

## Appendix D: Grades 1-8 School Routines

### School Hours

8:30am to 3:00pm Monday to Thursday

8:30am to 1:30pm on Friday (Grades 1-6)

8:30am to 3:00pm on Friday (Grades 7-8)

### The School Day

Grade-school students should enter their classrooms at 8:30am and are welcome to arrive at the school at 8:15am. Grade school children may be dropped off at the door; parents need to ensure that each child has entered the building.

Morning lesson begins at 8:30am. Parents should make every effort to ensure that their child arrives on time so as not to disrupt the class and in order to receive the full value of the class day. If students arrive

After 8:30am, parents must help their child to get ready for the day and wait with their child until they are invited to join Morning Lesson, the first class of the day, which will already be in progress.

Snack and recess follow Morning Lesson. The remainder of the school day consists of subject lessons. They include French, handwork, woodwork, music, art, physical education, and other lessons geared to the age and progress of the children. The class teacher will provide parents with a copy of the weekly schedule.

### Lunch and Snack

Please remember that we are a peanut-free school. Each grade-school child will require a nutritious lunch and one or two snacks, according to individual need. It is strongly suggested that children bring healthy food for lunch and snacks, and that containers are reusable. Please do not pack gum, candy, soft drinks, juice boxes, or items containing food colouring. For more detailed information on our food policy please speak to your child's teacher.

### Attendance

The Waldorf classroom is organized around a daily, weekly, and seasonal rhythm, and emphasizes the social development of your child. For this reason and in order for your child to fully benefit from the whole experience of the school, it is extremely important for your child to attend school regularly. Once your child is enrolled, the school has the responsibility to ensure that your child is attending school. In light of this, we have developed the following attendance policy:

- 1) Unexplained absences requiring a phone call from the school may require a meeting with the teacher.
- 2) Repeated, unexplained absences may result in dismissal.

**3)** Planned absences for non-medical reasons (e.g. vacations) need to be discussed with the child's teacher in advance. Unless special arrangements have been made with your child's teacher, your child's enrolment in the school will have to be reviewed if s/ he misses more than 20 school days for non-medical reasons.

## Absence

If your child is unable to attend school on any school day for any reason, please inform the school by 8:15am. You may leave a voice message at 902-624-0874 or email the Office at [admin@waldorfns.org](mailto:admin@waldorfns.org).

The opening and closing days of each term are of great importance to the life of the school and to the experience of the child in the school. Please take this into consideration in the case of planned absences, such as family trips.

Please ensure that you talk to your child's teacher to arrange for covering missed lessons. It is important that your child does not fall behind the rest of the class.

## Tardiness

Being on time, greeting your teacher at the door with a handshake, and gathering together for morning verse effectively adds one hour of concentrated class time to our day. It also reduces behavioural issues by 30%.

Coming together as a group benefits everyone in the class.

If your child is late, they are missing out on an integral part of the day.

Habitual lateness will result in a parent-teacher meeting to discuss ways to make mornings easier.

## Grade School Curriculum

### Daily Rhythm

In the Waldorf grades, the school day begins with a long, uninterrupted lesson called the Morning Lesson. One subject is the focus; the class deals with it in depth each morning for several weeks at a time. This long lesson— which may well run for two hours—allows the teacher to develop a wide variety of activities around the subject at hand. In the younger grades, lively rhythmic activities get the circulation going and bring children together as a group; they recite poems connected with the subject of the Morning Lesson, practice tongue-twisters to limber up speech, or work with concentration exercises using body movements.

After the morning's lesson, which includes a review of earlier learning, students record what they learned in their Morning Lesson book. After Morning Lesson comes morning recess, following which teachers present shorter "run-through" lessons with a strongly recitational character. Foreign languages are customarily taught from first grade on, and these lend themselves well to later morning periods. Afternoons are devoted to lessons in which the whole child is active: for example, handwork, music, or movement. Thus the day has a rhythm that helps overcome fatigue and enhances balanced learning.

The curriculum at a Waldorf school can be seen as an ascending spiral. As students mature, they are engaged by each subject at a new level. Through the Morning Lesson, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject's experience and, at the same time, keeps it moving with other aspects of knowledge.

All students participate in all basic subjects regardless of their special aptitudes. The purpose of studying a subject is not to make a student into a professional mathematician, historian, or biologist, but to awaken and educate capacities that every human being needs.

Naturally, one student is more gifted in math and another in science or history, but the mathematician needs the humanities, and the historian needs math and science. The choice of a vocation is left to the free decision of the adult, but one's early education should give one a palette of experience from which to choose the particular colours that one's interests, capacities, and life-circumstances allow.

In a Waldorf high school, older students pursue special projects and elective subjects and activities, nevertheless, the goal remains: each subject studied should contribute to the development of a well-balanced individual.

If the ascending spiral of the curriculum offers a "vertical integration" from year to year, an equally important "horizontal integration" enables students to engage the full range of their faculties at every stage of development. The arts and practical skills play an essential part in the educational process throughout the grades. They are not considered luxuries, but fundamental to all practical, emotional, and intellectual growth and development.

## Curriculum Overview

Below is a brief outline of what you can expect to be covered each year. Please see the prospectus for further details. At the start of each year, class teachers will provide families with an outline of the planned lesson block rotation. For further information, or details on the curriculum, please speak with your child's class teacher.

### Grade One

- Pictorial, experimental, and phonetic introduction to letters.
- The qualities of numbers and introduction to division, multiplication, addition and subtraction.
- Mental arithmetic through experience
- Form drawing as preparation for writing and later geometry
- Speech, drama and recall
- Fairy and folk tales and nature stories
- Making needles and beginning to knit

### Grade Two

- Nature legends and animal fables
- Folk heroes, saints, and trickster tales
- Place value and arithmetic with larger numbers
- Reading, writing, and elements of grammar
- Purling, shaping and gauge in knitting, basic crochet

## Grade Three

- Old Testament stories introduce history.
- Study of practical life: farming, housing, clothing.
- Reading, spelling, original compositions.
- Grammar, punctuation, and parts of speech.
- Cursive writing.
- Arithmetic: higher multiplication tables, weight, measure, and money.
- Crochet, knitting, and sewing.

## Grade Four

- Norse mythology and sagas
- Tenses and grammar
- Composition, letter writing
- Local history, geography, and map making
- Study of the animal kingdom
- Comparative Zoology
- Arithmetic, fractions
- Cross stitch, embroidery, and sewing

## Grade Five

- Greek and Egyptian myths
- Ancient civilizations through Greek times
- North American geography
- Composition with reports and self-expressed opinion
- Grammar, spelling, reading
- Arithmetic: decimals, ratio and proportion
- Botany
- Four-needle knitting

## Grade Six

- Roman and medieval history
- World geography
- Mineralogy
- Physics (acoustic, magnetism, optics and heat)
- Composition, grammar, spelling, biographies
- Arithmetic: interest, percentage, geometric drawing with instruments
- Astronomy
- Embroidery of slippers, stuffed animals, puppets, dolls and clothes for dolls

## Grade Seven

- Speech and drama-romantic poetry and lyrical ballads
- Creative Writing – Wish Wonder Surprise
- Medieval and Renaissance themes
- Physics (mechanics)

- Combustion, physiology, nutrition
- Arithmetic: (negative integers, deriving Pi, geometry, business math)
- European history and geography Age of exploration and discovery
- Dollmaking, felting, wood working
- Perspective drawing, veil painting, black and white shadow studies
- Singing and Orchestra
- Sports

## Grade Eight

- History- The Industrial Revolution to present day
- Geography as related to World Economics
- World religions
- Physics (Acoustics, thermodynamics, mechanics, electricity and magnetism, hydraulics, aerodynamics) meteorology, ecology, organic chemistry and physiology
- Geometry, measurement of surfaces and volume, practical applications of arithmetic, algebra and geometry, graphing
- Machine sewing, darning, artistic hand-sewing projects and embroidery, soapstone carvings, carpentry
- Poems with contrasting moods, short stories, famous speeches, Shakespearean drama
- Persuasive writing, essays
- Painting: highlights and shadows in portraits and landscapes
- Sports

## Grade Nine

- The Hero's Journey- study of story structure and archetypes
- Rational numbers, powers and exponents, similarity and transformations
- Square roots and surface area, linear relations/graphing, polynomials, algebra, Euclidean geometry, probability and statistics
- Essay skills, novel study, memoirs, short stories, parts of speech, composition
- Reproduction/cell theory, atoms and elements, The Periodic table, electricity, geology, organic chemistry, ocean sciences
- Modern History WWI and WWII, History through art history, Canadian history
- Introduction to forms of government, the Canadian government, Business laws, citizenship
- Handwork and Practical arts such as spinning, weaving, basket weaving, blacksmithing, woodworking, bicycle repair, gardening, natural building projects, beekeeping
- Leadership/volunteer work