and evaluate numerical expressions involving whole-number exponents. (6 EE 1)
- 7 EE 2. Write, read, and evaluate expressions in which letters stand for numbers. (6 EE 2)
- 7 EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.* (6 EE 2a)
- 7 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.
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. (6 EE 2b)
- 7 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). (6 EE 2c)
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 $s = \frac{1}{2}$.

7 EE 3. Apply the properties of operations to generate equivalent expressions. (6 EE 3)

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 operations to $y + y + y$ to produce the equivalent expression $3y$.

7 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). (6 EE 4)

For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reason about and solve one-variable equations and inequalities.

7 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. (6 EE 5)

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. (6 EE 6)

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. (6 EE 7)

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. (6 EE 8)

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7 EE 9. 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. (7 EE 4a)

For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 7 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 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). (5 G 1)

- 7 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. (5 G 2)

Draw, construct, and describe geometrical figures and describe the relationships between them.

- 7 G 3. 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. (7 G 1)
- 7 G 4. 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 the conditions determine a unique triangle, more than one triangle, or no triangle. (7 G 2)

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- 7 G 5. 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. (6 G 1)
- 7 G 6. 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. (7 G 4)
- 7 G 7. 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. (7 G 5)

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

Mathematics

Grade 8

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

8 RPR 1. 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. (6 RPR 2)

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."

8 RPR 2. 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 tables to compare ratios. (6 RPR 3a)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

8 RPR 3. Recognize and represent proportional relationships between quantities. (7 RPR 2)

8 RPR 3a. 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. (7 RPR 2a)

8 RPR 3b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (7 RPR 2b)

8 RPR 3c. Represent proportional relationships by equations.

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 $t = pn$. (7 RPR 2c)

8 RPR 3d. 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. (7 RPR 2d)

8 RPR 4. Use proportional relationships to solve multistep ratio and percent problems. (7 RPR 3)

Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

8 NS 1. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7 NS 2)

8 NS 1a. 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. (7 NS 2a)

8 NS 1b. 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. (7 NS 2b)

8 NS 1c. Apply properties of operations as strategies to multiply and divide rational numbers. (7 NS 2c)

8 NS 1d. 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. (7 NS 2d)

Know that there are numbers that are not rational, and approximate them by rational numbers.

8 NS 2. 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. (8 NS 1)

8 NS 3. 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). (8 NS 2)

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.

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables.

- 8 EE 1. 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 independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (6 EE 9)

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.

Use properties of operations to generate equivalent expressions.

- 8 EE 2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (7 EE 1)
- 8 EE 3. 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. (7 EE 2)

For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- 8 EE 4. 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. (7 EE 3)

For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

- 8 EE 5. 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. (7 EE 4)

- 8 EE 5a. 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. (7 EE 4b)

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.

Work with radicals and integer exponents.

- 8 EE 6. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* (8 EE 1)

- 8 EE 7. 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. (8 EE 2)

- 8 EE 8. 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. (8 EE 3)

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.

- 8 EE 9. 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. (8 EE4)

Understand the connections between proportional relationships, lines, and linear equations.

- 8 EE 10. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. (8 EE 5)

For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

- 8 EE 11. 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 . (8 EE 6)

Analyze and solve linear equations and pairs of simultaneous linear equations.

8 EE 12. Solve linear equations in one variable. (8 EE 7)

- a. 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).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8 EE 13. Analyze and solve pairs of simultaneous linear equations. (8 EE 8)

- a. 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.
- b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
- c. Solve real-world and mathematical problems leading to two linear equations in two variables. *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.*

Functions

Define, evaluate, and compare functions.

8 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. (8 F 1)

8 F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (8 F 2)

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.

8 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. (8 F 3)

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.

Use functions to model relationships between quantities.

8 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 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. (8 F 4)

8 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. (8 F 5)

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

8 MD 1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5 MD 3)

- 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 volume of n cubic units.

8 MD 2. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5 MD 4)

8 MD 3. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5 MD 5)

8 MD 3a. 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. (5 MD 5a)

8 MD 3b. 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. (5 MD 5b)

8 MD 3c. 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. (5 MD 5c)

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

8 G 1. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (7 G 3)

Solve real-world and mathematical problems involving area, surface area, and volume.

8 G 2. 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. (7 G 6)

8 G 3. 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. (6 G 2)

8 G 4. 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. (6 G 3)

8 G 5. 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. (6 G 4)

Understand congruence and similarity using physical models, transparencies, or geometry software.

8 G 6. 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. (8 G 1)

- 8 G 7. 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. (8 G 2)
- 8 G 8. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (8 G 3)
- 8 G 9. 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. (8 G 4)
- 8 G 10. 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. 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. (8 G 5)

Understand and apply the Pythagorean Theorem.

- 8 G 11. Explain a proof of the Pythagorean Theorem and its converse. (8 G 6)
- 8 G 12. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8 G 7)
- 8 G 13. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8 G 8)

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

- 8 G 14. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (8 G 9)

Statistics and Probability

Develop understanding of statistical variability.

- 8 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. (6 SP 1)
- 8 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. (6 SP 2)

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. (6 SP 3)

Summarize and describe distributions.

8 SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6 SP 4)

8 SP 5. Summarize numerical data sets in relation to their context, such as by:

5a. Reporting the number of observations.

5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

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.

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. (6 SP 5)

Use random sampling to draw inferences about a population.

8 SP 6 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. (7 SP 1)

8 SP 7. 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. (7 SP 2)

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.

Draw informal comparative inferences about two populations.

8 SP 8. 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. (7 SP 3)

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.

- 8 SP 9. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. (7 SP 4)

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.

Investigate chance processes and develop, use, and evaluate probability models.

- 8 SP 10. 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 $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7 SP 5)

- 8 SP 11. 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 frequency given the probability. (7 SP 6)

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.

- 8 SP 12. 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. (7 SP 7)

- 8 SP 12a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. (7 SP 7a)

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.

- 8 SP 12b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. (7 SP 7b)

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?

- 8 SP 13. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7 SP 8)

- 8 SP 13a. 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. (7 SP 8a)

8 SP 13b. 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. (7 SP 8b)

8 SP 13c. Design and use a simulation to generate frequencies for compound events. (7 SP 8c)

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?

Investigate patterns of association in bivariate data.

8 SP 14. 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. (8 SP 1)

8 SP 15. 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. (8 SP 2)

8 SP 16. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. (8 SP 3)

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.

8 SP 17. 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. (8 SP 4)

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?

Part IV

A Practical Handbook For Reviewing the Common Core Standards –And Beyond

A Process for Analysis and Decision-Making to assist schools and teachers in determining the relationship of their Waldorf-Inspired Public School Program to the Common Core Standards

Introduction

This short handbook for schools and teachers is designed to foster reviews of the Common Core Standards and the Alliance Recommendations for their placement in Waldorf programs—and to consider the potential implications for Waldorf-Inspired programs and their students.

All of the Common Core Standards are included for review in the Tables in Part II of this document, with the Alliance recommendations identified grade by grade, standard by standard, in the analysis there--and summarized as Alliance Recommendations in Part III.

Working Together as a Faculty

By far, the most powerful method of standards review, decision-making, and program revision or enhancement (if needed) is to work together in pairs, task groups, or in the faculty as a whole. Such a process, although it may take an ongoing commitment to extensive work together over time, has the potential to enhance decision-making, improve Waldorf education throughout the school, and to provide a consistent approach to Waldorf education with all school stakeholders and external program reviewers.

Working Individually

In addition to working in faculty groups, each classroom teacher can use the Common Core standards review process to identify appropriate learning expectations, to make powerful decisions to enhance the quality of instruction, to enrich the quality of student learning activities and assignments, and to confirm the quality of their students' appropriate academic growth. Such personalized planning for instructional improvement can have a powerful impact on the healthy, balanced growth of Waldorf students.

Available Resources and their Use: This Document and Beyond

This document serves as a “bridge resource” between a Waldorf program and the Common Core Standards. In these pages, there is much to begin the work with.

In addition, there are an increasing number of resources about the Common Core—in particular the Common Core Standards documents and their appendices--including curriculum and assessment materials from a wide variety of sources (many made freely available online.)

There are also an ever-increasing number of articles and books--and teacher-assistance and professional development programs--in support of Waldorf education.

A selection of some key on-line and print resources is listed on the Resource page in Part I of this document.

The Process of Analysis

***Purpose: Putting the Common Core Standards to Best Use--
To Refine and Enhance the Waldorf Curriculum
And Waldorf Student Learning***

Suggested Sequence, Key Components and Considerations

Suggested Sequence

(The following sequence of familiarization, analysis, and decision-making may be undertaken by the school's faculty as a whole, or by faculty interest groups (addressing content areas or grade spans) or by individual classroom teachers (often focusing on planning for their upcoming grade). Depending on the chosen focus of each analysis, this process can be effectively repeated to address new content components and the related considerations that arise.)

Familiarization

1. Initial Common Core Review

About the Common Core: context (See Part I of this document), For additional clarification, review the Common Core documents referenced in the Resources page including related assessment sites for sample test items and student tasks, which provide indications of what student achievement is intended to look like at a specific grade level).

2. More detailed CC Overview

Review the Common Core Placement Tables for English Language Arts and Mathematics (in Part II) to establish a sense of the development of the student expectations across grades K-8 in each content area.

These Tables include: All of the Common Core Standards for each grade level, K-8, as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program (columns two and three in the Tables). **Note:** A "Y" in column two indicates a "Yes" for the placement of that Common Core standard in the same grade level in the Waldorf program.

The placements currently identified in the Tables 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.

Analysis

3. To make these choices effectively, **identify clearly the specific purpose of the analysis.** The overarching practical question:

To identify your placement of the Common Core standards, ask yourself:

“Where (in which grade level) is the most appropriate placement of each Common Core Standard in our Waldorf Program?” (The Tables in Part II were designed to be a useful record-keeping tool as initial decisions are made and notes taken.)

3a. Make Initial Choices of Focus to begin the detailed process of analysis.

What are our priorities? Which content area? Which standards? Which grade or grades? How fine-grained will our initial focus and analysis be: Strand, Domain, Individual Standard? What process will best serve our specific purposes?

Some clarifying questions:

- Are we comparing our current curriculum and instructional practices and student learning expectations to the Common Core Standards for student achievement?
- What are our current student expectations? Academic? Cognitive? Developmental? Social? Emotional? How do these interact?
- What considerations and Waldorf educational principles and values are we bringing to the analysis?

Beginning the Analysis

4. With the identified purpose and the related considerations in mind, **review the standards chosen for analysis to determine when, and where, and how it is appropriate to teach them and for students to attain them.**

Ask yourselves:

- Are they what we expect as student outcomes at the grade level designated by the Common Core?
- If yes, how will students demonstrate their achievement of the standards? What will students say, do, or create as indicators of their growth?
- If the CC Standards are not expected as student outcomes at the designated Common Core grade level, why not?
- Where does this standard belong in the program that we are offering to our students? Why there?
- What did the Alliance recommend? (See the Tables in Part II).

Consider developmental appropriateness—In particular, consider your understanding of the appropriate development of student cognition across the

grades and the forms of thinking required for the student to reach each standard. What is it “possible” for students to do, and when is it truly “appropriate” for them to do so—to nurture and fully support the healthy development of the whole child? See the discussion in Part I of this document.

Decision-Making

5. For the Common Core standards determined to be grade-level appropriate, consider any program implications necessary to ensure that students achieve those standards.

Consider the following **potential implications** of the decisions: This analysis may:

- Inform curriculum design throughout the year. Or across years.
- Inform Lesson Block design and student learning expectations.
- Inform the cognitive components of student activities or assignments.
- Inform my student expectations, and the evaluation of the effectiveness of the activity or lesson, and my understanding of student and class progress.

6. If a decision is made to place a Common Core standard or group of standards at an alternative grade level, consider the impact of that choice on the curriculum and student expectations in the subsequent grade level.

7. Following this initial review and analysis of a chosen portion of the standards, compare your decisions and notes systematically with other faculty members (if possible)—exploring and enriching each other’s placements and their potential impact on your curriculum and instructional program.

Patterns of agreement and/or differences may appear and lead to further discussion. Faculty members may want to identify clear areas of consensus—and schedule other areas for further discussion. All faculty members do not need to agree about all decisions, but the discussions can lead to shared approaches in areas of agreement and to transparency in areas of difference.

8. Take action, as appropriate, based on the decisions you have made.

Potential Areas of Impact based on this Process (Steps 1-8)

The following are a few examples of significant areas for consideration as schools and individual teachers make their decisions, and act accordingly:

9. Impact on Curriculum, Block, Lesson Design, and Student Learning Activities

A commitment to (this) student learning (at this particular grade level) may have significant consequences for the students and for the Waldorf program--both in terms of the commitment of instructional time to the identified standards and establishing a minimum level of expected student achievement on them.

10. Impact on the Design of Student Learning Activities and Assignments:

- Are the student learning activities fully supporting student achievement of the standards that we identify as addressed in the activity?
- What does that achievement look like?
- What will I do if the lesson or activities don't appear to have succeeded in terms of student learning?

11. Lesson Design Considerations:

- What do the student's experience?
- How do they engage with it?
- What are they to listen to or view or observe or study?
- What are they to say, do, or create?
- What are the expectations for student learning in this lesson?

12. Curriculum Considerations:

The Common Core Standards are not "curriculum standards." Instead, they focus on student outcomes, what students are to achieve in ELA/Literacy and Math each year. (The standards, of course, have a powerful impact on what teachers teach, how they teach, and what they expect their students to have learned.)

- How do the new Common Core elements, added to or altering our curriculum and instructional program, affect our Waldorf student expectations for the year or the arc of student growth across the years?
- Does the new pattern remain developmentally appropriate and fully address the needs of the whole child?

13. Impact on Special Learning Assistance

- Will the expected annual student outcomes affect my assistance to students who did not meet expectations for a particular lesson, or block, or content area throughout the year?
- Will I differentiate instruction for some?
- What form will that take (during instruction, beyond)?
- Will I plan for extensive renewed opportunities to learn soon or later in the year? Will my students be ready to succeed in the curriculum for the following year?
- Is it appropriate to expect all students to reach specific academic goals at the same time? If not, how will I ensure that all students reach the goals over time?

Implementing the Review—And Beyond

How to Start

Blending Two Perspectives: With Binocular Vision

1. **Review the Common Core Standards** (in Part II of this document), using the review to identify areas for further work on your curriculum and instructional program in your classroom or school. Consider the materials included in Part One of this document, and the references included in the Resources page. Examine the standards carefully. How can they inform your work with students?

And, while engaging in that review:

2. **Identify areas of concern from your experience with your students, and focus on them.** Where are they having difficulty? Why? Are there any academic content areas where you expect them to learn more than they are currently demonstrating?

3. **Identify a specific goal** (of limited scope, but important), or a **key first step** towards a broader goal—one that can be accomplished in a short time frame.

1. Start small.
2. Use the process:
3. Determine what you believe will make a difference now (or soon) for your students--based on your best current judgment,
4. Plan carefully,
5. Try it out, take action,
6. Check for success (look for indicators of the positive impact on your students), and
7. Build on it, considering lessons learned about achieving success and applying them to future teaching and learning opportunities (for yourselves and your students).

Working Together—Into the Future

Plan together on a large, but focused initiative school-wide, identifying an area of greatest need (e.g., our reading program across the grades, or our writing program (incorporating more writing assignments related to history and science in our program—(informed in the upper grades by the Common Core)

Or

Plan and act in an affinity group—for instance, teachers with shared interests in a content area or in a span of grades (e.g., an interest in teaching fractions more effectively in grades 3, 4, and 5—informed by the Common Core standards related to fractions)

The possibilities for starting to work individually or together to improve teaching and learning are always there--right in front of us. Choose something that you care about deeply, explore the possibilities, make a choice, plan a change for the better, and take action. Think of the Common Core as an informative available resource (focusing on student academic outcomes) as you work to improve your curriculum and instructional program and to increase the healthy growth of each and every student.

Appendix B: Shade Canyon Charter Petition Budget



Shade Canyon Charter

Charter Petition - Budget

Shade Canyon Charter Charter Petition - Budget

The attached budget and cash flow projections are based on conservative estimates of the actual cost to implement the Shade Canyon program as described in the charter petition. Assumptions that are being used to create the analysis are based on historical financial data from similar charter schools, Kelseyville School District, and Lake County.

The Petition Budget, created in collaboration with the Shade Canyon Founding Members and Delta Managed Solutions (DMS), contains the following:

- 3 - Funding Assumptions
- 4 - Staffing Assumptions
- 5 - Enrollment and ADA Assumptions
- 6 - 5 Year Budget Summary
- 7 - Start Up Expense Summary
- 8 - 5 Year Detailed Budget
- 10 - Start Up Detail
- 12 - Start Up Costs Detail
- 13 - Projected Monthly Cash Flow Statement – 5 Years
- 18 - Funding Calculations – 5 Years

**Shade Canyon Charter
Charter Petition - Budget
FUNDING ASSUMPTIONS**

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet- Page 3
2. ADA is assumed at 95.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. LCFF Unduplicated Percentage estimated at 78.88% matching authorizer's demographics.

FEDERAL FUNDING ASSUMPTIONS:

2. Federal SPED (IDEA, MH) funding begins in Year 2 - \$119/PY enroll. after 5% admin fee.
3. No PCSGP Implementation Grant assumed until awarded - \$375k/\$575k possible.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using FCMAT's LCFF Calculator and results entered into the Funding Calculations page, assuming Kelseyville Unified School District as the highest physical location district for both base year and unduplicated percentage calculations. Initial year LCFF base funding for authorizer is extrapolated from CDE's latest Principal Apportionment.
2. COLAs and gap rates taken from LCFF FCMAT Calculator, extrapolated for Year 5.
3. Lottery funding for both Year 1 and Year 2 shown in Year 2.
5. Mandate Block Grant funding is assumed at \$17.33/PY ADA for TK-8, \$48.18/PY ADA for 9-12.
6. Facility Grant of 75% of lease costs up to \$750/ADA assumed for privately leased facility.
7. AB602 Funding through El Dorado Charter SELPA @ \$550/ADA less 5% admin fee.
8. No separate SPED Mental Health funding assumed until awarded.

LOCAL FUNDING ASSUMPTIONS:

1. \$5000 assumed in donations or contributions.

CASH FLOW ASSUMPTIONS:

1. 5-year \$100k State Revolving Fund loan assumed
2. No state deferrals currently assumed.

**Shade Canyon Charter
Charter Petition - Budget
STAFFING ASSUMPTIONS**

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = as per published CalSTRS rates
PERS = as per published CalPERS rates (if participating)
OASDI = 6.20%
Medicare = 1.45%
Worker's Compensation Insurance = 1.75%
State Unemployment Insurance (SUI) = 0.05%
Health Care = assuming 11.0% of total payroll (averaged)

For budget purposes we are assuming all certificated staff are CalSTRS participants. We are not currently assuming CalPERS participation, but may elect to do so at a later time. We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate. Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.

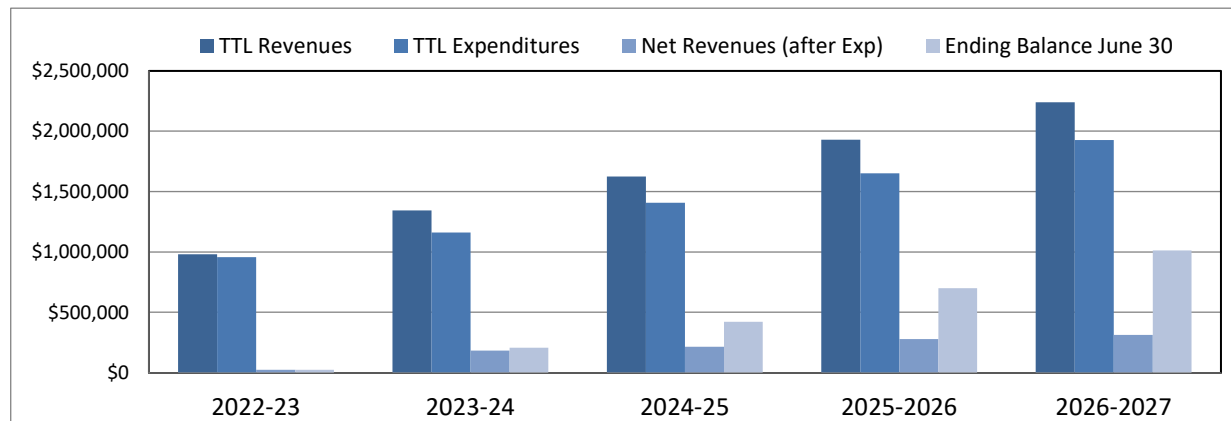
Shade Canyon Charter Charter Petition - Budget ENROLLMENT AND A.D.A. ASSUMPTIONS

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
ADA Ratio:*	2022-23		2023-24		2024-25		2025-2026		2026-2027	
95.00%	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLLED	ADA	ENROLLED	ADA
Total TK-3 Enrollment	80	76.00	85	80.75	90	85.50	95	90.25	100	95.00
Total 4-6 Enrollment	0	-	20	19.00	40	38.00	60	57.00	60	57.00
Total 7-8 Enrollment	0	-	0	-	0	-	0	-	20	19.00
Total 9-12 Enrollment	0	-	0	-	0	-	0	-	0	-
TTL Enrollment/ADA	80	76.00	105	99.75	130	123.50	155	147.25	180	171.00
Site-Based										
TTL TK Enrollment	5	4.75	5	4.75	5	4.75	5	4.75	5	4.75
TTL Kinder Enrollment	15	14.25	20	19.00	20	19.00	20	19.00	20	19.00
TTL Grade 1 Enrollment	20	19.00	20	19.00	25	23.75	25	23.75	25	23.75
TTL Grade 2 Enrollment	20	19.00	20	19.00	20	19.00	25	23.75	25	23.75
TTL Grade 3 Enrollment	20	19.00	20	19.00	20	19.00	20	19.00	25	23.75
TTL Grade 4 Enrollment		-	20	19.00	20	19.00	20	19.00	20	19.00
TTL Grade 5 Enrollment		-		-	20	19.00	20	19.00	20	19.00
TTL Grade 6 Enrollment		-		-		-	20	19.00	20	19.00
TTL Grade 7 Enrollment		-		-		-		-	20	19.00
TTL Grade 8 Enrollment		-		-		-		-		-
TOTAL:	80	76.00	105	99.75	130	123.50	155	147.25	180	171.00
LCFF Unduplicated Calc:										
Enrollment*	80		105		130		155		180	
Unduplicated Count*	63		83		103		122		142	
Unduplicated Percentage:	78.75%		79.05%		79.23%		78.71%		78.89%	
Blended 3-year UP:	78.75%		78.92%		79.05%		78.97%		78.92%	

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio

Shade Canyon Charter
Charter Petition - Budget
MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2022-23	YEAR 2 2023-24	YEAR 3 2024-25	YEAR 4 2025-2026	YEAR 5 2026-2027
Projected Enrollment:	80	105	130	155	180
Projected P-2 ADA:	76.00	99.75	123.50	147.25	171.00
Revenues:					
LCFF Funding	881,975	1,193,782	1,441,665	1,718,908	1,996,152
Federal Revenue	-	9,500	12,968	16,055	19,143
Other State Revenue	93,527	134,947	163,731	189,770	219,581
Other Local Revenue	5,000	5,000	5,000	5,000	5,000
TTL Revenues	980,502	1,343,229	1,623,363	1,929,733	2,239,876
Expenditures:					
Certificated Salaries	405,500	528,388	657,166	792,053	933,274
Non-Certificated Salaries	96,000	98,400	100,860	103,382	105,966
Benefits	175,547	223,288	273,306	326,716	390,780
Books/Supplies/Materials	62,000	53,800	74,143	94,550	116,115
Services/Operations	217,340	257,346	302,839	333,133	380,977
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	-	-	-	-	-
TTL Expenditures	956,387	1,161,221	1,408,314	1,649,833	1,927,111
Net Revenues (after Exp)	24,115	182,008	215,049	279,900	312,765
Beginning Balance July 1	-	24,115	206,124	421,172	701,072
Ending Balance June 30	24,115	206,124	421,172	701,072	1,013,837
Ending Bal. as % of Exp.:	2.5%	17.8%	29.9%	42.5%	52.6%



Shade Canyon Charter
Charter Petition - Budget
STARTUP EXPENSE SUMMARY

	Year 1 Startup Portion	Year 1 Recurring Portion	Total Year 1
Revenues:			
LCFF Revenues	101,175	780,800	881,975
Federal Revenue	-	-	-
Other State Revenue	-	93,527	93,527
Other Local Revenue	-	5,000	5,000
TTL Revenues:	101,175	879,327	980,502
Expenditures:			
Certificated Salaries	30,000	375,500	405,500
Non-certificated Salaries	-	96,000	96,000
Benefits	9,675	165,872	175,547
Books/Supplies/Materials	39,000	23,000	62,000
Services/Operations	22,500	194,840	217,340
Capital Outlay	-	-	-
Other Outgo	-	-	-
TTL Expenditures:	101,175	855,212	956,387
Net Revenues (after Exp)	-	24,115	24,115

**Shade Canyon Charter
Charter Petition - Budget
FIVE-YEAR FINANCIAL PROJECTION**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2022-23	2023-24	2024-25	2025-2026	2026-2027
Enrollment	80	105	130	155	180
P-2 ADA	76.00	99.75	123.50	147.25	171.00
<u>REVENUES</u>					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	593,363	814,979	972,671	1,159,723	1,346,775
8012 - Education Protection Account	15,200	19,950	24,700	29,450	34,200
8096 - Funding in Lieu of Property Taxes	273,412	358,853	444,294	529,735	615,176
TTL LCFF Revenues	881,975	1,193,782	1,441,665	1,718,908	1,996,152
Federal Revenue					
8181 - Federal IDEA Special Education	-	9,500	12,968	16,055	19,143
TTL Federal Revenue	-	9,500	12,968	16,055	19,143
Other State Revenue					
8311 - State Special Education Revenue	39,710	52,119	64,529	76,938	89,348
8550 - Mandate Block Grant	1,317	1,757	1,884	2,340	2,790
8560 - State Lottery Revenue	-	20,696	25,671	30,646	35,621
8590 - Add'l State Revenues	52,500	60,375	71,647	79,846	91,823
TTL Other State Revenue	93,527	134,947	163,731	189,770	219,581
Other Local Revenue					
8699 - Local Donations/Contributions/Other	5,000	5,000	5,000	5,000	5,000
TTL Other Local Revenue	5,000	5,000	5,000	5,000	5,000
TTL REVENUES	980,502	1,343,229	1,623,363	1,929,733	2,239,876
<u>EXPENDITURES</u>					
1000 - Certificated Salaries					
1100 - Teachers' Salaries	326,500	447,413	574,167	706,979	846,073
1300 - Certificated Supervisory/Admin	79,000	80,975	82,999	85,074	87,201
TTL Certificated Salaries	405,500	528,388	657,166	792,053	933,274
2000 - Non-Certificated Salaries					
2100 - Instructional Aide Salaries	44,000	45,100	46,228	47,383	48,568
2400 - Clerical/Tech/Office Staff	52,000	53,300	54,633	55,998	57,398
TTL Non-Certificated Salaries	96,000	98,400	100,860	103,382	105,966
3000 - Employee Benefits					
STRS	72,990	95,110	118,290	143,599	178,255
Medicare/ OASDI	38,365	47,949	57,989	68,501	79,502
Healthcare	55,165	68,947	83,383	98,498	114,316
SUI	251	313	379	448	520
WC	8,776	10,969	13,265	15,670	18,187
TTL Employee Benefits	175,547	223,288	273,306	326,716	390,780

Shade Canyon Charter
Charter Petition - Budget
FIVE-YEAR FINANCIAL PROJECTION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2022-23	2023-24	2024-25	2025-2026	2026-2027
4000 - Books/Supplies/Materials					
4100 - Textbooks	30,000	31,500	43,411	55,359	67,985
4310 - Materials & Supplies	6,000	7,300	10,060	12,829	15,755
4400 - Noncapitalized Equipment	26,000	15,000	20,672	26,362	32,374
TTL Books/Supplies/Materials	62,000	53,800	74,143	94,550	116,115
5000 - Services & Operations					
5100 SPED Sub Agreements for Service	12,000	12,600	13,230	13,892	14,586
5200 - Travel and Conferences/Professional Development	14,000	14,500	20,000	15,500	16,000
5300 - Dues and Memberships	1,500	2,067	2,687	3,364	4,102
5400 - Insurance (other than Healthcare)	20,000	21,000	22,050	23,153	24,310
5500 - Operation and Housekeeping Services	-	-	-	-	-
5510 - Utilities (General)	5,000	5,250	5,513	5,788	6,078
5520 - Janitorial/Custodial	12,000	16,538	21,499	22,574	27,001
5610 - Facility Rental	70,000	80,500	92,575	106,461	122,430
5620 - Equipment Leases	2,000	2,756	3,583	3,762	4,500
5630 - Maintenance & Repair	10,000	13,781	17,916	18,811	22,501
5800 - Professional/Consulting Services	12,000	16,538	21,499	22,574	27,001
5810 - Legal	15,000	15,750	16,538	17,364	18,233
5820 - Audit/CPA Costs	2,000	2,100	2,205	2,315	2,431
5825 - Business Services	39,220	47,013	52,759	62,716	72,796
5840 - Advertisement	1,000	1,000	1,000	1,000	1,000
5850 - Oversight Fee	8,820	11,938	14,417	17,189	19,962
5860 - Bank Fees	100	138	179	220	263
5870 - Livescan (Fingerprinting)	500	689	896	1,100	1,316
5900 - Communications (General)	4,000	5,513	7,166	8,801	10,527
5930 - Postage	200	276	358	440	526
TTL Services & Operations	217,340	257,346	302,839	333,133	380,977
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
TTL Other Outgo	-	-	-	-	-
TTL EXPENDITURES	956,387	1,161,221	1,408,314	1,649,833	1,927,111
Revenues less Expenditures	24,115	182,008	215,049	279,900	312,765
Beginning Fund Balance	-	24,115	206,124	421,172	701,072
Net Revenues	24,115	182,008	215,049	279,900	312,765
ENDING BALANCE	24,115	206,124	421,172	701,072	1,013,837
ENDING BALANCE AS % OF OUTGO	2.52%	17.75%	29.91%	42.49%	52.61%

**Shade Canyon Charter
Charter Petition - Budget
STARTUP COSTS DETAIL**

Description	Startup Portion of Year 1	Recurring Portion of Year 1	YEAR 1 2022-23
<u>REVENUES</u>			
Local Control Funding Formula Revenues			
8011 - General Purpose Block Grant	101,175	492,188	593,363
8012 - Education Protection Account		15,200	15,200
8096 - Funding in Lieu of Property Taxes		273,412	273,412
TTL LCFF Revenues	101,175	780,800	881,975
Federal Revenue			
8181 - Federal IDEA Special Education		-	-
TTL Federal Revenue	-	-	-
Other State Revenue			
8311 - State Special Education Revenue		39,710	39,710
8550 - Mandate Block Grant		1,317	1,317
8560 - State Lottery Revenue		-	-
8590 - Add'l State Revenues		52,500	52,500
TTL Other State Revenue	-	93,527	93,527
Other Local Revenue			
8699 - Local Donations/Contributions/Other		5,000	5,000
TTL Other Local Revenue	-	5,000	5,000
TTL REVENUES	101,175	879,327	980,502
<u>EXPENDITURES</u>			
1000 - Certificated Salaries			
1100 - Teachers' Salaries	-	322,500	322,500
1300 - Certificated Supervisory/Admin	30,000	49,000	79,000
TTL Certificated Salaries	30,000	371,500	401,500
2000 - Non-Certificated Salaries			
2100 - Instructional Aide Salaries	-	44,000	44,000
2400 - Clerical/Tech/Office Staff	-	50,000	50,000
TTL Non-Certificated Salaries	-	94,000	94,000
3000 - Employee Benefits			
STRS	5,400	66,870	72,270
Medicare/ OASDI	435	37,471	37,906
Healthcare	3,300	51,205	54,505
SUI	15	233	248
WC	525	8,146	8,671
TTL Employee Benefits	9,675	163,925	173,600

**Shade Canyon Charter
Charter Petition - Budget
STARTUP COSTS DETAIL**

	Startup	Recurring	YEAR 1
4000 - Books/Supplies/Materials			
4100 - Textbooks	8,000	22,000	30,000
4310 - Materials & Supplies	5,000	1,000	6,000
4400 - Noncapitalized Equipment	26,000	-	26,000
TTL Books/Supplies/Materials	39,000	23,000	62,000
5000 - Services & Operations			
5100 SPED Sub Agreements for Service			12,000
5200 - Travel and Conferences/Professional Development		14,000	14,000
5300 - Dues and Memberships	1,500	-	1,500
5400 - Insurance (other than Healthcare)		20,000	20,000
5500 - Operation and Housekeeping Services		-	-
5510 - Utilities (General)		5,000	5,000
5520 - Janitorial/Custodial		12,000	12,000
5610 - Facility Rental		70,000	70,000
5620 - Equipment Leases		2,000	2,000
5630 - Maintenance & Repair	10,000	-	10,000
5800 - Professional/Consulting Services	-	12,000	12,000
5810 - Legal	10,000	5,000	15,000
5820 - Audit/CPA Costs		2,000	2,000
5825 - Business Services	-	39,220	39,220
5840 - Advertisement		200	200
5850 - Oversight Fee		8,820	8,820
5860 - Bank Fees		100	100
5870 - Livescan (Fingerprinting)		500	500
5900 - Communications (General)	1,000	3,000	4,000
5930 - Postage		200	200
TTL Services & Operations	22,500	194,040	216,540
6000 - Capital Outlay			
6900 - Depreciation	-	-	-
TTL Capital Outlay	-	-	-
7000 - Other Outgo			
7299 - Other Outgo	-	-	-
TTL Other Outgo	-	-	-
TTL EXPENDITURES	101,175	846,465	947,640
Revenues less Expenditures	-	32,862	32,862

**Shade Canyon Charter
Charter Petition - Budget
STARTUP COSTS (as portion of Year 1 Budget)**

Startup Portion of Year 1 Budget: **\$ 101,175**

Description:

Education Code requires that the financial projection of a charter petition identify the "startup costs" component of the overall budget. The following information shows the estimated one-time startup/implementation expenses for the School - these are a portion of the overall Year 1 budget. The remaining portion of the Year 1 budget is recurring operational costs. These startup cost estimates may vary depending on the availability of Year 1 funding sources.

Startup Expenses - Salaries & Benefits

1000 Series: Certificated Salaries	\$ 30,000
2000 Series: Classified Salaries	\$ -
3000 Series: Benefits	\$ 9,675

Description:

Program Development and Curriculum Design, initial clerical and office setup time, other one-time formation and implementation tasks.

Startup Expenses - Books, Supplies & Materials

4100 - Textbooks	\$ 8,000

Description:

We are allocating this amount for an additional startup portion of instructional materials, which is intended simply to provide initial one-time classroom items and materials estimated at \$100/student. The Year 1-5 budgets contain additional amounts for textbooks and materials.

4300 - Materials & Supplies	\$ 5,000

Description:

This is for initial classroom and office supplies and materials during the startup year to prepare for the school's first year. By having the office setup beforehand, volunteers and founding staff will be able to effectively coordinate preparation of the school site.

4400 - Non-Capitalized Equipment	\$ 26,000

Description:

This amount represents the following equipment for Year 1:

80 Chromebook computers @ \$200 each =	16,000
	-
Estimated classroom furniture (desks, chairs, etc.) =	10,000

Startup Expenses - Services & Operations

5300 - Dues & Memberships	\$ 1,500

Description:

This amount covers the cost of CCSA and CSDC membership.

5630 - Maintenance & Repair Costs	\$ 10,000

Description:

One-time tenant improvement (TI) costs paid by school. Other TIs assumed paid by landlord.

5800 - Educational Support & Services	\$ -

Description:

This covers Student Information System license (SIS) and assessment technology acquisition, training, and implementation.

5810 - Legal (Charter Implementation and Governance Training)	\$ 10,000

5825 - Fiscal Management Training	\$ -

5900 - Communications	\$ 1,000

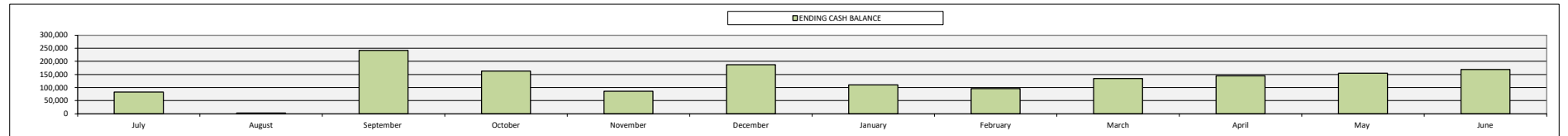
Description:

The professional services expense is to cover legal/fiscal training costs relating to implementation. The communications expense is for website and electronic communications to be translated into Spanish and other languages, and improve community outreach and marketing efforts.

Total Startup Portion of Year 1 Budget:	\$ 101,175

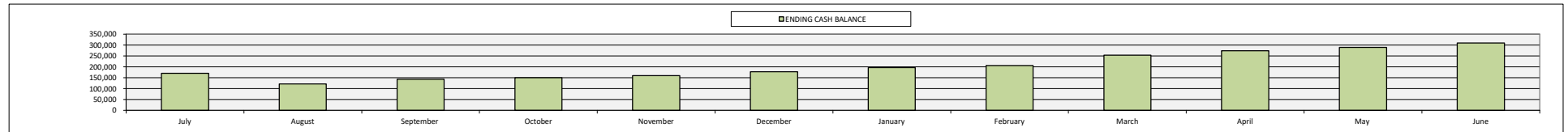
**Shade Canyon Charter
Charter Petition - Budget
2022-23 Projected Monthly Cash Flow Statement**

Description	2022-23 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		0	83,075	2,864	241,529	163,040	86,274	187,362	110,595	95,649	134,916	144,577	154,238	168,898	
REVENUES															
LCFF State Aid	593,363	-	-	219,544	-	-	106,805	-	53,403	53,403	53,403	53,403	53,403	-	593,363
Education Protection Account	15,200	-	-	3,800	-	-	3,800	-	-	3,800	-	-	3,800	-	15,200
In-Lieu-Of Property Taxes	273,412	-	-	76,555	-	-	49,214	-	-	49,214	24,607	24,607	24,607	24,607	273,412
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	93,527	-	-	26,188	-	-	16,835	-	8,417	8,417	8,417	8,417	8,417	8,417	93,527
Other Local Revenues	5,000	-	-	1,400	-	-	1,200	-	-	1,200	-	-	1,200	-	5,000
TTL REVENUES	980,502	-	-	327,487	-	-	177,854	-	61,820	116,034	86,427	86,427	91,427	33,025	980,502
EXPENDITURES															
All Certificated Salaries	405,500	-	33,792	33,792	33,792	33,792	33,792	33,792	33,792	33,792	33,792	33,792	33,792	33,792	405,500
All Classified Salaries	96,000	2,400	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	8,136	4,108	96,000
All Benefits	175,547	840	14,676	14,676	14,676	14,676	14,676	14,676	14,676	14,676	14,676	14,676	14,676	13,267	175,547
All Materials & Supplies	62,000	2,818	6,889	15,500	5,167	3,444	3,444	3,444	3,444	3,444	3,444	3,444	3,444	4,071	62,000
All Services and Operations	217,340	10,867	16,718	16,718	16,718	16,718	16,718	16,718	16,718	16,718	16,718	16,718	16,718	22,570	217,340
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	956,387	16,925	80,211	88,822	78,489	76,767	76,767	76,767	76,767	76,767	76,767	76,767	76,767	77,807	956,387
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)															-
Loan Proceeds and other Cash Inflows		100,000													100,000
Net Change in Payables															-
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows															-
NET INCREASE (DECREASE)		100,000	0	0	0	0	0	0	0	0	0	0	0		100,000
ENDING CASH BALANCE		83,075	2,864	241,529	163,040	86,274	187,362	110,595	95,649	134,916	144,577	154,238	168,898		



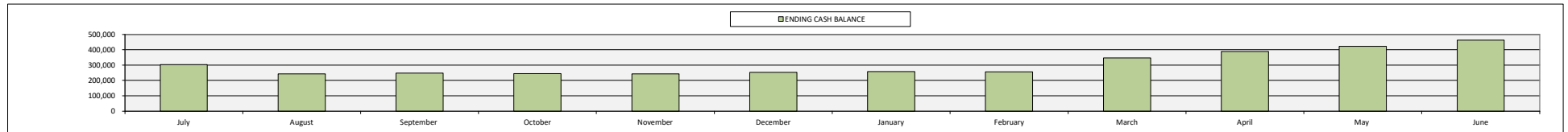
**Shade Canyon Charter
Charter Petition - Budget
2023-24 Projected Monthly Cash Flow Statement**

Description	2023-24 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		168,898	169,959	121,926	142,586	150,284	159,476	177,231	196,771	205,963	253,582	274,050	289,344	309,469	168,898
REVENUES															
LCFF State Aid	814,979	40,749	40,749	73,348	73,348	73,348	73,348	73,348	73,348	73,348	73,348	73,348	73,348	-	814,979
Education Protection Account	19,950	-	-	4,988	-	-	4,988	-	-	4,988	-	-	4,988	-	19,950
In-Lieu-Of Property Taxes	358,853	-	21,531	43,062	28,708	28,708	28,708	28,708	28,708	50,239	25,120	25,120	25,120	25,120	358,853
Federal Revenues	9,500	-	-	1,188	-	-	2,375	-	-	2,375	1,357	1,357	-	848	9,500
Lottery Revenues	20,696	-	-	-	-	-	-	10,348	-	-	5,174	-	-	5,174	20,696
Other State Revenues	114,251	5,713	5,713	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	10,283	-	114,251
Other Local Revenues	5,000	-	-	1,400	-	-	1,200	-	-	1,200	-	-	1,200	-	5,000
TTL REVENUES	1,343,229	46,461	67,993	134,268	112,339	112,339	120,901	122,687	112,339	142,433	115,282	110,108	114,938	31,142	1,343,229
EXPENDITURES															
All Certificated Salaries	528,388	-	44,032	44,032	44,032	44,032	44,032	44,032	44,032	44,032	44,032	44,032	44,032	44,032	528,388
All Classified Salaries	98,400	2,460	8,339	8,339	8,339	8,339	8,339	8,339	8,339	8,339	8,339	8,339	8,339	4,211	98,400
All Benefits	223,288	1,069	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	16,875	223,288
All Materials & Supplies	53,800	2,445	5,978	13,450	4,483	2,989	2,989	2,989	2,989	2,989	2,989	2,989	2,989	3,532	53,800
All Services and Operations	257,346	12,867	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	15,837	257,346
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	1,161,221	18,841	97,802	105,275	96,308	94,813	94,813	94,813	94,813	94,813	94,813	94,813	94,813	84,487	1,161,221
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		24,607	8,417												33,025
Loan Proceeds and other Cash Inflows		-	-										-		-
Net Change in Payables		(51,167)	(26,641)												(77,807)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(50,000)
NET INCREASE (DECREASE)		(26,560)	(18,223)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0	0		(94,783)
ENDING CASH BALANCE		169,959	121,926	142,586	150,284	159,476	177,231	196,771	205,963	253,582	274,050	289,344	309,469		



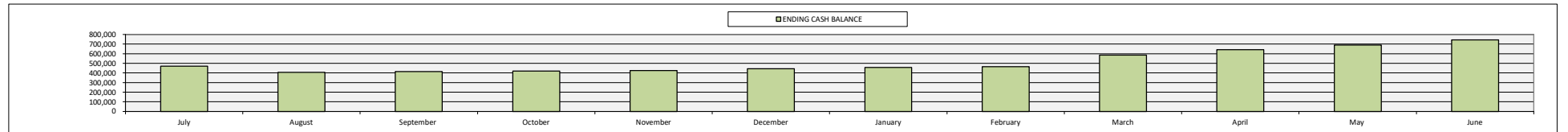
**Shade Canyon Charter
Charter Petition - Budget
2024-25 Projected Monthly Cash Flow Statement**

Description	2024-25														
	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		309,469	302,665	242,401	246,882	243,588	242,354	251,736	256,920	255,685	346,766	387,882	422,579	462,799	309,469
REVENUES															
LCFF State Aid	972,671	48,634	48,634	87,540	87,540	87,540	87,540	87,540	87,540	87,540	87,540	87,540	87,540	-	972,671
Education Protection Account	24,700	-	-	6,175	-	-	6,175	-	-	6,175	-	-	6,175	-	24,700
In-Lieu-Of Property Taxes	444,294	-	16,405	32,809	21,873	21,873	21,873	21,873	21,873	95,238	47,619	47,619	47,619	47,619	444,294
Federal Revenues	12,968	-	-	1,621	-	-	3,242	-	-	3,242	1,853	1,853	-	1,158	12,968
Lottery Revenues	25,671	-	-	-	-	-	-	6,418	-	-	6,418	-	-	12,836	25,671
Other State Revenues	138,060	6,903	6,903	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	12,425	-	138,060
Other Local Revenues	5,000	-	-	1,400	-	-	1,200	-	-	1,200	-	-	1,200	-	5,000
TTL REVENUES	1,623,363	55,537	71,941	141,971	121,839	121,839	132,456	128,256	121,839	205,821	155,855	149,437	154,960	61,612	1,623,363
EXPENDITURES															
All Certificated Salaries	657,166	-	54,764	54,764	54,764	54,764	54,764	54,764	54,764	54,764	54,764	54,764	54,764	54,764	657,166
All Classified Salaries	100,860	2,522	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	8,547	4,316	100,860
All Benefits	273,306	1,308	22,849	22,849	22,849	22,849	22,849	22,849	22,849	22,849	22,849	22,849	22,849	20,655	273,306
All Materials & Supplies	74,143	3,370	8,238	18,536	6,179	4,119	4,119	4,119	4,119	4,119	4,119	4,119	4,119	4,868	74,143
All Services and Operations	302,839	15,142	24,460	24,460	24,460	24,460	24,460	24,460	24,460	24,460	24,460	24,460	24,460	18,636	302,839
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	1,408,314	22,342	118,859	129,157	116,799	114,740	114,740	114,740	114,740	114,740	114,740	114,740	114,740	103,239	1,408,314
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		25,120	6,022												31,142
Loan Proceeds and other Cash Inflows		-											-		-
Net Change in Payables		(65,118)	(19,369)												(84,487)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-		(50,000)
NET INCREASE (DECREASE)		(39,998)	(13,347)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0	0		(103,345)
ENDING CASH BALANCE		302,665	242,401	246,882	243,588	242,354	251,736	256,920	255,685	346,766	387,882	422,579	462,799		



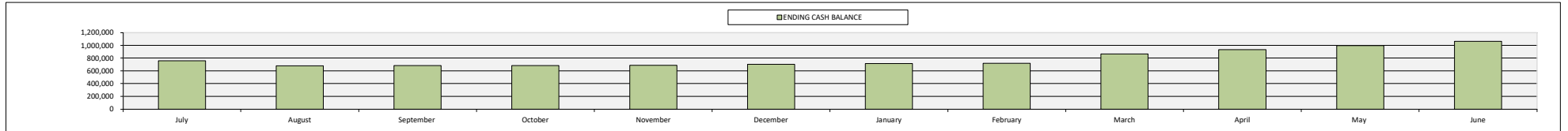
**Shade Canyon Charter
Charter Petition - Budget
2025-2026 Projected Monthly Cash Flow Statement**

Description	2025-2026 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		462,799	471,523	404,867	414,517	418,220	424,549	443,455	457,446	463,775	584,526	640,797	689,407	744,285	462,799
REVENUES															
LCFF State Aid	1,159,723	57,986	57,986	104,375	104,375	104,375	104,375	104,375	104,375	104,375	104,375	104,375	104,375	-	1,159,723
Education Protection Account	29,450	-	-	7,363	-	-	7,363	-	-	7,363	-	-	7,363	-	29,450
In-Lieu-Of Property Taxes	529,735	-	16,405	32,809	21,873	21,873	21,873	21,873	21,873	123,719	61,859	61,859	61,859	61,859	529,735
Federal Revenues	16,055	-	-	2,007	-	-	4,014	-	-	4,014	2,294	2,294	-	1,433	16,055
Lottery Revenues	30,646	-	-	-	-	-	-	7,662	-	-	7,662	-	-	15,323	30,646
Other State Revenues	159,124	7,956	7,956	14,321	14,321	14,321	14,321	14,321	14,321	14,321	14,321	14,321	14,321	-	159,124
Other Local Revenues	5,000	-	-	1,400	-	-	1,200	-	-	1,200	-	-	1,200	-	5,000
TTL REVENUES	1,929,733	65,942	82,347	162,275	140,569	140,569	153,145	148,231	140,569	254,991	190,511	182,849	189,118	78,616	1,929,733
EXPENDITURES															
All Certificated Salaries	792,053	-	66,004	66,004	66,004	66,004	66,004	66,004	66,004	66,004	66,004	66,004	66,004	66,004	792,053
All Classified Salaries	103,382	2,585	8,761	8,761	8,761	8,761	8,761	8,761	8,761	8,761	8,761	8,761	8,761	4,424	103,382
All Benefits	326,716	1,564	27,315	27,315	27,315	27,315	27,315	27,315	27,315	27,315	27,315	27,315	27,315	24,691	326,716
All Materials & Supplies	94,550	4,298	10,506	23,638	7,879	5,253	5,253	5,253	5,253	5,253	5,253	5,253	5,253	6,208	94,550
All Services and Operations	333,133	16,657	26,907	26,907	26,907	26,907	26,907	26,907	26,907	26,907	26,907	26,907	26,907	20,501	333,133
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	1,649,833	25,102	139,493	152,625	136,866	134,240	134,240	134,240	134,240	134,240	134,240	134,240	134,240	121,828	1,649,833
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		47,619	13,993				-								61,612
Loan Proceeds and other Cash Inflows		-											-		-
Net Change in Payables		(79,735)	(23,504)												(103,239)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows		-	-								-				-
NET INCREASE (DECREASE)		(32,116)	(9,511)	0	0	0	0	0	0	0	0	0	0		(41,627)
ENDING CASH BALANCE		471,523	404,867	414,517	418,220	424,549	443,455	457,446	463,775	584,526	640,797	689,407	744,285		



**Shade Canyon Charter
Charter Petition - Budget
2026-2027 Projected Monthly Cash Flow Statement**

Description	2026-2027 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		744,285	758,715	678,608	682,303	682,071	685,065	702,594	714,492	717,486	865,341	934,201	994,156	1,061,126	744,285
REVENUES															
LCFF State Aid	1,346,775	67,339	67,339	121,210	121,210	121,210	121,210	121,210	121,210	121,210	121,210	121,210	121,210	-	1,346,775
Education Protection Account	34,200	-	-	8,550	-	-	8,550	-	-	8,550	-	-	8,550	-	34,200
In-Lieu-Of Property Taxes	615,176	-	16,405	32,809	21,873	21,873	21,873	21,873	21,873	152,199	76,100	76,100	76,100	76,100	615,176
Federal Revenues	19,143	-	-	2,393	-	-	4,786	-	-	4,786	2,735	2,735	-	1,709	19,143
Lottery Revenues	35,621	-	-	-	-	-	-	8,905	-	-	8,905	-	-	17,811	35,621
Other State Revenues	183,960	9,198	9,198	16,556	16,556	16,556	16,556	16,556	16,556	16,556	16,556	16,556	16,556	-	183,960
Other Local Revenues	5,000	-	-	1,400	-	-	1,200	-	-	1,200	-	-	1,200	-	5,000
TTL REVENUES	2,239,875	76,537	92,941	182,918	159,639	159,639	174,175	168,544	159,639	304,501	225,506	216,600	223,616	95,619	2,239,875
EXPENDITURES															
All Certificated Salaries	933,274	-	77,773	77,773	77,773	77,773	77,773	77,773	77,773	77,773	77,773	77,773	77,773	77,773	933,274
All Classified Salaries	105,966	2,649	8,980	8,980	8,980	8,980	8,980	8,980	8,980	8,980	8,980	8,980	8,980	4,535	105,966
All Benefits	390,780	1,870	32,671	32,671	32,671	32,671	32,671	32,671	32,671	32,671	32,671	32,671	32,671	29,533	390,780
All Materials & Supplies	116,115	5,278	12,902	29,029	9,676	6,451	6,451	6,451	6,451	6,451	6,451	6,451	6,451	7,624	116,115
All Services and Operations	380,977	19,049	30,771	30,771	30,771	30,771	30,771	30,771	30,771	30,771	30,771	30,771	30,771	23,445	380,977
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	1,927,111	28,846	163,096	179,224	159,871	156,646	156,646	156,646	156,646	156,646	156,646	156,646	156,646	142,909	1,927,111
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		61,859	16,756				-								78,616
Loan Proceeds and other Cash Inflows		-											-		-
Net Change in Payables		(95,120)	(26,708)												(121,828)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows		-	-								-				-
NET INCREASE (DECREASE)		(33,260)	(9,952)	0	0	0	0	0	0	0	0	0	0		(43,212)
ENDING CASH BALANCE		758,715	678,608	682,303	682,071	685,065	702,594	714,492	717,486	865,341	934,201	994,156	1,061,126		



**Shade Canyon Charter
Charter Petition - Budget
FUNDING CALCULATIONS**

2022-23 (Year 1)		Statewide COLA:		2.980%
LCFF FUNDING				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
LCFF State Aid:	\$ 7,807.41	76.00	\$ 593,363	
LCFF Education Protection Account:	200.00	76.00	15,200	
LCFF In-Lieu-Of Property Taxes:	3,597.53	76.00	273,412	
Total LCFF Funding:	\$ 11,604.93	per ADA		881,975.00
	TOTAL LCFF FUNDING			\$ 881,975.00
FEDERAL REVENUES				
Title Funding:				-
<u>Other Federal Revenues</u>				
Federal IDEA Special Education				-
Total Other Federal Revenues:				-
	TOTAL FEDERAL REVENUES			\$ -
OTHER STATE REVENUES				
Non-Prop 20 Lottery (not rec'd until Year 2)	\$ -	79	\$ -	
Prop 20 Lottery (not rec'd until Year 2)	-	79	-	
<u>Additional Other State Revenues</u>				
Mandate Block Grant (ongoing)				1,317.08
Facility Grant Program (lesser of 75% or \$750/ADA)				52,500.00
State Special Education (AB602)				39,710.00
SPED Mental Health (all tiers)				-
Total Additional Other State Revenues:				93,527.08
	TOTAL OTHER STATE REVENUES			\$ 93,527.08
OTHER LOCAL REVENUES				
Local Donations/Contributions				\$ 5,000.00
Total Additional Other Local Revenues:				5,000.00
	TOTAL OTHER LOCAL REVENUES			\$ 5,000.00
		TOTAL REVENUES		\$ 980,502.08

**Shade Canyon Charter
Charter Petition - Budget
FUNDING CALCULATIONS**

2023-24 (Year 2)			Statewide COLA:	3.05%
LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 8,170.22	99.75	\$ 814,979	
LCFF Education Protection Account:	200.00	99.75	19,950	
LCFF In-Lieu-Of Property Taxes:	3,597.52	99.75	358,853	
Total LCFF Funding:	\$ 11,967.74	per ADA		1,193,782.00
TOTAL LCFF FUNDING				\$ 1,193,782.00
FEDERAL REVENUES				
Title Funding:				-
Other Federal Revenues				
Federal IDEA Special Education			9,500.00	
Total Other Federal Revenues:				9,500.00
TOTAL FEDERAL REVENUES				\$ 9,500.00
OTHER STATE REVENUES				
Non-Prop 20 Lottery (Incl Year 1 & 2)	\$ 150.00	104	\$ 15,600.00	
Prop 20 Lottery (Incl. Year 1 & 2)	49.00	104	5,096.00	
				20,696.00
Additional Other State Revenues				
Mandate Block Grant (ongoing)			1,756.60	
Facility Grant Program (lesser of 75% or \$750/ADA)			57,750.00	
State Special Education (AB602)			52,119.38	
SPED Mental Health (all tiers)			-	
Total Additional Other State Revenues:				111,625.97
TOTAL OTHER STATE REVENUES				\$ 132,321.97
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ 5,000.00	
Total Additional Other Local Revenues:				5,000.00
TOTAL OTHER LOCAL REVENUES				\$ 5,000.00
TOTAL REVENUES			\$	1,340,603.97

**Shade Canyon Charter
Charter Petition - Budget
FUNDING CALCULATIONS**

2024-25 (Year 3)		Statewide COLA:		2.50%
LCFF FUNDING				TOTALS
	\$/ADA	ADA	Subtotal	
LCFF State Aid:	\$ 7,875.88	123.50	\$ 972,671	
LCFF Education Protection Account:	200.00	123.50	24,700	
LCFF In-Lieu-Of Property Taxes:	3,597.52	123.50	444,294	
Total LCFF Funding:	\$ 11,673.40	per ADA		1,441,665.00
TOTAL LCFF FUNDING				\$ 1,441,665.00
FEDERAL REVENUES				
Title Funding:				-
Other Federal Revenues				
Federal IDEA Special Education			12,967.50	
Total Other Federal Revenues:				12,967.50
TOTAL FEDERAL REVENUES				\$ 12,967.50
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 150.00	129	\$ 19,350.00	
Prop 20 Lottery	49.00	129	6,321.00	
				25,671.00
Additional Other State Revenues				
Mandate Block Grant (ongoing)			1,884.00	\$ 2,215.59
Facility Grant Program (lesser of 75% or \$750/ADA)			63,525.00	
State Special Education (AB602)			64,528.75	
SPED Mental Health (all tiers)			-	
Total Additional Other State Revenues:				129,937.75
TOTAL OTHER STATE REVENUES				\$ 157,824.34
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ 5,000.00	
Total Additional Other Local Revenues:				5,000.00
TOTAL OTHER LOCAL REVENUES				\$ 5,000.00
TOTAL REVENUES			\$	1,617,456.84

**Shade Canyon Charter
Charter Petition - Budget
FUNDING CALCULATIONS**

2025-2026 (Year 4)				Statewide COLA:	2.50%
LCFF FUNDING					TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>		
LCFF State Aid:	\$ 7,875.88	147.25	\$ 1,159,723		
LCFF Education Protection Account:	200.00	147.25	\$ 29,450		
LCFF In-Lieu-Of Property Taxes:	3,597.52	147.25	\$ 529,735		
Total LCFF Funding:	\$ 11,673.40	per ADA			1,718,908.00
TOTAL LCFF FUNDING				\$	1,718,908.00
FEDERAL REVENUES					
Title Funding:					-
Other Federal Revenues					
Federal IDEA Special Education			16,055.00		
Total Other Federal Revenues:					16,055.00
TOTAL FEDERAL REVENUES				\$	16,055.00
OTHER STATE REVENUES					
Non-Prop 20 Lottery	\$ 150.00	154	23,100.00		
Prop 20 Lottery	49.00	154	7,546.00		
					30,646.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)			2,340.00		
Facility Grant Program (lesser of 75% or \$750/ADA)			66,701.25		
State Special Education (AB602)			76,938.13		
SPED Mental Health (all tiers)			-		
Total Additional Other State Revenues:					145,979.38
TOTAL OTHER STATE REVENUES				\$	176,625.38
OTHER LOCAL REVENUES					
Local Donations/Contributions			\$ 5,000.00		
Total Additional Other Local Revenues:					5,000.00
TOTAL OTHER LOCAL REVENUES				\$	5,000.00
TOTAL REVENUES				\$	1,916,588.38

**Shade Canyon Charter
Charter Petition - Budget
FUNDING CALCULATIONS**

2026-2027 (Year 5)				Statewide COLA:	2.50%
LCFF FUNDING					TOTALS
	\$/ADA	ADA	Subtotal		
LCFF State Aid:	\$ 7,875.88	171.00	\$ 1,346,775		
LCFF Education Protection Account:	200.00	171.00	\$ 34,200		
LCFF In-Lieu-Of Property Taxes:	3,597.52	171.00	\$ 615,176		
Total LCFF Funding:	\$ 11,673.40	per ADA		1,996,152.00	
TOTAL LCFF FUNDING				\$ 1,996,152.00	
FEDERAL REVENUES					
Title Funding:					
Other Federal Revenues					
Federal IDEA Special Education			19,142.50		
Total Other Federal Revenues:				19,142.50	
TOTAL FEDERAL REVENUES				\$ 19,142.50	
OTHER STATE REVENUES					
Non-Prop 20 Lottery	\$ 150.00	179	26,850.00		
Prop 20 Lottery	49.00	179	8,771.00		
				35,621.00	
Additional Other State Revenues					
Mandate Block Grant (ongoing)			2,790.00		
Facility Grant Program (lesser of 75% or \$750/ADA)			70,036.31		
State Special Education (AB602)			89,347.50		
SPED Mental Health (all tiers)			-		
Total Additional Other State Revenues:				162,173.81	
TOTAL OTHER STATE REVENUES				\$ 197,794.81	
OTHER LOCAL REVENUES					
Local Donations/Contributions			\$ 5,000.00		
Total Additional Other Local Revenues:				5,000.00	
TOTAL OTHER LOCAL REVENUES				\$ 5,000.00	
TOTAL REVENUES				\$ 2,218,089.31	

Appendix C: Interested Teacher Signatures, Resumes, and Credentials

Signature Page for Teachers

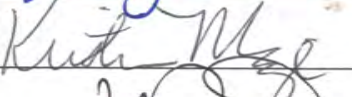
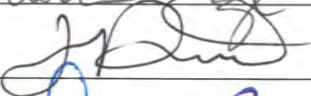
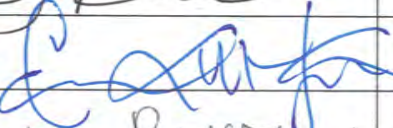
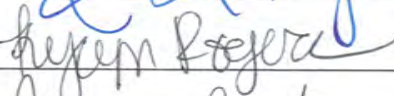
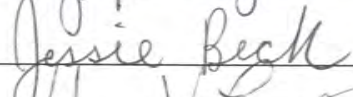
We the undersigned believe that the attached charter for the creation of Shade Canyon School (the "Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioners:

<u>Morgan Chinnock</u>	<u>Morgan A Chinnock</u>	<u>5/1/21</u>
Name	Signature	Date
<u>Savannah Mitchell</u>	<u>Savannah Mitchell</u>	<u>5/1/21</u>
Name	Signature	Date

The petitioners recognize Morgan Chinnock and Savannah Mitchell as the Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter necessary to secure approval by the Kelseyville Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
LORI STUBBEN		5.1.2021	K-8 Multiple Subject ^{Waldorf Credential}	(415) 599-5494
Kris Mize		5.4.21	K-8 Multiple Subject ^{Waldorf Credential}	(707) 360-5524
Jenn Douthitt		5/4/21	K-8 M.S.	(707) 391-4537
Carissa Sadlier		5/5/21	K-8 M.S. ^{Waldorf Cred.}	(707) 972-4046
Kyllyn Rogers		5/19/21	K-8 M.S.	(408) 370-1872
Jessie Beck		5/19/2021	Multi-subject ^{Masters Edu.}	(619) 370-1734
Herdi Van Eck Leontie		5/20/2021	Multi Subject CA	(415) 297-8943

also Waldorf Teacher Certification
BAOWTS 2016



LS

LORI STUBBEN

9700 ROCKY'S ROAD, MIDDLETOWN, CA 95461

PASSION

using the arts to build capacities,
create empathy, and enjoy
learning

SKILLS

ukulele, recorder, beginning
Japanese, beginning Spanish,
beginning Indonesian, opera
training, public speaking,
musical theater, dye/spin/knit

PROFESSIONAL TEACHING EXPERIENCE

GRADES 1-8 • RIVER OAK CHARTER- UKIAH • 1999-2008, 2013-PRESENT

- Using Common Core Standards + Waldorf methodology, created lessons in all subjects
- Wrote and directed history/science integrated theater: *El Cumpliaños de Marta* (rancho days history bilingual musical) *Diwali!* (30+ shadow puppets created by students) *Mogao Magic* (Buddhist cave murals come to life)
- Directed *Haroun and the Sea of Stories*, *Peter and the Starcatcher*
- Created middle school elective program and curriculum: theater, cooking, manga/Japanese intro, graphic memoirs, board game design
- Created after school language and culture book club- Chinese 1/19, Japanese 10/19, Chinese 1/20
- Integrated music, poetry and movement (folk dance, bean bags, Ball-a-Vis-X) into daily circle/performance
- Wrote and received grants for books, art supplies, technology and gardening

MUSIC TEACHER • SPACE SCHOOL OF PERFORMING ARTS & CULTURAL EDUCATION- UKIAH • 2015-PRESENT

- created multilingual curriculum for weekly leveled classes K-2, 3-8
- prepared groups for choral/movement performances

GRADES 1-3 • NOVATO CHARTER SCHOOL- NOVATO • 2010-13

- Wrote and directed three musicals: *Monarchs the Musical*, *Francis and the Friendly Beasts* and *Novato the Musical!*
- Science inquiry focused lesson writing, reviewing

GRADE 1/THEATER • FUKUOKA INTERNATIONAL SCHOOL- JAPAN • 2008-10

- Designed lessons for English language learners
- Directed, costumed and choreographed 60+ students: *Seussical*, *Roald Dahl's Goldilocks*, and *The Ramayana*



MS.STUBBEN
@GMAIL.COM



(415)599-5494



LS

LORI STUBBEN

9700 ROCKY'S ROAD, MIDDLETOWN, CA 95461

EDUCATION

**MA US HISTORY • ANTICIPATED 2022 • PACE UNIVERSITY-GILDER
LEHRMAN INSTITUTE OF AMERICAN HISTORY**

7/10 classes completed 4.0 GPA as of 5/21

K-8 CREDENTIAL • 2003 • CALIFORNIA STATE MONTEREY BAY

Clear Clad Credential

WALDORF CREDENTIAL • 1999 • RUDOLF STEINER COLLEGE

Foundation Studies, Teacher Education Program + summer trainings 1-8th

**BA ANTHROPOLOGY AND SOUTHEAST ASIAN STUDIES • 1995 • UNIVERSITY
OF CALIFORNIA SANTA CRUZ**

2 semesters study Java, Indonesia – language, cultures and economy of
Indonesia

1 semester study Israel – archaeology in Negev Desert/Jerusalem

PROFESSIONAL DEVELOPMENT

2015-2019 Asian Art Museum, San Francisco

7 teacher workshops linking exhibits to curriculum for field trips

2017, 2019 National Council for Social Studies

Member and presenter at the National Conference

2019 Middle East Outreach Council

Member/ Middle East Book Award youth lit review committee

2019 East Asian Studies Center Study Tour

South Korea through Indiana University and NCTA



MS.STUBBEN
@GMAIL.COM



(415)599-5494

LS

LORI STUBBEN

9700 ROCKY'S ROAD, MIDDLETOWN, CA 95461

2018 Fulbright Hayes China/Mongolia

5 week study abroad curriculum project wrote 60 minute play

2016-2019 NCTA –National Consortium for Teaching About Asia

92 Units Online Seminars: War and Peace: Voices from Japan, China
Through the Dynasties, 11 book groups

2017 Guller Lehrman Institute of American History

The Story of World War II at the National WWII Museum, New Orleans

2017 Bridging Cultures Initiative, Univ. of Illinois

Week long exchange of international teachers

2006, 2007, 2009, 2016 Oregon Shakespeare Festival

Shakespeare in the Classroom week, shadow puppetry week

2015-2016 Primary Source Online Seminars (8 weeks)

India's Century of Change: Diversity, Democracy & Social Dynamics,
Windows to the Islamic World: Art, Architecture & Music,
Modern African History: Colonialism, Independence, and Legacies

REFERENCES

Kris Mize teacher, kmize56@yahoo.com, (707)360-5524 former curriculum coordinator

Emily Selim eselim@riveroakcharterschool.org (707)467-1855 current admin (1 year)

Rima Meechan rmeechan2@gmail.com (707)481-1495 former admin at River Oak (6 years)



MS.STUBBEN
@GMAIL.COM



(415)599-5494

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: **STUBBEN**

First Name: **LORI**

Middle Name: **ANNE**

Last Known County of Employment: **MENDOCINO COUNTY OF**

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Adverse and Commission Actions Indicator:

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 200065489	Clear	Multiple Subject Teaching Credential	Valid	7/1/2020	6/1/2003	7/1/2025	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	



KRIS MIZE

707-360-5524

OBJECTIVE

Waldorf Grades Teacher

EXPERIENCE

River Oak Charter

Teacher & Curriculum Coordinator

- 1st-8th grade

Anderson Valley Unified School District

- Taught junior high math 1996-2003
- 4th grade 1994-1996
- Resource assistant 1986-1994

EDUCATION

B.A., Liberal Studies, Sonoma State University; Multiple Subject Teaching Credential, Dominican University; Waldorf Teaching Certificate, Center for Educational Renewal, Santa Rosa, CA

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: MIZE

Last Known County of Employment: MENDOCINO COUNTY OF

Note: Please verify County of Employment is current

First Name: KRISTIN

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Middle Name: LEE

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 170116112	Clear	Multiple Subject Teaching Credential	Valid	9/1/2017	8/2/1993	9/1/2022	
L02000008		Certificate of Completion of Staff Development (Registration only/not a CTC document)		11/29/2001			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

JENN DOUTHIT

707.391.4537

Skills Summary

I believe that my love of music, the arts, and hands-on learning, is just what our children need to become active, life long learners. I enjoy working in my vegetable garden, cooking, and handcrafts (sewing and both wet and needle felting).

Education

B.A. Liberal Studies

Liberal Studies Elementary Education with a focus on English Language Acquisition from Humboldt State University

K-8 Teaching Credential

From HSU with a supplementary authorization to teach English, as well as various trainings at Rudolf Steiner College in Fair Oaks & Bay Area Center for Waldorf Teacher Training

Experience

River Oak Charter after spending the beginning of my teaching career at several Ukiah schools including Grace Hudson Elementary and Instilling Goodness Girl's school at The City of 10,000 Buddhas. Before that, I had also spent two years teaching English in Japan.

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: DOUTHIT

Last Known County of Employment: MENDOCINO COUNTY OF

Note: Please verify County of Employment is current

First Name: JENNIFER

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Middle Name: MAY

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 200162243	Clear	Multiple Subject Teaching Credential	Valid	9/1/2020	6/1/2005	9/1/2025	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day. This credential authorizes the holder to teach only the subject	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Renewal Description

Additional Description

> R20 To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than
<https://educator.ctc.ca.gov/siebel/app/esales/enu?SWECmd=GotoView&SWEView=CTC+Person+Detail+Current+Auth+Subj+View+Web&SWERF=1&SWEHo=&SWEBU=1&SWEApplet0=CTC+Public+Person+Detail...> 1/2



Carissa Marie Sadlier

Address: 452 Cochrane Ave, Ukiah, CA 95482

Email: Ms.Sadlierrocs@gmail.com

Telephone: (707) 972-4046

PROFESSIONAL TEACHING EXPERIENCE

River Oak Charter School, Ukiah, CA 2001-Present

GRADE 1-8

- ~ Using Waldorf methodology, Common Core standards and Multiple Intelligence philosophies to create lessons in social studies, geography, global religions, math, language arts, handwork, science
- ~ Integrated Bridges to mathematics curriculum into daily lesson plans 1st – 5th
- ~ Pre-Algebra - Geometry
- ~ Integrated music, speech, poetry, singing and movement into lessons (folk dance, Bal-a-vis-x, bean bags, jump rope, hula hoop and gym)
- ~ Created report cards, templates and assessments for specialty and main lesson teachers
- ~ Created curriculum and taught daily handwork and form drawing in other teacher's classes
- ~ Producing, directing, costuming, lighting and staging plays 1st - 5th

Additional Responsibilities

- ~ Organizer and Chair of River Oak's Festival of Courage
- ~ Creating and organizing events such as our yearly Advent Spiral and Winter Concert
- ~ Scheduling Committee – Creating the yearly schedule for the entire school
- ~ Organizing field trips for 30-40 people, including Lassen (*my class is the first in the 20 years of our school to have all students and parents climb Bumpass Hell, Lassen Peak and Cinder Cone in succession*), Rosicrucian museum, Monterey Bay Aquarium, Ashland Shakespeare Festival, Redwood Science Camp, Full Belly Farm, Fort Ross, Emandal
- ~ Communicating/educating to parents with weekly emails, parent nights, conferences to discuss academic/social progress and facilitating student led conferences, writing narratives to accompany tri-annual reports
- ~ Organizing moving of rooms 1st – 8th yearly
- ~ Redesigning classrooms yearly using the idea of Small Space Design
- ~ Purchasing/ordering all classroom materials for each grade and Handwork supplies for the entire school
- ~ Class/Field Trip parent several times– supporting main teacher
- ~ Volunteer coordinator, Representative on Parent Council, Fundraising committee coordinator, Site/Grounds committee coordinator, Facilities faculty representative
- ~ On the board that helped to create Yokayo Waldorf Charter High School

River Oak Charter School, Ukiah, CA 2001- Present

GRADE K-8

~ Handwork – Using Waldorf methodology created, organized and implemented lessons in knitting, crocheting, carding, spinning, dyeing, embroidery, weaving, cross-stitch, hand-sewing, machine sewing as well as wet and needle felting

Additional Responsibilities

- ~ Purchasing/ordering and organizing materials in all grades
- ~ Conferring and planning with main lesson teacher to create projects to fit with curriculum
- ~ Holding weekly handwork classes to train parents as volunteers
- ~ Training new handwork teachers
- ~ Implementing aesthetics throughout the campus

Waldorf School of Mendocino County, Calpella, CA 2007-2008

GRADE 5

- ~ Working one on one with new main lesson teacher to help facilitate classroom and create and organize field trips
- ~ Using Waldorf methodology designed and implemented curriculum in Handwork

Additional Responsibilities

- ~ Purchasing and ordering supplies
- ~ Closing the class at the end of the day
- ~ Helping to hold the class together when the main lesson teacher was dismissed

Mendocino Junior College 1998-1999

- ~ Tutored Dance students for performance
- ~ Tutored Students at MESA in Algebra

EDUCATION AND CERTIFICATION

Nov. 2019	NCSS Conference - Austin ~Classes in best practices in Social Studies, Sustainability, Global Culture, Geography, leadership
Feb, 2018	Asian Art Museum – Teaching about Religion class
Feb, 2018	Humanities West – History of the Greeks class
April, 2018	Orias/Cal Berkeley – How to Read an Object - <i>Focus on the Indian Ocean Basin</i>
May, 2018	Orias/Cal Berkeley–Global History Games Symposium–Creating board games to teach Social Studies
June, 2018	Orias/Cal Berkeley – Architecture, Space Power and Community
Feb, 2017	Humanities West – History, Music, Writing, Stories of the Vikings class
March, 2017	Asian Art Museum - Teaching Sikh History and the Immigrant Experience
Feb – June 2017	NCTA – Online Book Study– Somewhere Among
Nov, 2017	NCSS Conference - San Francisco ~Classes in best practices in Social Studies, Sustainability, Global Culture, Geography, leadership
2016 - 2017	Northern California Teacher Induction Program ~ Earned Multiple Subject CLAD Teaching Credential
2013 – 2015	California State University at Monterey ~Earned Multiple Subject CLAD Teaching Credential ~ Main Studies: Concentration in Elementary grades
2011 – 2019	Rudolf Steiner College, Fair Oaks, CA ~ Received Waldorf Teaching Diploma, 2014 - Main Studies: Elementary grades concentration ~ Received Masters in Education - Concentration in Waldorf Education - 2015 ~ Summer training for one week grades 1 st - 6 th
2006 – 2008	New College of California, Santa Rosa, CA ~Bachelor of Arts in Humanities Main Studies: Eco-dwelling (<i>Natural and green building</i>) & Culture, Ecology & Sustainable Communities
1998 – 2006	Mendocino Junior College – Ukiah, California ~Textile classes ~Tutoring classes – How to be an effective Tutor ~ Architecture major
1994 – 1996	West Valley College, Saratoga, Ca ~Main studies: Architecture and Math

SPECIAL SKILLS AND TRAINING

- ~ Mentored by master Waldorf teachers Kate Gould, Bonnie River, Thom Schaffer, Alice Stamm and Dr. Edmund Knighton
- ~ Bal-a-vis-x training
- ~ Handwork – Knitting, Crocheting, Spinning, Sewing, Cross-Stitch, Weaving
- ~ Dance skills – Various Performances
- ~ Creator - Waldorf Handwork Blog - <https://rocsthehandwork.blogspot.com>
- ~ Creator - RSC Waldorf 2022 Blog - <https://rscwaldorf2022.blogspot.com>

INTERNATIONAL EXPERIENCE

- ✞ 1989 – Semester abroad in Paris, France and Eurail through Europe – Studying Geography, Social Studies, Art History. Humanities, French, Creative Writing
- ✞ 1986 – Guadalajara, Mexico –
- ✞ 1986 – 1990 – Tijuana, Mexico –
- ✞ 1989 – Europe/Eurail pass/Greece, France, Ireland, England, Italy, Germany –
- ✞ 2018/2019 - El Cardonal, Mexico -
- ✞ 2019 – Ubud, Ulawatu, Jimbaran, Bali, Indonesia

REFERENCES

Rima Meechan - rmeechan@riveroakcharterschool.org (707) 481-1495 River Oak Administrator

David Taxis - youngrey@comcast.net (707) 671-6889 River Oak former Administrator

Thom Schaffer - thom.schaefer@credohigh.org (707) 664-0600 Credo Executive Director – Waldorf educator -Gradlis Department Chair, Philosophical Foundations and Spacial Dynamics Steward

Edmund Knighton - edmund.knighton@steinercollege.edu (916) 827-6196 Director of Rudolf Steiner College and President of Meristem

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: **SADLIER**
First Name: **CARISSA**
Middle Name: **MARIE**

Last Known County of Employment: **MENDOCINO COUNTY OF**

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Adverse and Commission Actions Indicator:

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 180033435	Clear	Multiple Subject Teaching Credential	Valid	2/5/2018		3/1/2023	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> ELAM	The following instructional services may be provided to English learners in the settings and content area(s) specified on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE		MAJ	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Kylyn L. Kelly

406.370.1872

19821 Mountain Meadow South Hidden Valley Lake, CA 94567

(kylyn94@gmail.com)

Summary

I am a compassionate, organized, timely, and driven leader with great enthusiasm and communication skills. I have a proven record of my peppy, but stern personality allowing me to build strong relationships with students and peers in the workplace.

Education

The University of Montana – Elementary Education

Graduation: July 2017

Cumulative GPA: 3.79

University of California - San Diego - CLAD Certificate

Graduation: September 2020

Experience

Missoula Online Academy:

Kindergarten General Education Teacher

- Whole group online teaching and small group intervention
- Curriculum schedule followed full school day
- Implementing MT state standards
- Weekly collaboration with PLC, administration, and parents

September 2020 to Present
Missoula, MT - Online

East Lake Elementary:

First Grade General Education Teacher

- Implementing the CA Standards for the Teaching Profession
- Whole class and small group intervention with at-risk youth
- PBIS training and implementation

August 2018 to June 2020
Clearlake Oaks, CA 95423

Hellgate Elementary:

Fifth Grade Title 1

- Small group intervention in reading and math (pull out)
- Push in to strategic reading and math classes
- Experience with: Reading Mastery, GoMath, Freckle, XtraMath, BrainPOP
- SES afterschool tutoring program for 6th-8th and 3rd grade

September 2017 to June 2018
Missoula, MT 59808

Hellgate Elementary:

Substitute Teacher

- Follow lesson plans
- Whole class instruction

February 2017 to June 2017
Missoula, MT 59808

Clinical Experience Level 4: Student Teacher

Hellgate Elementary: First Grade

- Whole class lesson planning, instruction, and grading
- Practice with Olweus Bullying Prevention Program
- Co-teaching methods with cooperating teacher
- Training on Read Well

January 2017 to May 2017
Missoula, MT 59808

spectrUM Discovery Area:

Science Educator, AmeriCorps Team Member

- Lead museum and camp science educator
- Summer camp leader for ages 5-15
- Lesson planning and community outreach
- Training peers

September 2015 to July 2018
Missoula, MT 59801

Special Training/Skills

Montana Teaching License - California Teaching License - CPR/First Aid Certified – Active Member in the CTA – Project Lead The Way Certified – IEP Experience – Tutoring Experience - Renaissance/STAR 360 - Lexia Core 5 - Symphony Math - Freckle - Accelerated Reader - Read Well - Reading Mastery - National Geographic REACH For Reading - ReadyGEN - iReady Math - PBIS - ZONEs of Regulation

References

Nita Kattell	406.544.7505	William Cook	916.660.6130	Amber Hart	707.355.0310

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California Public schools*

KYLYN KELLY

is hereby awarded the

Multiple Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 11/18/2020 to 12/01/2025



Fine Sloan

*Chair, Commission on
Teacher Credentialing*



Mary Vixie Sandy

*Executive Director,
Commission on Teacher
Credentialing*

Jessie Beck

(619) 370-1734

Jb@jessiebeck.com

Education

Masters in Education & Multiple Subject Credential

Bay Area Teacher Training Institute **BATTI** - Oakland, CA
University of the Pacific - Stockton, CA

May 2017

Bachelors in Art Education & Dance Minor

Humboldt State University - Arcata, CA

May 2010

Employment

Cobb Mountain Elementary School

Teacher 1st grade

Cobb, CA

Aug. 2017-Present

Park Day School

Lead Teacher 1st grade
BATTI Intern Teacher Assistant 1st grade
BATTI Intern Teacher Assistant 2nd grade
Teacher Assistant 4th & 5th grade
Substitute Teacher K-5
After School Art Instructor K-8

Oakland, CA

Feb 2017-June 2017

Sept 2016-Feb 2017

Sept. 2015-June 2016

Oct. 2014- June 2015

Sept. 2013- Dec. 2014

Galileo Kid's Camp

Art Teacher 1st & 2nd grade

Oakland, CA

June 2013- Aug. 2014

Fuente Nueva Charter School

Art Teacher K-5
Physical Education Instructor K-5

Arcata, CA

May 2011- June 2013

Laurel Tree Charter School

Art Teacher K-4

Arcata, CA

March 2011-June 2011

HealthSPORT Athletic Club

Fitness Instructor, Camp Manger, School Group Instructor

Arcata, CA

April 2008- June 2013

Professional Development

Good Teaching Conference	San Jose, CA	Feb. 2018, 2019 & 2020
Kindergarten Teaching Conference	Santa Clara, CA	Jan. 2018
Diversity training with Lee Mun Wah	Oakland, CA	Mar. 2017
Positive Discipline Workshop	Oakland, CA	Oct. 2016
Teaching Abroad- Art & Science	Senegal, Africa	Aug. 2016
Teaching Abroad- English	Guinea, Africa	Jan. 2014
STEM Conference	San Mateo, CA	Feb. 2016
Kid Power- Social & Emotional Learning	Oakland, CA	Feb. 2016
Social Justice with Dr. Eddie Moore	Oakland, CA	Aug. 2015

References available upon request

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: BECK

Last Known County of Employment: LAKE COUNTY OFFICE OF

First Name: JESSICA

Adverse and Commission Actions Indicator:

Middle Name:

Note: Please verify County of Employment is current.

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 190167950	Clear	Multiple Subject Teaching Credential	Valid	6/17/2019		7/1/2024	
170134612	Preliminary	Multiple Subject Teaching Credential	Valid	5/12/2017		6/1/2022	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> ELAM	The following instructional services may be provided to English learners in the settings and content area(s) specified on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE		MAJ	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

CONTACT 415-297-8943 heidi.leontie@gmail.com 1135 Grand Avenue #4, San Rafael, CA 94901**PROFESSIONAL SUMMARY**

Inspired Waldorf Teacher with a passion for developing healthy relationships with colleagues, parents and children. Guided by Waldorf principals when developing block rotation and class rhythms. Able to integrate public school experience in a Waldorf setting to teach to the whole child.

SKILLS

- Early literacy -writing and reading
- Artistic skills: wet-on-wet painting, chalkboard drawing, handwork, storytelling, singing and pentatonic flute, soprano recorder so much more...
- Effective classroom management and organizational skills
- creative and fun

PROFESSIONAL DEVELOPMENT**When Students and Teachers Write**

Professional Development SFUSD
Interactive Writing

HANDLE Approach to Neurodiversity
Introductory Course Levels 1 & 2 -

TEACHING EXPERIENCE**SUBSTITUTE TEACHER** Mar 2018 - Current

Marin Waldorf School, San Rafael, CA

- Implemented daily lesson plans for 1-8th grade teachers while they were absent from school
- Provided continued class rhythms and ensured that the students completed the tasks required by the Class teacher

SUBSTITUTE AT VARIOUS SCHOOLS IN MARIN COUNTY Sep 2018 - Sep 2020

Marin Office of Education, San Rafael, CA

- Adhere to the curriculum and lesson plans assigned by the regular teacher
- Follow procedures and achieve lesson goals
- Assign and explain homework
- Oversee students outside of the classroom including in the hallways and cafeteria.

SUBSTITUTE TEACHER Sep 2018 - Sep 2020

Novato Charter School, Novato, CA

- Implement daily lesson plans for teachers while they were absent from school

FIRST GRADE TEACHER Jul 2017 - Jan 2018

Live Oak Waldorf School, Meadow Vista, CA

- Planned and organized block rotation for First Grade curriculum, taught beginning reading skills, math and number sense through storytelling, painting, music, singing, movement, handwork and crafts
- Work closely with the parents of the students in the class- hold parent meetings monthly and educate them in Waldorf Education
- Collegial work with the faculty and College of Teachers
- participated in all school festivals

LEAD EARLY CHILDHOOD AFTER CARE TEACHER Jan 2017 - May 2017

Portland Waldorf School, Milwaukie, OR

- Provided a warm, nurturing environment in which children were free to learn and explore while developing their senses faculties

KINDERGARTEN TEACHER Aug 2014 - Jul 2016

Singing Stones Waldorf School, Walnut Creek, CA

- Co-teacher in a mixed-age kindergarten class (3's, 4's, 5's)
- Planned circle and story time using knowledge of age appropriate development
- Created warm home-like environment filled with beautiful natural materials which inspired imaginative play
- Weekly rhythms include bread baking, cooking, painting, table setting and other chores help educate the will
- Organized and facilitated monthly parent meetings
- Worked collaboratively with the faculty regarding school governance

KINDERGARTEN TEACHER Aug 2012 - Jan 2013

Yang Fan Academy, Pleasanton, CA

- Part-time after school care provider
- Instructed students in reading, writing and math

Instructor Sindy Wilkinson

New Impulse Conference Hosted by
Bay Area Center for Waldorf Teacher
Training- Conference 2016

- Meeting in the Middle with Dr. Alicia Landman-Reiner
- Workshop: with Dr. Jennifer Schmitt

Rudolf Steiner College

- Art of Teaching- Grade One - July 2017
- Reigniting the Flame with Dennis Klocek- workshop: Imagination: Moving from Semblance to Reality -February 2016
- Being Connected with Richard Louv - Workshop: Outdoor Kindergarten with Annie Bosque- February 2015
- Fundamentals of Waldorf Preschool taught by Lauren Hickman Summer 2015

Roadmap to Literacy-Teaching
Literacy for Waldorf Grades 1-3
Workshop 02/06/2021-03/12/2021

- Janet Langley, co-author of The Roadmap to Literacy*
- Patti Connolly, Waldorf mentor teacher of 30 years
- With guest presenter, Anna Rainville

Form Drawing Online Course with Anna Persson

- Communicate with children's parents or guardians about daily activities, behaviors, and related issues

SECOND GRADE TEACHER *Aug 2007 - Aug 2011*

San Francisco Unified School District- Sunnyside School, San Francisco, CA

- Implemented a comprehensive curriculum as directed by the district
- Structured lessons to reach all students by differentiating instruction
- Established a positive discipline plan which promoted student responsibility, problem solving skills and student accountability
- Participated on various committees: School Site Council, Science Night and fund raising
- Worked collaboratively with second and third grade teachers

THIRD GRADE TEACHER *Aug 2006 - Aug 2007*

SFUSD- Paul Revere College Preparatory School, San Francisco, CA

- Complied with all of the districts standards for the Third grader
- Reading First-Dream School program
- Instructed using Houghton-Mifflin Language Arts Program
- Weekly grade level meetings

FIRST GRADE TEACHER *Oct 2004 - Aug 2005*

SFUSD-Cesar Chavez Elementary School, San Francisco, CA

- Implemented a phonics based Houghton-Mifflin Language Arts Program which created early readers and writers
- Used interactive writing to demonstrate early reading strategies and examples of concepts of print
- Established daily routines and procedures to help student develop good citizenship
- Multi-cultural classroom used Tribes Activities to develop classroom community
- Participated in creating edible garden
- Committed member of the garden committee

SEVENTH GRADE TEACHER - ENGLISH LANGUAGE ARTS *Aug 1998 - Aug 1999*

Alameda Unified School District, Alameda, CA

- Adapted teaching methods and instructional materials to meet students' varying needs and interests
- Planned and organized leveled reading groups and writing centers
- Maintained accurate student records, graded student work and wrote student reports

EDUCATION

WALDORF TEACHER CERTIFICATE - HIGH SCHOOL, GRADES AND EARLY CHILDHOOD *Jul 2016*

Bay Area Center for Waldorf Teacher Training, El Sobrante, CA
Grades Track

MULTIPLE SUBJECT TEACHING CREDENTIAL - CLAD *May 2005*

San Francisco State University, San Francisco, CA
California Multiple Subject Teaching Credential CLAD Valid 2024
Child Development Assistant Permit

BACHELOR OF ARTS - LIBERAL STUDIES *May 1997*

San Francisco State University, San Francisco, CA
Minor in Sociology.

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: LEONTIE

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: HEIDI

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Middle Name: VANECK

Document Number	Term	Document Title	Status	Issue Date	Original Issue Date	Expiration Date	Grade
> 200002117	Clear	Multiple Subject Teaching Credential	Valid	4/1/2020	3/16/2005	4/1/2025	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization I
> ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Appendix D: Certification of Complete Charter Petition

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

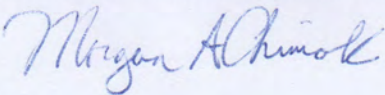
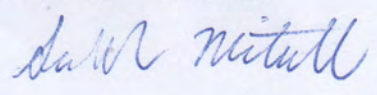
- Date of submission: 05/21/2021
- Deadline for public hearing: 07/20/2021
- Deadline for granting or denying the charter petition: 08/19/2021

Certification

By signing below, we certify as follows:

1. That we are the authorized representatives, and that we are competent and qualified to certify to the facts herein;
2. That, as authorized representatives, we have personal knowledge of the facts forming the basis of this certification;
3. That we make this certification for purposes of Education Code Section 47605(b) only; and
4. That we deem the charter petition to be complete.

Name: Morgan Chinnock and Savannah Mitchell, Lead Petitioners

Signatures:  

Date: 05/20/2021

School Name: Shade Canyon School

Appendix E: Articles of Incorporation, By-laws, and Conflict of Interest Code

**RESTATED ARTICLES OF INCORPORATION
OF
SHADE CANYON SCHOOL
C4554967**

The undersigned certify that:

1. They are the President and the Secretary of Shade Canyon School, a California nonprofit public benefit corporation (the “Corporation”).
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation is Shade Canyon School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

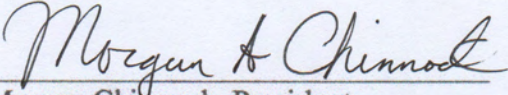
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

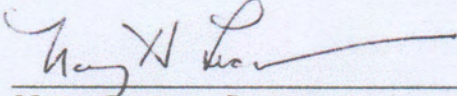
3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: March 25, 2021


Morgan Chinnock, President


Nancy Lecourt, Secretary

**BYLAWS
OF
SHADE CANYON SCHOOL**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Shade Canyon School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 20801 San Diego Ave., Middletown, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. The Board composition shall include at least one (1) parent and up to two (2) staff members. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the

notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of

Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

BOARD MEETINGS PRIOR TO CHARTER APPROVAL

Section 1. BROWN ACT COMPLIANCE. The Corporation seeks to ensure transparent Board operations. However, prior to charter approval, to allow for efficient Board meetings, the Board meetings of the Corporation shall comply with Article VIII.

Section 2. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 3. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.

- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 4. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the fourth Tuesday of each month at 7:15 p.m., unless the fourth Tuesday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 5. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors.

Section 6. NOTICE OF MEETINGS. Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 7. WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of

the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 8. **ACTION WITHOUT MEETING.** Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Section 9. **QUORUM.** A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law.

Section 10. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

ARTICLE IX OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in

these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Administrator shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE X CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE XI CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XII LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XIII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and

including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIV INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XVI INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVII REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVIII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XIX FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Shade Canyon School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on March 25, 2021; and that these bylaws have not been amended or modified since that date.

Executed on May 18 at 2021, California.



Nancy H. Lecourt, Secretary

SHADE CANYON SCHOOL CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Shade Canyon School Board of Directors hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Shade Canyon School (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated positions.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated position, including governing board members, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by the California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the designated position is assigned in Exhibit A.

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public

generally, on the person or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Administrator, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, also known as the Administrator, this determination and disclosure shall be made in writing to his/her appointing authority (i.e., the Governing Board of Shade Canyon School).

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Charter School Board Member	1, 2
Administrator	1, 2
Chief Financial Officer	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Administrator may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Administrator determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a Shade Canyon School charter school, or
 - of any facility utilized by a Shade Canyon School charter school, or
 - of a proposed site for a Shade Canyon School facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Shade Canyon School.

Category 3

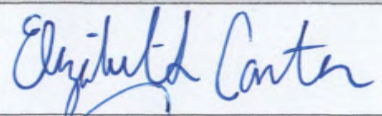
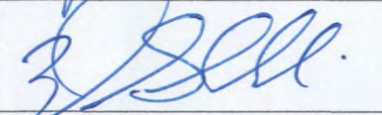
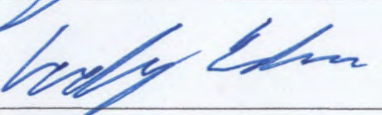
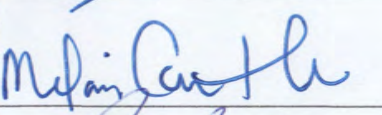
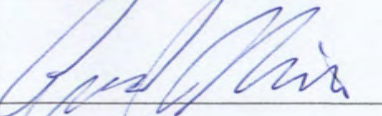
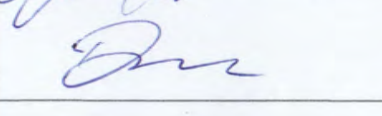
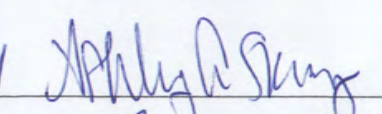
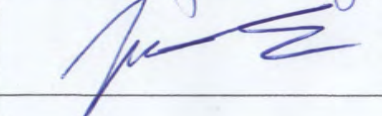
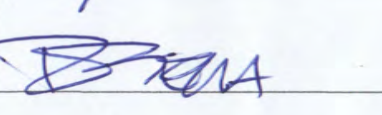
Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix F: Supporting Parent Signatures and Advisor Letters of Support

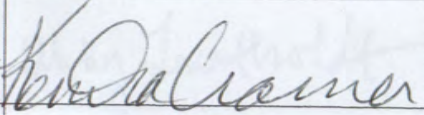
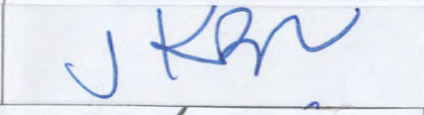
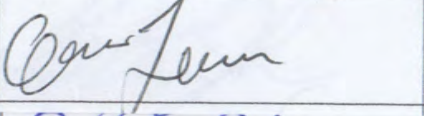
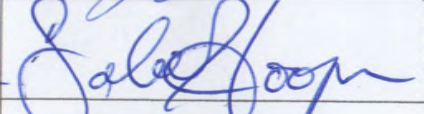
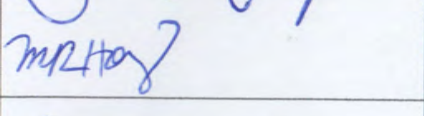
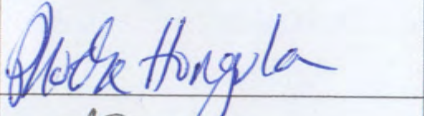
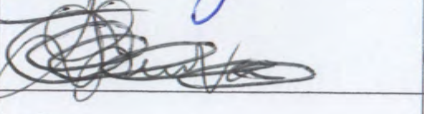
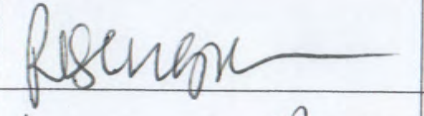
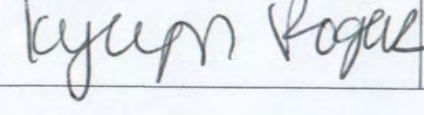
Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Elizabeth Carter		5/1/21	PO BOX 322 ^{upper lake CA} 1622 Hunter pt Rd	707 245 3242	1 0	2
Zachary Sokoloski		5/1/21	49 Olsen Rd Clearlake Oaks CA 95423	707 349 9069	0	1
Cody Eden		5/1/21	PO Box 1041 Lucerne, CA 95458	801-259- 9178	2	0
Melanie Courtemanche		5/1/21	16936 Greenridge Rd Hidden Valley Lake CA. 95467	650-438 6092	~~3~~ 1	~~1~~ 0
Jared Nichols		5/1/21	15827 Joseph Trl. Lower Lake CA 95457		1	0
D. MITCHELL		5/1/21	MIDDLETOWN, CA 95461	-	1	1
ASHLEY CONN-SKERRY		5/1/21	Lower Lake 95457 19582 DAK HAVEN Rd	707 931 9788	1	2
Joseph Eckhart		5/1/21	PO BOX 1053 Middletown CA 95461	707 321-1876	~~1~~ 1	~~1~~ 1
Robyn BERA		5/1/21	92885 PAUMEE RD KEELSEYVILLE CA 95451	349. 6857	~~1~~ 0	~~1~~ 1

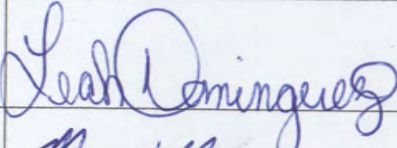
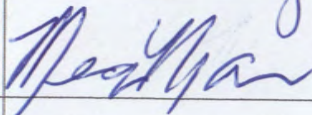
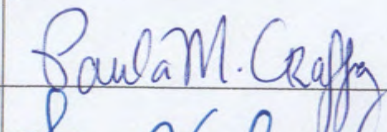
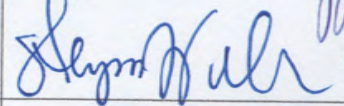
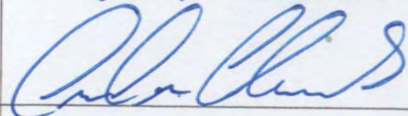
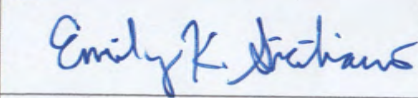
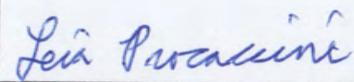
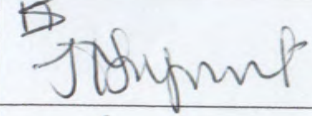
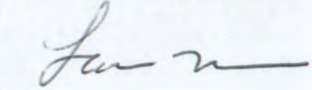
Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Kendra Cramer		5/1/21	5935 B Gold Dust K-ville 95451	530 8458279	2	20
Jamie Buckner-Bridges		5/1/21	151 Ryan Rd. Lakeport, CA	559- 287- 9999	2	1
Carl Jean		5/12	19401 Coyle Springs	✓	2	1
SABRINA Hooper		5/1/21	7122 Black Oak St. NICE, CA 95464	(707) 350- 3393	1	0
Margaret Homsy		5/1/21	17523 Meadow View Dr. HVL, CA 95467	707-494- 1239	1	0
Phoebe Hingola		5/1/21	14394 Ridge Rd Clearlake CA 95422	(707) 291- 7719	1	10
~~Doreen S. Hingola~~	~~~~	~~5/1/21~~				
Nicole Rosengren		5/1/21	3565 Idlewood Dr. Kelseyville 95451	818 400 5420	1	10
Kylyn Rogers		5/1/21	19821 Mountain mdw S. HVL	406-370 1872	10	1

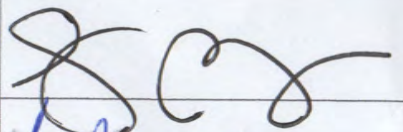
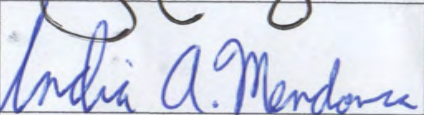
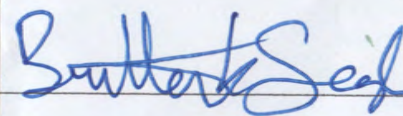
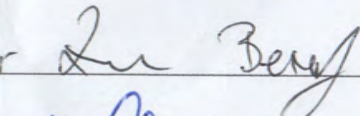
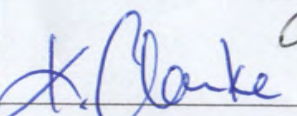
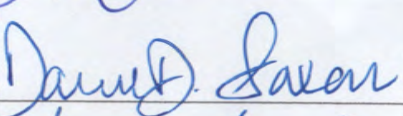
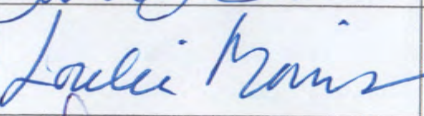
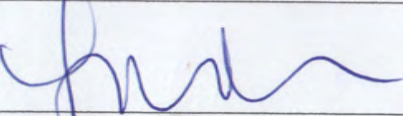
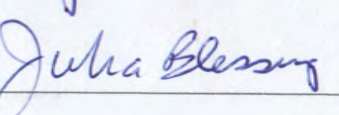
Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
LEAH DOMINGUEZ		5/1/21	P.O. Box 561 LAKEPORT, CA.	(707) 363- 4614	1	
Megan Andrews		5/1/21	4520 Clark Drive Kelseyville, CA	858-699- 2327	1	1
Paula M. Crafty		5-1-21	9253 Stagecoach Lane Lower Lake, CA 95457	707 510- 6165	1	2
ALYSSA WALKER WALKER		5/1/21	5703 single spring. Kelseyville, CA	707- 774- 5379	1	1
Andrew Chinnick		5/1/21	8400 Sulphur Creek Road. Coih Loma 2 CA 95461	707 364 8249	1	
Emily K Siciliano		5/1/21	18222 Spyglass Rd. HVL, CA 95467	703 767- 6905	1	1
Leia Procaccini		5/1/21	9599 Bonham Rd. Lower Lake, CA 95457	425-343- 5342	1	
Heather Schiacter		5-7-21	1733 Montana Vista LKPT CA 95453	707 533 7412	2	3
Laurie Martin		5/7/21	2965 S. Lake Dr. KV CA 95451	714 728 3686	1	

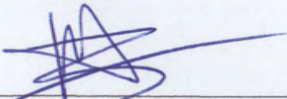
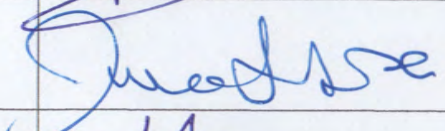
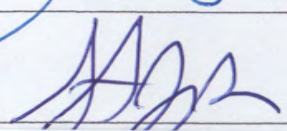
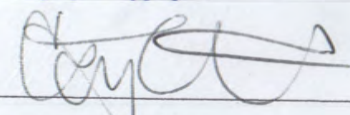
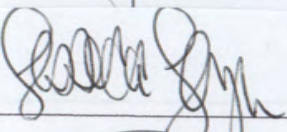
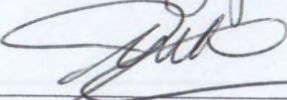
Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Sulema Cruz		May 1, 2021	5508 Konocki Terrace Dr. Kelseyville, CA 95421	(707) 349-8116	2	
India A. Mendonca		May 1, 2021	12626 Shoreview Drive Clearlake Oaks, CA 95423	510-589-9255	1	
Brittany Segal		May 1, 2021	9130 Bleuss Ct Cobb, CA	(707) 540-4196	1	2
Suzanna Beinhauer		05/01/21	3189 Scotts Valley Rd. Lakeport, CA 95453	707-533-9932	1	
Kerry Clarke		5/1/21	3151 Westridge Dr. Kelseyville, CA 95451	707-900-1368	2	
Dawn Saxon		5/1/21	Lucerne, CA.	707-211-0634	2	2
Forelei Morris		5/1/21	Kelseyville, CA	415-259-9638	Grandchildren 1	1
Lauren Reyes		5/7/21	Lower Lake Ct	760-296-7094	1	1
Julia Blessing		5/7/21	Middletown CA	808-445-8126	0	1

Signature Page for Parents

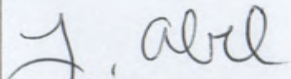
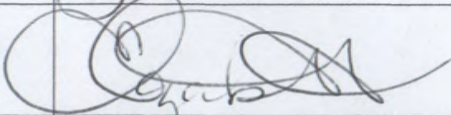
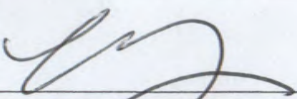
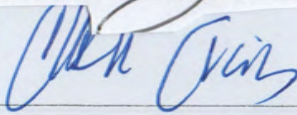
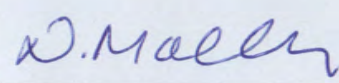
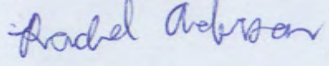
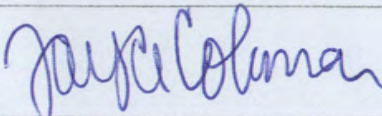
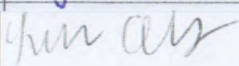
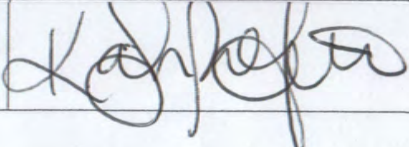
We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Julie Alvarez		5.1.21	6009 Robin Hill Dr Lakeport Ca 95453	707-530-1398	2	0
Julie Knight		5.1.21	5495 5th St. #36 Kelseyville, ca. 95451	707-279-1877	1	1
STEPHEN QUALEY		5/1/21	4911 GADDY CA. KVILL CA.	707-349-2909	1	1
Crystal Williams		5/10/21	3485 Bergesen Ct Kelseyville 95451	707-364-8112	21	20
Jessica Lorenzen		5/13/21	2957 Marina View KVILL 95451	661-858-6813	1	0
Jake Weldon		5/13/21	POB 1622 Kville 95451	503-931-5055	1	0

Please Sign next page so we can email you enrollment info when time →

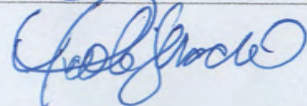
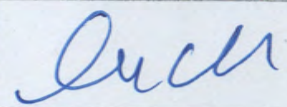
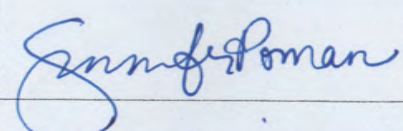
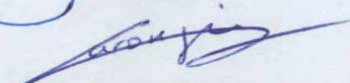
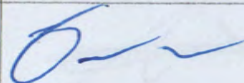
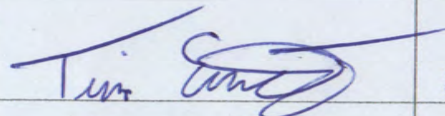
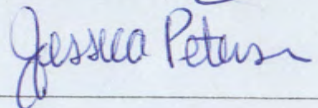
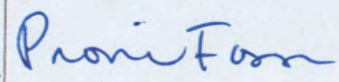
Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Tessie Abel		5/15/21	9240 Yaguima Dr Kelseyville, CA 95451	(707) ~~245~~ - 9161	1	1
Elizabeth Howe		5/19/21	5169 State St Kelseyville 2415 Hummel Ln.	530- 701-4247	1	1
Hela Conway		5/8/21	Kville, CA 95451	95451	0	1
Chris Stum Craig		5-8-21	10240 Fairway Dr Kelseyville Ca 95451	(707) 508- 8550	~~1~~ 2	0
Danielle Moeller		5/11/21	435 Leth St. Lakeport Ca 95453	415 902 7509	~~1~~ 0	1
Rachel Anderson		5/11/21	3858 Manzanita Dr. Nice, CA	(209) 277-0204	1	1
Jayci Coleman		5/11/21	3060 SODA BAY Rd Lakeport, Ca 95453	(707) 367- 8382	0	1
Leilani Awaraz		5/14/21	5022 Blue Ct Kelseyville CA 95451	707- 349 1228	0	1
Kailyn Proffitt		5/15/21	Po Box 1951 Lakeport	(707) 295- 6511	1	1

Signature Page for Parents

We the undersigned believe that the Charter for the creation of the Shade Canyon School ("Charter School") merits consideration and hereby petition the governing board of the Kelseyville Unified School District to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The supporters listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade TK-3 in 2022-23	Number of children entering grade TK-8 after 2022-23
Matthew Krick		5/7/21	16281 Eagle Rock Rd. HVL, CA 95467	616-443 8758	1	0
NICOLE SCHACH		5/7/21	3528 COVELL STREET CLEARLAKE, CA 95422	415.314 0933	1	1
Maria Mosqueda		5/7/21	835 2nd St. Lakeport CA 95453	707 202 2556	70	1
Jennifer Roman		5/7/21	16825 Hawks Hill Hidden Valley Lake, CA 95467	707 661-713- 3212	2	01
Caroline MARONGIO		5/7/21	711 Park Way Lakeport, CA 95453	415-583 9694	1	—
Desek Feisbeck		5/8/21	5232 Pine Ct Kelseyville CA	(707) 349- 9096	1	01
Tim Erickson		5/8/21	2872 Riviera Heights Dr. Kelseyville, CA, 95451	707-245- 5327	1	0
Jessica Petersen		5/8/21	P.O. Box 695 Kelseyville CA 95451	707-245 5060	0	1
Promise Fossa		5/8/21	9515 Chippewa Trl Kelseyville CA 95451	709-245 9388	1	0

Submission Date	First Name	Last Name	Online Signature URL	State / Province	Postal / Zip Code	Street Address	City	Phone Number	Number of children entering grade TK-3, starting at Shade Canyon in 2022-23	Number of children entering grade TK-8, starting at Shade Canyon after 2022-23
2021/05/19 19:12:54	Genee	Woodson	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4972859745994046312/4972859745994046312_signature_7.png	CA	95467	18251 Hidden Valley Rd	Hidden Valley Lake	(707) 367-3135	1	0
2021/05/18 19:37:45	Taylor	Simons	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4972010580372987989/4972010580372987989_signature_7.png	CA	95451	4710 Hawaina Way	KELSEYVILLE	(707) 349-3396	2	0
2021/05/18 14:08:28	Nicole	Sherrell	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4971813075841038294/4971813075841038294_signature_7.png	CA	95457	16126 Mistletoe Lane	Lower Lake	(707) 295-2118	2	0
2021/05/18 09:17:50	Vanessa	Goodrich	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4971638706214545761/4971638706214545761_signature_7.png	ca	95423	13330 anchor village	clearlake oaks	(707) 245-6393	1	1
2021/05/17 22:47:27	Jami	White	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4971260470325877801/4971260470325877801_signature_7.png	Ca	95451	9127 Fairway drive	Kelseyville	(707) 245-4897	2	0
2021/05/17 16:05:45	Darcie	Jordan	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4971019447212914951/4971019447212914951_signature_7.png	CA	95457	9794 Bonham Road	Lower Lake	(707) 295-8288	2	0
2021/05/17 12:38:17	Nicole	Rosales	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970894965024480843/4970894965024480843_signature_7.png	Ca	95453	1991 Riggs rd	Lakeport	(707) 349-1177	1	0
2021/05/16 21:12:09	Elizabeth	Horat	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970339293424980522/4970339293424980522_signature_7.png	CA	95453	1180 Bryce Court	Lakeport	(707) 349-5437	2	1
2021/05/16 20:13:37	Jennifer	Hartnett	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970304179714914183/4970304179714914183_signature_7.png	Ca	95467	19616 powder horn rd	Hidden valley lake	(707) 799-2879	0	1

2021/05/16 16:06:34	Rosario	Morris	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970155940962474335/4970155940962474335_signature_7.png	CA	95451	6235 Gold Dust Drive	Kelseyville	(707) 245-1672	2	0
2021/05/16 15:48:29	Katherine	Vanderwall	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970145091874904989/4970145091874904989_signature_7.png	Ca	95453	4795 Renfro Drive	Lakeport	(707) 272-9585	1	0
2021/05/16 14:10:54	Lauren	Cappello	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970086545632092526/4970086545632092526_signature_7.png	Ca	95461	P.O. Box 1292	Middletown	(707) 245-9593	1	0
2021/05/16 13:23:33	Kirsten	Perkins	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970058139319771684/4970058139319771684_signature_7.png	CA	95453	4295 Lakeshore Blvd	Lakeport	(619) 207-9153	1	1
2021/05/16 13:23:09	Melissa	Beaudoin	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970057895619689287/4970057895619689287_signature_7.png	Ca	95422	16266 17th ave	Clearlake	(707) 344-8460	1	1
2021/05/16 12:34:22	Alanna	Taylor	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4970028620427047851/4970028620427047851_signature_7.png	CA	95426	11455 Pine Summit Drive	Cobb	(707) 888-1724	0	1
2021/05/10 15:55:26	Cheresse	Hadley	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4964965267247366160/4964965267247366160_signature_7.png	CA	95451	5075 Gaddy CT	Kelseyville	(707) 830-0166	1	0
2021/05/10 07:43:31	Sharon	Maher	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4964670116375399942/4964670116375399942_signature_7.png	Ca	95453	535 esplanade	Lakeport	(707) 413-7474	1	0
2021/05/06 20:49:24	Michelle	Irace	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4961685642864028105/4961685642864028105_signature_7.png	Ca	95451	5420 soda bay rd	Kelseyville	(707) 367-1233	0	1
2021/05/06 17:55:47	Ileah	Thompson	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4961581472017171022/4961581472017171022_signature_7.png	Ca	95451	12800 Bottle Rock Rd.	Kelseyville	(707) 349-2354	2	0
2021/05/06 14:05:13	Christine	Dalva	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4961443135815918791/4961443135815918791_signature_7.png	CA	95451	6919 Boggs Lane	Kelseyville	(510) 332-2692	1	1

2021/05/06 12:47:01	Jacob	Bridges	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4961396209027962115/4961396209027962115_signature_7.png	CA	95453	151 Ryan Rd	Lakeport	(707) 533-6014	0	1
2021/05/06 11:13:42	Shawn	Doughty	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4961340229307027634/4961340229307027634_signature_7.png	CA	95451	11138 Bottle Rock Rd	Kelseyville	(707) 533-7761	2	0
2021/05/05 15:41:29	Rachel	Hembree	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4960636899614720991/4960636899614720991_signature_7.png	Ca	95453.	55 Oak Knoll ave	Lakeport	(530) 383-2449	0	1
2021/05/05 07:40:46	Quincy	Howard-Gray	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4960348461019512239/4960348461019512239_signature_7.png	Ca	95464	3673 lakeview drive	Nice	(707) 472-7633	1	1
2021/05/04 14:58:14	Dominique	Finkbeiner	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4959746942526591357/4959746942526591357_signature_7.png	CA	95453	245 Katie Court	Lakeport	(504) 508-0679	1	1
2021/05/04 14:29:52	Haley	Teter	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4959729926452234740/4959729926452234740_signature_7.png	CA	95451	5401 Bel Air Drive West	Kelseyville	(707) 349-6983	0	1
2021/05/04 11:45:23	Thomas	Beltran	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4959631234385366280/4959631234385366280_signature_7.png	Ca	95464	7122 black oak st	Nice	(707) 350-6506	1	0
2021/05/04 09:49:00	jessica	hooten	https://www.jotform.com/uploads/Canyon_Shade/211228325477051/4959561408748936118/4959561408748936118_signature_7.png	CA	95422	po box 2781	clearlake	(707) 350-6136	2	2

wife
← already
signed



California
Charter Schools
Association

May 18, 2021

Board of Education
Kelseyville Unified School District
4410 Konocti Road
Kelseyville, CA 95451

Dear KVUSD Board Trustees:

On behalf of the California Charter Schools Association (CCSA), I am writing in support of the charter petition for Shade Canyon School. Shade Canyon seeks to open in Fall 2022 and plans to serve grades TK-3 in their first year and will add a grade per year until they are a fully enrolled TK-8 school.

CCSA has been working closely with the Shade Canyon development team providing resources and support. The development team for Shade Canyon comes with the experience we see is needed to get a successful Waldorf-inspired program off the ground. The charter petition clearly lays out the breadth of experience of their development team that includes certificated teaching experience, Waldorf pedagogy expertise, and child development. Many on their team are longstanding citizens in the area with a deep understanding of the needs of the community. The team has recruited trusted partners in the charter school sector for legal counsel with Young, Minney & Corr, as well as Delta Managed Solutions for back office support for budget and finance.

The proposal for Shade Canyon School is to open the very first Waldorf-inspired, tuition-free public charter school in Kelseyville. Waldorf-inspired schools bring an alternative method of educating students by integrating music and art through the curricula while aligning with State Standards. Waldorf-inspired public charter schools are designed to teach to the head, heart, and hands of students through developmentally appropriate curricula, developing strong parent and student communities, and exposing the students to hands-on learning such as gardening, woodworking, and fiber arts.

Shade Canyon has brought on a trusted back office provider, Delta Managed Solutions, to develop reasonable budget projections for the first few years of operation. They have also recruited families in Kelseyville through widespread outreach where they now have 75 students who intend to enroll in the TK-3 program—already close to meeting their enrollment projection of 80 students in their first year. We are confident Shade Canyon has a solid strategy to meet their enrollment numbers and therefore, their budget projections.

CCSA gives our highest recommendation and encourages you to support the petition for Shade Canyon School.

If I can answer any questions about this charter petition, please do not hesitate to reach out via email, hharmssen@ccsa.org or phone, 650-796-2483.

Warmly,

Hilary Harmssen
Vice President, Northern California Local Advocacy
California Charter Schools Association

cc: Dave McQueen, Superintendent
Morgan Chinnock, Shade Canyon Co-Founder
Savannah Mitchell, Shade Canyon Co-Founder

May 15, 2021

Dear Kelseyville Unified School Board of Education,

Hello. My name is Lori Stubben. I'm currently teaching third grade at River Oak Charter School in Ukiah, but I live in Loch Lomond. I'm in my twenty-fifth year of teaching and I attained my Waldorf K-8 teaching credential at Rudolf Steiner College in 1999 after a two-year full-time program on the philosophy and pedagogy of Waldorf Education. Additionally, for the first eight years of my teaching I attended a week-long summer training for the grade I would be teaching the next fall as well as attending the Waldorf teacher's conference each spring. I have gone on to take one class from first through eighth grade, another from fourth through eighth grade and now first through third grade at River Oak. I also taught the same group of children for first through third grade at Novato Charter School. Both of these schools use Waldorf principals for teaching content and pedagogy. I also have brought my Waldorf style to teaching in Japan for three years and at SPACE, the School of Performing Arts and Cultural Education, in Ukiah.

The arts integrated approach is what initially drew me to Waldorf's unique style of education. I am currently finishing a masters in American History focusing on theater from Pace University and the Gilder Lehrman Institute.

My initial group of first graders are now 27 years old, two in medical school, a few are parents, some completed masters, some live abroad, and I have recently been to the wedding of one student who married the sibling of her classmate from all those years! Waldorf school create amazing bonds between the students and between the students and their long-term teachers.

I have been volunteering as a consultant for Shade Canyon whenever needed by the founders, Savannah Mitchell and Morgan Chinnock, in regards to Waldorf curriculum and instructional advice. I attended the initial meetings for Shade Canyon two years ago and continue to support the school by attending their events like May Day at Peace and Plenty Farm. I plan to continue to help in forming this fledgling school as the majority of my teaching career has been at charter Waldorf schools. I'm thrilled at the possibility of this rich education being available to children in Lake County.

Lori Stubben

May 19, 2021

Dear KVUSD Board Trustees,

I am interested in supporting Shade Canyon School as an advisor. I have deep roots in Waldorf education and know that when it is well done, it is a superior education. Much of the last decade I have focused on mentoring teachers on structured literacy. I reached out to Shade Canyon as soon as I heard of its inception and I have been impressed by the people putting forth this application for a charter.

Currently I teach literacy in a teacher program on structured literacy in Salt Lake City Utah. I coach teachers in structured literacy and I am a state facilitator for the Utah State Board of Education in the LETRS program. This year our school, a Waldorf public charter in Salt Lake City, has met all state reading goals. No small feat during a pandemic year.

I am happy to continue to support Shade Canyon's efforts as a consultant, and I will happily be at the July 20 hearing to answer any questions around the reading program that will be a part of this charter.

Warmly,

Caroline Hopewell

Caroline Hopewell

67 J Street
Salt Lake City, UT
84103
508-274-5745
chopewell@comcast.net

EXPERIENCE

Wasatch Charter School, Holladay UT — Literacy Coordinator and Handwork Lead 2016-- PRESENT

Worked collaboratively with the Pedagogical Director to set the scope and sequence for first to third grade reading within the Wasatch Charter Curriculum frameworks. Using Waldorf materials, established a systematic and phonetically explicit way to teach reading at the WCS.. Coach Wasatch teachers in teaching reading. Interpret *Acadience Reading* assessments and CORE data to determine Response to Intervention (RTI) and serve as a collaborative member of the reading team. From 2016-2019 I taught upwards of 50 students a year in all grades with IEPs in reading. Well versed with curriculum design, core state standards and MTSS.

As a founding faculty member and Handwork lead, I created the Handwork program at WCS. Mentor Handwork teachers. Currently teaching first and second grade Handwork.

Waldorf School of Cape Cod Charter School, Sandwich MA Teacher and Leader 2005-2016

Class teacher 1-8 ,College chair ,Faculty Chair ,Reading Teacher ,Handwork Teacher ,Substitute Coordinator Finance Committee, Hiring Committee Festival's Committee. I also brought my established camps to the school, which included Handwork and Games, Fashion Design and Bicycle Camp.

Waldorf Home-School Teacher, Falmouth MA 1997-2005

Home instruction for three children using Waldorf pedagogy. Older two were schooled from kindergarten through sixth grade; youngest through her kindergarten year. The two older ones enrolled at the local private day school in Grade 7. The youngest enrolled in first grade at WSCC and graduated in 2012.

Eagleton School, Great Barrington, MA Teacher and Farm Program Manager 1986 - 1991

Lead teacher for a self-contained classroom for moderate to severe special need students at a state-supported private residential school. (ages 10-14) for three years and then directed and ran the school's Farm Program.

Licensure/ Trainings

Utah State Licensure
Elementary

Principal's Licensure K-12
June 2021

LETRS trained and State
Facilitator in Literacy for
Utah State Board of Education

Orton Gillingham Trained

PSIA Ski Instructor Level 1

Education

University of Utah

Salt Lake City, UT
M.Ed Policy and
Administration June 2021

University New Hampshire

Durham, NH
Coursework completed for
MA in Literature

Antioch University

Keene, NH
Waldorf Teacher Certification
2008

Bard College at Simon's Rock

Great Barrington MA
BA Literary Studies 1984