

GRADE 2 BLOCK ROTATION AND SKILLS LESSONS

CSCE Second Grade Block Rotation for Main Lesson
(Each Morning Lesson is held daily for 90 minutes; 7.5 hours per week)

Month	Main Lesson Block (Themed with Open Court/Imagine It! Curriculum)	Language Arts Content Standards Focus for Main Lesson and Open Court/Imagine It! Open Access Instruction	Mathematics Standards for Daily Math Practice	Other Key Content Standards Addressed during Main Lesson and Open Court/Imagine It! Open Access Instruction
September	English Language Arts: Heroes and Kindness/ Form Drawing (first week) Focus: Hearing, reading, and retelling traditional, multicultural stories that emphasize kindness and heroism. Form drawing and writing: Review and practice of lower and upper case letters. Focus on writing, copying summaries of story and composing group writing together and reading familiar verses. Review long vowels, consonant blends, digraphs, capitals and punctuation marks. Writing simple dictations of long vowel words and sentences.	Word Analysis, Fluency, Systematic Vocabulary Development: 1.1, 1.2, 1.7, 1.8, Reading Comprehension 2.1 Literary Response & Analysis: 3.1, 3.4, 3.5, 3.6 Writing Strategies: 1.1, 1.2, 1.4 Writing Applications: 2.1 Written and Oral English Language Conventions: 1.3, 1.4, 1.7, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8	Number Sense: 1.1, 1.2, 1.3 Measurement and Geometry: 2.1, 2.2 Statistics, Data Analysis and Probability: 2.1 (patterns) Mathematical Reasoning: 1.1, 1.2 Basic number sense with numbers to 1,000. Using form drawing to work with shapes, putting them apart and together to form other shapes. Recognizing patterns. Determine strategies to be used; use manipulatives to model problems.	History-Social Science: 2.1, 2.5 Using family and local history, differentiate between things that happened long ago and recently... students compare their daily lives to those of ancestors. Students understand the importance of the lives of people through biography study.
October	English Language Arts: Heroes and Kindness Focus: Hearing, reading, and retelling traditional, multicultural stories that emphasize kindness and heroism. Form drawing and writing: Review and practice of lower and upper case letters. Focus on writing, copying summaries of story and composing group writing together and reading familiar verses. Introduce syllables. Review of short vowels, sight words, consonant blends, digraphs, capitals and punctuation marks. Writing simple dictations of short vowel words and sentences.	Word Analysis, Fluency, Systematic Vocabulary Development: 1.1, 1.2, 1.7, 1.8, Reading Comprehension 2.1 Literary Response & Analysis: 3.1, 3.4, 3.5, 3.6 Writing Strategies: 1.1, 1.2, 1.4 Writing Applications: 2.1 Written and Oral English Language Conventions: 1.3, 1.4, 1.7, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8	Number Sense: 1.1, 1.2, 1.3 Measurement and Geometry: 2.1, 2.2 Statistics, Data Analysis and Probability: 2.1 Mathematical Reasoning: 1.1, 1.2	Physical Science: 1.a, 1.b, 1.c Observing and measuring motion of objects. Scientific Method: 4a-g History-Social Science: 2.1, 2.5
November	Let's Explore: Arithmetic/ Native American Tales Focus on exploration of the local community and its history. Who used to live here? What were their stories? Review of 4 mathematical processes through story, drama, manipulatives	Word Analysis, Fluency, Systematic Vocabulary Development: 1.1, 1.5, 1.9, 1.10 Reading Comprehension: 2.1, 2.5, 2.6, 2.7 Literary Response & Analysis: 3.1,	Number Sense: 2.1, 2.2, 2.3 Measurement and Geometry: 1.1, 1.2, 1.3, 2.1, 2.2 Statistics, Data Analysis and Probability: 2.1 Mathematical Reasoning: 1.1, 1.2, 2.1,	Physical Science: 1.a, 1.b, 1.c Scientific Method: 4a-g History-Social Science: 2.1, 2.2, 2.5 Students demonstrate map skills

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	<p>and written equations. Review skip counting by 2,3,4,5, and 10 and introduce 6. Work with times tables 2,3,5, and 10. Review addition and subtraction facts up to 20 and odd and even numbers. Introduce vertical form of written problems without carrying or borrowing and place value.</p>	<p>3.3 Writing Strategies: 1.1, 1.2, 1.3, 1.4 Writing Applications: 2.1 Written and Oral English Language Conventions: 1.4, 1.6, 1.7 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1</p>	<p>2.2, 3.0 <i>Students understand place value and number relationships in addition and subtraction. They can find sum and difference using mental math of numbers with up to 3 digits.</i></p>	
December	<p>Let’s Explore: Language Arts/ Noble People Continuation of all skills mentioned above, compose summaries of stories together, introduce common endings of words and “bossy r,” continue to identify and blend sounds and spell sight words. Stories focus on the lives of noble people from cultures around the world, moving from a focus on the local community to stories of people in the wider world. Students focus thematically on exploring what is different about places through story – the environment, the culture, as well as what commonalities noble people share across cultures.</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.1, 1.5, 1.9, 1.10 Reading Comprehension: 2.1, 2.5, 2.6, 2.7 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1, 1.2, 1.3, 1.4 Writing Applications: 2.1 Written and Oral English Language Conventions: 1.4, 1.6, 1.7 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1</p>	<p>Number Sense: 2.1, 2.2, 2.3 Measurement and Geometry: 1.1, 1.2, 1.3, 2.1, 2.2 Statistics, Data Analysis and Probability: 2.1 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 <i>Students measure objects, make predictions about length, and round to the nearest inch/ centimeter.</i></p>	<p>History-Social Science: 2.1, 2.2, 2.5 Earth Science: 3.a, 3.b, 3.c <i>students compare the physical properties of rocks and soil</i> Scientific Method: 4a-g</p>
January	<p>Around the Town: Arithmetic – mapping and measuring/ Science of Our Environment Continuation of work in first arithmetic block, place value to 4 places, counting by 7 and 8, and the 6 times table, working with math bar graphs and charts. Introduce cursive writing. Continued phonemic awareness activities, spelling, writing together and independently. Introduce vowel digraphs and diphthongs. Writing of brief self-</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.2, 1.7, 1.9, 1.10 Reading Comprehension: 2.5, 2.6 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1,1.4 Writing Applications: 2.1, 2.2 Written and Oral English Language</p>	<p>Number Sense: 1.3, 3.1, 3.2, 3.3 Measurement and Geometry: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 Statistics, Data Analysis and Probability: 1.1, 1.2, 1.4 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 Algebra and Functions: 1.2 <i>Above and add: relate problem situations</i></p>	<p>History-Social Science: 2.1, 2.3, 2.5 <i>Students explain government institutions and practices in the US</i> Earth Science: 3.a, 3.b, 3.c Scientific Method: 4a-g</p>

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	<p>generated stories of fables told. Report on a topic with facts and details.</p>	<p>Conventions: 1.3, 1.5, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.4 1.9 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2</p>	<p><i>to number sentences involving addition and subtraction. Students count by multiples and do multiplication... using repeated addition... and repeated subtraction for division. Know multiplication tables of 2s, 5s, and 10s.</i></p>	
February	<p>Look Again: Language Arts/ Animal Tales from Around the World Through the study of animal tales from around the world...</p> <p>Supplementing the study of animal tales, students learn the life cycles of plants and animals.???</p> <p>Magic squares, pattern and geometric form within arithmetic, counting by 9 and 11, times tables 7 and 8. Begin play practice. Students learn how to write a letter</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.2, 1.7, 1.9, 1.10 Reading Comprehension: 2.5, 2.6 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1,1.4 Writing Applications: 2.1, 2.2 Written and Oral English Language Conventions: 1.3, 1.5, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.4 1.9 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2</p>	<p>Number Sense: 1.3, 3.1, 3.2, 3.3 Measurement and Geometry: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 Statistics, Data Analysis and Probability: 1.1, 1.2, 1.4 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 Algebra and Functions: 1.2, 1.3 <i>Above and add: Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences.</i></p>	<p>Life Science: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f <i>Students learn about the life cycles of plants and animals.</i></p> <p>Scientific Method: 4a-g</p> <p>History-Social Science: 2.1, 2.3, 2.5</p>
March	<p>Courage: Drama Block – Speech and Reading – Speaking up Focus: Hearing, reading, and retelling traditional, multicultural stories that emphasize courage.. Emphasis will be on a review of phonics, vocabulary and sight word development, and reading and writing short texts. Listening and speaking skills will also be stressed through the development of a class play that relates to the</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.2, 1.5, 1.7, 1.9, 1.10 Reading Comprehension: 2.5, 2.6 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1, 1.4 Writing Applications: 2.1, 2.2 Written and Oral English Language</p>	<p>Number Sense: 4.1, 4.2, 4.3, 6.1 Measurement and Geometry: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 Statistics, Data Analysis and Probability: 1.1, 1.2, 1.4 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 Algebra and Functions: 1.2 <i>Students understand fractions and</i></p>	<p>History-Social Science: 2.1, 2.4, 2.5 <i>Students understand basic economic reasoning skills and their individual roles in the economic.</i></p> <p>Life Science: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f</p> <p>Scientific Method: 4a-g</p>

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	<p>theme of persistence. Comprehension skills such as making connections, predictions, retelling, sequencing, and summarizing will also be included.</p> <p>Play rehearsal, composing summaries as a class and independently. More consonant blends and review long vowels and silent e. Focus on grammar and writing. Parts of speech, writing descriptive sentences using proper punctuation.</p>	<p>Conventions: 1.6, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.4 1.9 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2</p>	<p><i>decimals. Recognize when an estimate is reasonable in measurements. Defend reasoning and justify procedures. Make precise calculations and check validity of results. Note connections between one problem and another.</i></p>	
April	<p>Courage: Arithmetic/ Hero Tales Focus: Hearing, reading, writing, and retelling fictional and expository stories about how plants grow in different environments. The interdependence of soil, plants, animals, and humans in various geographical locations will be emphasized through the narratives. Extended activities in the school garden will be recorded in main lesson portfolio, as well as lesson content. Continuation of all areas mentioned above, estimation, ordering, categorizing, introduction of carrying and borrowing, subtraction problems with checking, counting by 12, times tables 9 and 11.</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.2, 1.5, 1.7, 1.9, 1.10 Reading Comprehension: 2.5, 2.6 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1, 1.4 Writing Applications: 2.1, 2.2 Written and Oral English Language Conventions: 1.6, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.4 1.9 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2</p>	<p>Number Sense: 4.1, 4.2, 4.3, 6.1 Measurement and Geometry: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 Statistics, Data Analysis and Probability: 1.1, 1.2, 1.4 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 Algebra and Functions: 1.2,</p>	<p>History-Social Science: : 2.1, 2.4, 2.5</p> <p>Earth Science: 3.a, 3.b, 3.c <i>Students look at fossils and the evidence they provide and know that rock, water, plants and soil provide many resources.</i> Scientific Method: 4a-g</p>
May	<p>Language Arts: America’s People – Native American Tales + Testing Focus: Listening to, writing, and reading stories</p>	<p>Word Analysis, Fluency, Systematic Vocabulary Development: 1.2, 1.5, 1.7, 1.9, 1.10</p>	<p>Number Sense: 5.1, 5.2, 6.1 Measurement and Geometry: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2</p>	<p>History-Social Science: : 2.1, 2.4, 2.5</p>

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	about homes from the viewpoint of many different cultures. Emphasis is on phonics, sight words, vocabulary development, comprehension, and writing and reading texts. Continue independent writing of brief stories and letters. Continue further reading work for fluency, comprehension, expression and decoding.	Reading Comprehension: 2.5, 2.6 Literary Response & Analysis: 3.1, 3.3 Writing Strategies: 1.1, 1.4 Writing Applications: 2.1, 2.2 Written and Oral English Language Conventions: 1.6, 1.8 Listening & Speaking: 1.1, 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.4 1.9 Listening & Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2	Statistics, Data Analysis and Probability: 1.1, 1.2, 1.4 Mathematical Reasoning: 1.1, 1.2, 2.1, 2.2, 3.0 Algebra and Functions: 1.1, 1.2, 1.3 <i>Students solve problems with amounts... coins, bills, money, decimal notation.</i>	Earth Science: 3.a, 3.b, 3.c Scientific Method: 4a-g
June	Review of the Year Focus: Final development of portfolios through review of the year's content.			

Waldorf Objectives

Language Arts

The written word slowly assumes a larger place in the second grader's learning experience. In the first weeks of the year, the children practice writing their uppercase letters with a stress on clarity and proportion. Within the first three or four weeks of Second Grade, children learn lower-case letters. These are *not* taught through pictures, as in Grade One, but rather purely in terms of their proportions vis-à-vis the upper case letters. Upper case letters all have the same height. Lower case letters can extend below the line (p, g, q) or reach up to the height of upper case letters (k, h, f) or remain on the line at half the height of upper case letters (a, c, e) Experiencing these proportions looks back at the Form Drawing the children did in Grade One. Experiencing these proportions serves as a foreshadowing of the measurement block the class will have in Grade Three.

By late autumn, second graders are working comfortably with lower case letters. By late autumn the teacher is writing longer passages on the chalkboard for children to copy into their main lesson books. In First Grade, the teacher would write on the board, then read the content to the class. In Second Grade, the teacher writes, then reads the passage two or three times, using a pointer as he or she reads. The class then "reads" along with the teacher, guided by the pointer. Individual children volunteer, or are asked to read a word, a sentence, or, as the year progresses, to read an entire paragraph from the board. Once a passage has been written into every main lesson book, children are asked to read aloud from their own books; in this way the main lesson book becomes something of a "first reader."

This is an essential component of the Waldorf reading experience: children begin to read by identifying words that they have already *heard* repeatedly, *spoken* in a group and then individually, and *written* themselves. This is the diametric opposite of the conventional approach, in which a finished book is placed before the child from which he or she is to read. In first grade, there were few or no books on shelves in the classroom. In the mid-autumn of second grade, a bookshelf appears filled with a few picture books, which the children are free to look at during break times.

By late November or early December the class is given their first class reader. Ideally, this is a book created by the teacher, written and illustrated by hand, and then photographed/scanned and printed and bound. The teacher's print, already familiar to the children from the chalkboard, makes the book's contents less intimidating. The first pages of the book has content that the children already know by heart, e.g. poems that they have been reciting all autumn. Every day, the class spends five or ten minutes of main lesson reading from this book. Although this book may be only fifteen to twenty pages long, and written in large characters, it generally proves to be sufficient for about a third of the class to "learn to read" from its contents.

By March, the class will begin to work with conventional primers, most of which have been created by publishers connected to the Waldorf movement. The class continues to read from the board, and from their main lesson books. Every month, the teacher writes slightly longer passages on the chalkboard for the children to copy.

The class play is still memorized first by the teacher, then taught orally until it is memorized by the class. There are more individual roles in the second grade class play, and longer parts to memorize. Parents are given copies of the script to help their children learn their roles at home; children have permission to try to read their lines, but only *after* they have learned them.

Conversation:

In 2nd grade, the child is able to speak clearly and politely to peers and adults. He/ she possesses a vocabulary that allows for self-expression of emotional states, (e.g. hurt feelings, anger, joy, pride etc) and of objective descriptions of time (tense) and space (prepositions). This is not yet learned, formal grammar, but rather skills assimilated informally through the peer group of the classroom.

Recitation:

The 2nd grader is able to recite poetry along with classmates. This practice requires listening skills to recite at the same speed as classmates and to recite at the same level of volume as classmates. The practice also awakens a sense for clarity of speech, encourages good pronunciation, and helps children with recognition of sounds of various vowels and consonants

Students begin to recite poetry by themselves. In addition to the above, this practice also develops: poise, memorization skills, posture, and self-confidence.

Writing:

By year's end, the child will be able to print the 26 letters of the alphabet, upper and lower case, clearly and consistently, print in a straight line on blank paper without the use of liners, clearly distinguish between one word and another with consistent spacing, and show good spatial judgment so that words do not get crowded or run outside of margins.

Reading:

By year's end, read, at a minimum, at a late first grade level (if tested on a standardized test). One-third of the class will be reading at a late second grade level or above. One-third of the class will be reading at an early to mid-second grade level. One-third of the class will be reading at a late first grade level. In Grade Three, the middle group will catch up with the upper level group, so that two-thirds of the class will be reading at or above grade level. In Grade Three, the third group will be receiving some type of remedial work to help them along.

(these lessons are in addition to the Main Lesson)

ENGLISH LANGUAGE ARTS	MATHEMATICS	SOCIAL STUDIES	SCIENCE	ARTS: VISUAL AND PERFORMING	PHYSICAL EDUCATION
<p>Daily practice of reading using Units designated from the <i>Open Court/Imagine It!</i> (2008 SRA) curriculum materials.</p> <p><i>(90 minutes daily; 7.5 hours per week)</i></p> <hr/> <p>Writer's Workshop. Emphasis on writing strategies and conventions per <i>Imagine It!</i> curriculum materials.</p> <p><i>(45 minutes twice a week; 1.5 hours per week)</i></p>	<p>Daily practice and review of mathematics skills via <i>Everyday Math</i> and/or other curriculum materials.</p> <p><i>(45 minutes daily; 3.75 hours per week)</i></p>	<p>Inquiry studies focused on local geography and history, as well as democratic emblems and procedures.</p> <p><i>(45 minutes twice a week; 1.5 hours per week)</i></p>	<p>Inquiry studies emphasizing experiential learning in the physical and life sciences, including light energy, transformation of matter, and transformation of substance.</p> <p><i>(45 minutes twice a week; 1.5 hours per week)</i></p>	<p><u>Painting</u> Developing aesthetic sensibility through color.</p> <p><i>(45 minutes once a week; .75 hours per week)</i></p> <hr/> <p><u>Music</u> Recorder, violin, and/or choir ensemble</p> <p><i>(45 minutes once a week; .75 hours per week)</i></p> <hr/> <p><u>Form Drawing/ Modeling</u> Explorations in 2-dimensional line and 3-dimensional sculpture</p> <p><i>(45 minutes once a week; .75 hours per week)</i></p> <hr/> <p><i>(Total: 45 minutes three times a week; 2.25 hours per week)</i></p>	<p>Weekly instruction in games and movement exercises.</p> <p><i>(45 minutes once a week; .75 hours per week)</i></p> <hr/> <p>World Languages</p> <p>Weekly instruction in language other than home language.</p> <p><i>(45 minutes twice a week; 1.5 hours per week)</i></p> <hr/> <p>Integrated Studies: Handwork</p> <p>Students will learn stories about crafts and yarn work; apply mathematical skills to learn to finger crochet and knit.</p> <p><i>(45 minutes twice a week; 1.5 hours per week)</i></p>

Annual Instructional Time:

English Language Arts:
75 hours*

3 Main Lesson Blocks (7.5 hours for approximately 10 weeks):

Skills lessons (9 hours per week for approximately 36 weeks)

325 hours

400

Annual Instructional Hours:

Mathematics/ELA:
60 hours

2 Morning Lesson Blocks (7.5 hours for approximately 8 weeks):

Skills lessons (3.75 hours per week for approximately 36 weeks):

140 hours

200

Annual Instructional Hours:

*Because of the interdisciplinary approach of the curriculum, English Language Arts skills are developed through all main lesson blocks through oral recitation, writing, reading, and the creation of main lesson books.

Social Studies/ELA:
30 hours

weeks): 54 hours

Hours: 84

Science/ELA:
13 weeks): 98 hours

weeks): 54 hours

152

Arts Instruction: 81 annual hours
Physical Education: 27 annual hours
hours

1 Morning Lesson Block (7.5 hours for approximately 4 weeks):

Skills lessons (1.5 hours per week for approximately 36

Annual Instructional

3 Morning Lessons Blocks (7.5 hours for approximately

Skills lessons (1.5 hours per week for approximately 36

Annual Instructional Hours:

World Languages: 54 annual hours
Integrated Studies - Handwork: 54 annual hours