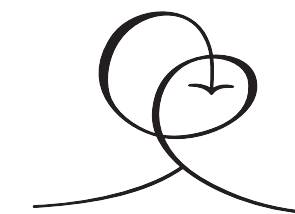


LWS Curriculum Map Overview

Awakening wisdom through

Living Wisdom School



Curriculum Map

Education For Life

With an enriched academic curriculum, Living Wisdom Schools equally prioritize your children's inner, emotional, and social development. The Education For Life system practiced at LWS has been refined and optimized through over 30 years of dedicated effort at several schools. These schools help students become inwardly happy, academically strong, and socially adept.

Living Wisdom School
456 College Avenue
Palo Alto, CA 94306

Pre-K through 8th grade
Call for an appointment
and school tour at 650-462-8510

| | Experience | Practice | Awareness | Clarity | Community | Connection | Freedom | Possibility |
|--|---|---|--|---|--|---|---|--|
| | Students have the chance to interact directly with knowledge, information, and materials. The school environment is organized to facilitate particular experiences. Observation, experimentation, and physical activity are important components. | Practice is purposefully repeated activity. This activity occurs on three different levels: challenge, which tests student limits; practice, which reinforces understanding; and play, which allows students to use a skill freely. | We aim to extend children's awareness beyond their present limits. "Being" in the present is a natural state which requires an integrated capacity of the mind, including the body and the spirit. We encourage a global sense of self, combining inner and outer awareness. | Children develop the ability to discriminate, using focused, analytical awareness and objectivity. We strive to remove the prejudice and assumptions that cloud our view of what actually is. | Learning, a social activity, occurs in the "space between us." 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 emotion and relationship activate the mind, and where multicultural awareness and acceptance is celebrated. | Connection is the integration of ideas in a variety of contexts and disciplines, to enrich our sense of meaning. We seek knowledge based on connections and practice social responsibility based on connections. We use knowledge in ethical ways to care better 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. |
| Self-Expression & Communication | 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 program 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. They become aware of themselves as creators of language. We encourage discernment in their choices of reading. | Children learn to express their meaning clearly through language. The elements of genre, story, and writing are explained, discussed, and developed over time. | Children discuss works of literature and share their own interpretations. They share their original writing with the school community as part of the writing process. | Language is used in purposeful ways to build connections among people. Readings are connected to other readings, to oneself, and to the world at large. | Children have opportunities to choose what they read and write. Language and literacy lead to greater freedom. | Language represents a channel for limitless imagination. Language is constantly reinventing itself. |
| Our Earth Our Universe | Children experience a sense of wondering 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 inner and outer life. | Science is used for the welfare of the planet and its community. The topics we teach in science are deliberately 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. |
| Math-ematics | Students learn about quantity, measurement, and shape through concrete experiences. Our program uses 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 everywhere. 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. | Children become more accurate and disciplined mathematicians through discussion with each other. Mathematics is a cross-cultural discipline. | 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 in 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. |
| Social Studies | 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, interviewing, 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 shape 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. Children use interviews, visits, discussion, and personal anecdote to learn. The curriculum constantly seeks to broaden children's awareness of their own and other cultural backgrounds. | Children refer often to 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. |
| Theater | Children learn to perform by performing. Theater builds the integration of body, mind, and spirit. | Theater requires constant rehearsal and practice, and a lot of memorization. | Children become more aware of body language, facial expression, and human feelings. They learn to relate to the feelings of others. | Theater demands the utmost concentration, sustained for a long time. Children gain clarity of speech and clarity of perception. | Children learn the attitudes of a supportive and receptive audience. They discover empathy through the interdependence of a theatrical project. They form bridges of identity to the characters they play. | We use theater to integrate ideas from history, literature, spirituality, art, music, and dance. Through theater, children gain a sense of personal meaning from what they study. | Children discover a freedom of expression that comes through intense work and discipline. They develop confidence in their self-presentation. | Through theater children discover new levels of possibility for self-expression. They imagine in detail experiences they have never had. |
| Personal Growth | Children learn to perceive their own qualities through their own behavior. They experiment with new ideas and attitudes to discover their benefits. | Children use controlled 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 interpret other people's expressions and body language. They learn to notice their own physical and emotional environment, 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. They develop caring relationships, independent of personal affinities. | Children 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 from the fabric of the universe. | 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) | (Mathematics) | Artistic Expression (Art - Music) | (Theater) | Understanding People (Social Studies) | Our Earth and Universe (Science) |
|---------------------------------------|--|--|---|--|---|---|--|
| | <p>Personal growth includes physical, mental, emotional, and spiritual development. In morning circle, all children practice daily singing of 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. God is described as an inner experience of love and joy. They discuss important ideas in the world and in their own lives. All classes use “Rocks in the Basket” to celebrate positive awareness.</p> | <p>The emphasis is on personal enjoyment in reading and writing across the disciplines, self-reflection, and connection with others. Students learn to enjoy and value reading and writing in a variety of different genres. They combine the rules of language and free expression to develop their own voice and literary self. They draw from their direct experience to generate topics of writing. They publish and illustrate their work in the annual literary magazine, <i>Living Wisdom School Angels Have a Lot to Say</i>. Reading focuses on making meaning from text, forming connections, and becoming aware of their own inner dialogue.</p> | <p>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, reflective discussion, mental practice, active problem solving, visual diagrams, and symbolic notation. Students develop familiarity with mathematical principles and concepts through the use of a variety of concrete tools. Methods and process, especially alternative ones, are considered more significant than answers. Students learn to hear and appreciate each other’s thinking approaches.</p> | <p>Art and music are offered as more than just techniques, 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, and art, as well as art and music appreciation. Children perform in two concerts per year. They visit art exhibits 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 dignity, self-respect and sensitivity to others through performance.</p> | <p>The moral and spiritual themes of our annual Theater Magic performance allow the whole school community to celebrate the most noble aspects of humanity and offer the potential to find both purpose and meaning in our own lives. The play experience engages children through body, mind, feeling, and spirit. It requires them to develop the qualities of a performer: concentration, collaboration, timing, receptivity, grace, and poise. The entire school works as an interdependent community to produce these original works of art and to offer them to the larger Silicon Valley community and to schools in the area.</p> | <p>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.</p> | <p>“Our Earth—Our Universe,” in addition to covering the basics of the scientific method, also includes a suggestion of the orderliness of the universe, an 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.</p> |
| Playmakers (Grade Pre-K-K) | <p>A consistent daily routine provides children an opportunity to plan, carry out and review activities, thereby developing their own interests, talents and goals. 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.</p> | <p>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. Students apply their reasoning abilities to a wide range of situations, using a variety of materials. Language development increases through teacher-guided personal experience stories, poetry, and great children’s literature.</p> | <p>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 as well as the method through which they develop concepts and skills.</p> | <p>Children become familiar with a variety of art materials. They explore clay, wool, play dough, different kind of papers, crayons, pencils, markers, sand, water color, and finger paint. 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. The children learn different forms of song in different languages.</p> | <p>Children learn to develop the self-discipline, patience, and cooperative effort it takes to be part of the all-school production. Children have the opportunity to participate and perform along side Kindergarten through Eighth Grade children.</p> | <p>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.</p> | <p>Children learn to appreciate nature and our relationship to nature. Throughout the year, they take nature walks and create an organic garden. Weekly cooking and baking introduces them to hygiene, nutrition, and a variety of foods.</p> |
| Adventurers (Grades K-1) | <p>Children practice using words to express their feelings. They learn the Awake and Ready exercises. Children learn to place a rock in the basket to celebrate a positive moment. They reflect on the school rules through drawing.</p> | <p>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 Studio children discover that they have stories to tell and share them with classmates. Students celebrate an author of the month from diverse backgrounds, examining her/his style, theme, and structure. 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.</p> | <p>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, cards, and dice. They are introduced to ideas such as place value, reversibility, and quantities within quantities.</p> | <p>The class explores art materials throughout the year, including many different media. Children discover the elements of art: line, color, texture, and composition. 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.</p> | <p>Children learn of the subject matter of a play through hearing stories and excerpts from the script. They rehearse the sequence of the play. They gain exposure to the rules of the theater. They practice the confident stance and voice projection. They use breathing exercises to remain steady and calm during rehearsal and performance. They participate in dances and group scenes. First graders receive speaking roles with one or two lines.</p> | <p>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. They learn about food traditions through cooking.</p> | <p>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.</p> |
| Discovers (Grades 2-3) | <p>Children learn to use “I” statements when expressing their point of view. They write about experiences using the school rules. They begin to practice short meditations. Children actively participate in placing rocks in the basket to recognize moments of concentration, happiness, and gratitude. They begin to trust the conflict resolution process, and write stories about it. They keep a <i>Things to be Happy About</i> journal.</p> | <p>Our approach balances phonemic awareness, guided reading, and independent reading. We use a variety of original literature from diverse cultural sources, sometimes student-generated. Students participate weekly in poetry recitation, oral sharing of their interests, and reader response, using writing, art, and drama. Children study new vocabulary from their reading, using a dictionary. In Writer’s Studio, students learn the writing process: Explore, Draft, Edit, Publish, and Share. Students begin to experience different genres of writing, and write about their own experiences. Students hear a variety of classic and current children’s literature, making meaningful connections in the process. Children follow weekly spelling exercises. Third graders use reading as a research tool; they also write formal reports.</p> | <p>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. We use discussion to become aware of alternative strategies.</p> | <p>Children continue exploring a variety of materials in art, and begin to use sculpture, collage, printmaking, 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 moods and how these influence and inspire people. They attend a symphony and learn its components. They learn appreciation for the music of their own diverse backgrounds. All students begin violin or recorder instruction, and learn to read music.</p> | <p>Children learn the rules of the theater and write about their experience of theater rules in rehearsal. They use the script as a text for comprehension, vocabulary, spelling, and dictionary skills. They study the characters, set, music, art, life, and culture of the play. They memorize the sequence of the play and help younger students to learn their parts. They receive increasingly demanding speaking roles.</p> | <p>Children make timelines of their lives so far. They study meanings and sources of holiday traditions. They investigate and categorize the differences and similarities among peoples of the world. They research figures in history and create reports. They encounter literature, art, music, and costume associated with world traditions. They investigate local, state, national, and world maps.</p> | <p>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. The children begin to practice an inner form of study by listening to Nature through stillness and concentration. Their explorations include many hands-on activities including gardening, trips to local farms, parks and preserves.</p> |

LWS Curriculum Map By Grade

| | Personal Growth | Self-Expression and Communication (Language) | (Mathematics) | Artistic Expression (Art - Music) | (Theater) | Understanding People (Social Studies) | Our Earth and Universe (Science) |
|-----------------------------------|--|---|--|--|---|--|--|
| | <p>Personal growth includes physical, mental, emotional, and spiritual development. In morning circle, all children practice daily singing of 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. God is described as an inner experience of love and joy. They discuss important ideas in the world and in their own lives. All classes use “Rocks in the Basket” to celebrate positive awareness.</p> | <p>The emphasis is on personal enjoyment in reading and writing across the disciplines, self-reflection, and connection with others. Students learn to enjoy and value reading and writing in a variety of different genres. They combine the rules of language and free expression to develop their own voice and literary self. They draw from their direct experience to generate topics of writing. They publish and illustrate their work in the annual literary magazine, <i>Living Wisdom School Angels Have a Lot to Say</i>. Reading focuses on making meaning from text, forming connections, and becoming aware of their own inner dialogue.</p> | <p>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, reflective discussion, mental practice, active problem solving, visual diagrams, and symbolic notation. Students develop familiarity with mathematical principles and concepts through the use of a variety of concrete tools. Methods and process, especially alternative ones, are considered more significant than answers. Students learn to hear and appreciate each other’s thinking approaches.</p> | <p>Art and music are offered as more than just techniques, 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, and art, as well as art and music appreciation. Children perform in two concerts per year. They visit art exhibits 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 dignity, self-respect and sensitivity to others through performance.</p> | <p>The moral and spiritual themes of our annual Theater Magic performance allow the whole school community to celebrate the most noble aspects of humanity and offer the potential to find both purpose and meaning in our own lives. The play experience engages children through body, mind, feeling, and spirit. It requires them to develop the qualities of a performer: concentration, collaboration, timing, receptivity, grace, and poise. The entire school works as an interdependent community to produce these original works of art and to offer them to the larger Silicon Valley community and to schools in the area.</p> | <p>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.</p> | <p>“Our Earth—Our Universe,” in addition to covering the basics of the scientific method, also includes a suggestion of the orderliness of the universe, an 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.</p> |
| Creators (Grades 4-5) | <p>Children practice daily 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. They develop an awareness of the variety of ideas about God. Children often take the lead in noticing good energy and placing rocks in the basket.</p> | <p>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 the 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.</p> | <p>The students use manipulatives and visual diagrams to represent their understanding of multiplication and division, exploring different ways to perceive those processes. They 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. In cooperative problem solving and in the Olympiad contests, students become more adept mathematical thinkers.</p> | <p>Children use “free building time” in order to create structures from their own imaginations, using materials of their choice. They 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. They join a large choir group and begin to learn vocal parts. In their instrument classes they begin to demonstrate a higher level of proficiency.</p> | <p>Children write character studies from the play. They study art, literature, and history related to the play. They develop in awareness of character motivation and study the script for indirect meanings. They memorize lines independently. They begin to take leadership roles in group scenes. They help organize rehearsals and coach other students. They often receive major speaking roles.</p> | <p>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, educational - behind their common experiences. They develop a questioning mind about the source of social ideas and attitudes.</p> | <p>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 Creators’ science studies 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 Creators 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.</p> |
| Explorers (Grades 6-8) | <p>Children learn specific exercises designed to increase energy by using their will power. Children practice daily meditation for increasing duration (7-15 minutes). Children learn pranayam (breathing exercises) and specific meditation techniques (hongs sau) to aid in stilling the mind. Students go on a week-long field trip to the Ananda Meditation Retreat. They learn to focus the mind and spend periods of time in silence as a means of focusing the mind.</p> | <p>We approach Self Expression and Communication 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.</p> | <p>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. The teacher-student ratio averages around 6:1 or less. Students receive one-on-one guidance and support, and progress is tracked. Tests are administered at the end of each chapter. A score of 85% 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.</p> | <p>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, as well as history through art.</p> | <p>The middle school students participate in every facet of theater including acting, lighting, sound, and designing and building sets. Students do in-depth research into the historical times of the play. The students mentor the younger actors, write play reflections about their experience, and delve into and reflect on the spiritual lessons of the plays. They experience other cultures and religions – from the inside out. The Middle School students often have the largest roles.</p> | <p>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.” Children are exposed to the Yuga Theory as a framework for their study of world and United States History. Students develop independent research and note taking skills. Students discuss and debate current events, write a research paper, and explore issues that affect their lives with the goal of looking to the future with hope, optimism, and a solution oriented approach.</p> | <p>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. The study of western sciences merges with the study of the inner science of Raja Yoga as students employ the scientific method to explore the inner Self. Their textbook is the Yoga Sutras of Patanjali. In the unit entitled Saint and Sages of Science, students share the results of research into the life and work of a great scientist and hone their research and public speaking skills.</p> |