



## LWS Curriculum Map Overview

## *Awakening wisdom through...*

	Experiential Learning	Practice	Awareness	Clarity	Community	Connection	Freedom	Possibility
	Students have the chance to interact directly with the knowledge, information, and materials. The school environment is organized to facilitate particular experiences. Observation, experimentation, and physical activity are important components.	Practice is thought of as a purposefully repeated activity. This includes challenge, which tests student limits; practice, which reinforces understanding; and play, which allows students to use a skill freely.	We seek to help children expand their awareness beyond themselves and begin to understand others' realities. We encourage a global sense of self, combining inner and outer awareness.	Children develop the ability to discriminate, to focus, and to see things objectively. We seek to remove the prejudice and assumptions that cloud our view of what actually is.	Students learn with and from each other. Their enthusiasm creates a learning community, where the teacher is a member, where shared experience reinforces learning, where feelings and relationships stimulate and enhance intellectual understanding, and where multicultural awareness and acceptance is celebrated.	Ideas are integrated between subject areas to give students a sense of context and meaning. We seek to practice social responsibility based on connections. We use knowledge in ethical ways to care for the world.	Freedom is choice and an open mind. We support the ability of the body and mind to move in a self-directed way through the environment. We seek to remove fear. We use a structure that creates open space which is responsive to the individual.	Growth, development, imagination, and learning are all possibilities. What is possible for one is possible for all. We present curriculum in open-ended ways, respecting differences, and allowing children to surprise us. Hope is inherent in the belief in possibility.
<b>Self-Expression &amp; Communication</b>	Children learn language by experiencing language in a variety of contexts. They have direct experience with words in literature and story and in what they create. They use sensory experience to develop language.	Our language includes phonetic development as well as whole language development. In playing with words, children practice what they already know and discover areas of new challenge.	We expose children to a wide variety of literary genres, writing styles, and cultural expressions. We encourage them to be aware of how they express themselves. We encourage discernment in their choices of reading.	Children learn to express their meaning clearly through language. In the upper grades, the elements of genre, story, and writing are explained, discussed, and developed over time.	Children discuss stories and literature, and share their own interpretation. They share their original writing with others in the school community as part of the writing process.	Language is used in purposeful ways to build connections among people. What the students read is connected to other readings, to their own lives, and to the world at large.	Children have opportunities to choose what they read and write. Language and literacy lead to greater freedom of expression.	Language represents a channel for limitless imagination.
<b>Our Earth Our Universe</b>	Children experience a sense of wonder through interactions with their environment. We teach through hands-on activity and direct interaction with nature.	Through repeated experiences, children learn to observe, ask questions, test for answers, and analyze the results. Conclusions depend on repeated experimentation.	Science leads children to discover and accept the unknown. They are taught to value meaningful questions. Science is a way to search for truth.	Children use science to understand and organize their world. The ideal of science is objective inquiry and can be applied to their own inner and outer life.	Science is used for the welfare of the planet and its community. The topics we teach in science are chosen to address social and environmental challenges. Children form a scientific community learning from each other's questions and answers.	Scientific knowledge is related to history, language, the arts, mathematics, economics, and religion. Every scientific idea contains an ethical component.	Children ask their own questions and carry out their own experiments.	Children develop a sense of awe and wonder before the mysteries of the universe.
<b>Mathematics</b>	Students learn about quantity, measurement, and shape through concrete experiences. Our program includes specially designed manipulatives and other objects to teach mathematical concepts.	Through repetitive practice, children acquire basic arithmetic skills. Practice happens with a variety of methods and materials.	Children learn to perceive mathematical relationships in the world around them. They discover their own mathematical ways of thinking.	Mathematics is based on reasoned and logical proof. Math is a language we use for explaining relationships and structures.	In the upper grades, discussion with each other helps children become more accurate and disciplined mathematicians.	All mathematical concepts are related and intertwined, and lead to one another. Children relate mathematics to writing, reading, the arts, science, and social studies.	Children are free to advance their mathematical knowledge at their own individual pace. They interact with numbers through playful exploration.	Mathematics trains our minds to contemplate the Infinite. Problem solving requires students to seek possible strategies to reach a solution.
<b>Social Studies</b>	In Social Studies we refer to the experience of living with a group of people. We use trips, photographs, maps, original sources, and role playing to extend children's knowledge.	Children develop skills of map reading and questioning. They learn to gather, organize, record, and present their information.	Children learn about their own and other societies through the lives of individuals. They come to identify more consciously with the social and cultural influences that shaped their lives.	Children practice looking at the unfamiliar with curiosity and openness. They learn to use objective, inclusive language to describe the realities of others.	Social Studies is taught in a way that builds democratic attitudes and principles. The curriculum constantly seeks to broaden children's awareness of their own and other cultural backgrounds.	Children explore the similarities and differences between cultures and historical periods.	Children learn about the power of an individual to change society. Children ask and answer their own questions about society and history.	Children learn the social forces that create possibility, in their personal, cultural, and world history. Through exposure to other ways of life, they discover new possibilities for themselves.
<b>Personal Growth</b>	Children learn to perceive their own qualities through their own behavior. They experiment with new ideas and attitudes to discover how their own choices affect them.	Children use conscious breathing and other exercises to increase their awareness and self-control. They repeatedly and consciously direct their minds toward positive thoughts. They learn and apply techniques for conflict resolution.	Children learn to read and understand other people's expressions and body language. They learn to notice their own physical and emotional state and to value the present moment.	By naming qualities in themselves, children strengthen those qualities. They learn to communicate feelings through words and listen to others' responses.	Children look for the good in each other and respect each other. We seek to help them develop caring inclusive relationships with their classmates and others in the school.	Children learn to connect healthy attitudes and qualities to all their actions and to the knowledge they acquire. They consider the idea that the kindness and happiness they express is part of a larger reality.	Children become more able to accept themselves without judgment. They are free to express openly their inner lives and relationship to the divine.	Children learn that feelings change. They discover within themselves a limitless potential.

# LWS Curriculum Map ~ by Grade

	Personal Growth	Self-Expression and Communication (Language)	Self-Expression and Communication (Mathematics)	Artistic Expression (Art – Music – Drama)	Understanding People (Social Studies)	Our Earth and Universe (Science and Nature )
	OVERVIEW: Personal growth includes physical, mental, emotional and spiritual development. Children practice simple inspirational songs. They use affirmations and prayers from a variety of traditions. They practice breathing exercises to develop calmness and learn that consciousness follows breath. Spirituality is cultivated as an inner experience of love and joy. The older children discuss important ideas in the world and in their own lives.	OVERVIEW: The emphasis is on personal enjoyment and writing across the disciplines, self-reflection, and connection with others. Students learn to enjoy and value reading and writing. They combine the rules of language and free expression to develop their own voice. They draw from their direct experience to find topics for writing or journaling. As children learn to read they focus on making meaning from text, understanding connections, and becoming aware of their own thoughts, ideas, and reactions to what they are reading.	OVERVIEW: Students learn the value of concentrating and focusing mentally in order to grasp mathematical concepts, and they learn to distinguish between symbolic and literal thought. Mathematical understanding comes through repeated experience, physical models and hands-on manipulatives, reflective discussion, mental practice, active problem solving, visual diagrams, and symbolic notation. Students develop familiarity with mathematical principles and concepts through the use of variety of concrete tools. Methods and process, especially alternative ones, are considered as important as the answers. Students learn to hear and appreciate each other's thinking approaches.	OVERVIEW: Art, music, and drama are offered as more than just technique, but as an expression and experience of creativity, inspiration and communication of human values and feelings. Students' development of creativity is extended through dance, singing, instrument, theatre and art, as well as art and music appreciation. They are introduced to art and create their own works as an act of self-discovery. They discover other cultures, languages and time periods through the arts. They look and listen for meanings in the work of great artists and develop inner poise through performance.	OVERVIEW: Children study the customs, beliefs and mores of different cultures in relation to what human beings everywhere most deeply want from life. Beginning with the immediate environment that they know, students gradually expand their awareness to include family, neighborhood, community, region, nation, and world. They notice and celebrate the differences and similarities in every cultural expression they encounter. The tools of social studies underscore the need for careful listening in order to remove subtle prejudice.	OVERVIEW: In addition to covering the basics of the scientific method, "Our Earth—Our Universe" also includes a suggestion of the orderliness of the universe, and appreciation for the ecological balance of planetary life, and a sense of awe before the universal mysteries. It invites students to relate harmoniously with the universe—to feel themselves a part of everything and to adopt a progressively expansive view of reality. It encourages them to see the particular and the universal in relation to one another and to compare physical laws and higher principles. "Our Earth—Our Universe" makes the sciences heartfelt and inspiring as well as intellectual. It includes physics, astronomy, chemistry, biology, general science, botany, geology, and anatomy.
<b>Preschool &amp; Pre-K</b>	A consistent daily routine provides children an opportunity to plan, carry out and review activities, developing their own interests and talents. A part of that is our daily circle time. Children gather together and discover being part of a group. Students listen to and actively participate in stories. Children sing and engage in rhythmic movement activities along with doing yoga postures. Children are introduced to ways of using their words to express their feelings.	We encourage children to use language playfully. They ask questions and share ideas. In a developmentally appropriate way, we support students' ability to express thoughts, ideas, and feelings and to communicate them to others. Language development increases through teacher-guided opportunities to hear, create, and act out stories, to listen to poetry and great children's literature.	Children explore materials, solve problems and learn new skills. Students have an opportunity to learn to count, sort and classify different objects. Our hands-on math curriculum provides children with an experiential context for mathematical thinking.	Children become familiar with a variety of art materials such as paints, pastels, clay, wool, play dough, and different kind of papers. Each child is encouraged to develop his/her creativity, initiative, and imagination using these materials. Children listen to a wide variety of music from all around the world. They do musical performances periodically throughout the school year. Weekly drama class awakens their ability to express themselves in front of others	In different classroom areas, children can imagine, pretend, and act out stories to make sense of real life experiences. These areas include the imagination area (otherwise known as the house area), the block area, the dress up area, the art area, the cooking area, the construction area, and the quiet area. The children develop an ability to apply their reasoning skills to a wide range of situations. Each child's creativity, initiative, spirit of inquiry and openness to knowledge is encouraged. Through child centered and teacher directed activities children build self-esteem.	Children learn to appreciate nature and our relationship to nature. On a daily basis, the children explore their connection to the world outside through nature. They take daily nature walks and create an organic garden throughout the year. Weekly cooking and baking introduces them to hygiene, nutrition, problem solving, cooperation and a variety of foods. The children explore their connection to the world outside themselves through nature. Children have direct experiences through nature excursions outside the classroom that reinforce what is being taught in the classroom.
<b>Grades K-2</b>	Children practice using words to express their feelings. They learn the Awake and Ready exercises. Children learn ways to celebrate a positive moments and acknowledge others. Children agree to follow our kindness contract. They learn age appropriate beginning methods of meditation.	Children have a series of multi-sensory activities around each letter of the alphabet. They practice identifying the letter shape and sound, and sound out Consonant-Vowel-Consonant words. Children hear stories with predictable language then make their own. In "Writer's Workshop" children discover that they have stories to tell and share them with classmates. Children participate in "Daily Five", a reading and writing program that promotes reading fluency. First graders use pattern words, sight words, phonetic combinations, and often invented spelling. They learn letter and number formation combining letter sounds to make words and words to make sentences.	The children use interesting objects to count and record numbers. They use mathematical drawings, stories, and discussion to show change in number (operations), missing numbers (algebra), and number relationships. By their second year they can count up to 30 and are familiar with notation. They then learn to add and subtract simple numbers in efficient and accurate ways. They become familiar with tools such as Cuisenaire rods, base 10 blocks, number lines, card, and dice. They are introduced to place value. Engaging math games awaken their enthusiasm for understanding math in everyday life.	The class explores art materials throughout the year including many different media. Children discover the elements of art: line, color, texture, and composition. They are introduced to the Monart drawing method. They learn the values of balance, knowledge, and exploration. They learn to focus their attention on particular aspects of their art. Children are introduced to a variety of musical styles, artists, and cultures. Children learn specific foundational songs expressing the <i>Education for Life</i> philosophy. Music is learned along with movement and fine art, and consciously integrated with daily life in the classroom. Children learn to develop the self-discipline, patience, and cooperative effort it takes to be part of a classroom or school production and gain self-confidence on stage in front of adults.	Children learn how to play together in a cooperative manner. They study the calendar and holiday celebrations in their families, culture, and world. They consider what a family is, in the animal world and in their own. They become aware of the roles in a modern community.	Younger children learn the essentials of the material world through their senses. They practice gathering information about plants and animals, rocks and soil, the weather and planets....all by touching, smelling, seeing, hearing and even tasting. And, they are encouraged to share what they see through artwork. Children especially learn to respect the natural world and to see that they are a part of Nature.

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<b>Grades 3-5</b>	Children practice silent meditation. They use more objective language to express themselves. They develop their own classroom rules based on the spirit of the school. They become adept at resolving conflict among themselves often without the aid of an adult.	Our approach balances guided reading, partner reading, and independent reading. We use a variety of original literature from diverse cultural sources. We use a combination of instruction in the rules of language and the free expression of students to develop each child's voice and literary self. Language underlies the study of any discipline, and we use our own direct experiences to generate topics of writing. The focus of reading is always to make meaning from text, to form connections, and to become aware of our inner dialogue. At all ages we expose children to a variety of literary forms.	<b>3rd Grade:</b> Continuing to use mathematical tools, the children deepen their understanding of place value and use it to add and subtract numbers into the thousands. They learn the concepts of multiplication and division. They become familiar with the units of money, time, and linear measurement. They develop speed with simple addition and subtraction. We work to develop mental math strategies to simplify calculations, and we use more complex, open-ended problems to develop more creative mathematical approaches. The students use manipulatives and visual diagrams to represent their understanding of multiplication and division, exploring different ways to perceive those processes. <b>As they progress:</b> students learn to perform calculations with three- and four-digit numbers. They also practice speed with simple multiplying relationships. Students learn about factors, multiples, and prime numbers. They also begin a deep study of fractions and operations with fractions, using graph paper and other tools to develop a mental model. This study also includes decimal and percent notation. They consider negative numbers, exponents, and roots. They develop more advanced mental math strategies with cooperative problem solving and students become more adept mathematical thinkers.	Children study the work of several great artists. They practice ways of transforming self-criticism into aesthetic criticism. They begin to differentiate between free expression and artistic discipline. Children continue exploring a variety of material in art and begin to use sculpture, collage and pastel. They study the artwork of several particular celebrated artists. They take field trips to local museums to learn how to look at art. They practice using art as a way to respond to social studies, literature and personal experience. They become aware of musical mood and how these influence and inspire people. The students perform monologues, improv, and short plays.	Children explore geography as an understanding of the relationship between people and place. They learn about various approaches to mapmaking. They study the biographies of significant people, and how the events of history shape our lives. They investigate social structures – economic, political, and educational – behind their common experiences. They develop a questioning mind about the source of social ideas and attitudes.	As children grow, they refine their application of the scientific method through more sophisticated acts of observation, hypothesis and experimentation. They expand the use of their senses and their minds by learning to conduct basic experiments to test their ideas about why things happen the way they do. Their explorations include many hands-on activities including gardening trips to local farms, parks and preserves. These young scientists begin to understand the basic paths of science through the exploration of the Earth, its living inhabitants, and the essential interactions of water and other chemical compounds. The science studies for Grades 4-5 continue to encourage the use of the senses for learning; they also emphasize the use of focused will power to follow a course of study to greater depth including more detailed and longer-running experiments. Fields of study include astronomy, water cycles, the oceans, electricity and magnetism, plant and animal life cycles and the human body. The students expand their learning to include classes out of doors, in science laboratories and in places of technology. Connections continue to be made between science, mathematics, language, and the arts.
<b>Grades 6-8</b>	Children learn specific exercises designed to increase energy by using their will power. Children practice meditation for increasing duration. Children learn pranayam (breathing exercises) and specific meditation techniques (Hong sau) to aid in stilling the mind. They learn to focus the mind and they spend periods of time in silence as a means of focusing the mind.	We approach Self Expression and Communications as an opportunity for personal enjoyment, self-reflection, connection with others, and as a means for putting idealism into practice. Students learn to enjoy and value literary works from different cultures. They practice higher levels of thinking, identify literary elements in literature, and implement them in their own writing. They write in various genres, hone editing and revision skills, and explore the elements of style. Students learn sentence structure, vocabulary, grammar and punctuation as a means of achieving mental clarity. They learn that the voice is a vehicle for communicating one's thoughts and feelings. They practice projecting, articulating, and maintaining poise in oral presentations and Reader's Theater.	Math in the middle school is designed to optimally serve the individual needs of the student. Students work independently and in small groups at their own pace. Students receive one-on-one guidance and support, and progress is tracked. Tests are administered at the end of each cycle. A score of 80% or higher is required before the student is allowed to proceed. The levels of math in our middle school range from pre-algebra to geometry and algebra II/trig.	Children explore artistic techniques and styles from ancient civilizations and the Renaissance to modern American artists. Students use paint, clay sculpture, pastels, and sketches to explore and deepen their artistic choices. Children learn the relationship of art and culture, the history of art and history through art.	J. Donald Walters suggests that history teachers "might make it a point not to teach history only as a series of past events but as a present guideline – personal for the students as well as objectively useful. Students develop independent research and note taking skills. Students discuss and debate current events, write research papers, and explore issues that affect their lives with the goal of looking to the future with hope, optimism, and a solution oriented approach.	The Middle School children explore science through the study of Earth, Life, and Physical Sciences. Reading, laboratory work, projects and presentations train students in the basic skills they will need for high school and college science classes. Emphasis is given to laboratory skills, working in groups to gather information, assembling the data into a conclusion and presenting the findings to the class.