

**Element 2: Measurable Pupil Outcomes and
Element 3: Method by Which Pupil Progress
Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

- 1. Addressed in the LCFF table**

- 2. Addressed in the LCFF table**

3. NA

4.

Other Performance Targets

World Language Program – Japanese Grades 1-8

The teaching of world languages plays an important part in the Waldorf approach towards education. Ocean Charter School strives to teach each student two world languages from the 1st grade through the 8th grade as an eight-year continuous language program. Currently, we are only providing one language, Japanese, while planning to add Spanish in the future.

Developing the ability to communicate in the target language is an important goal we strive to achieve, however, the purpose of teaching world language in our school is to raise the student's social consciousness and cultivate an interest in and respect for others. World language study is seen as a window into the soul of another culture, allowing the student to realize the similarities and differences when compared to his/her own language and culture. This realization strengthens the student's identity, develops his/her empathy to understand others and gives him/her a different perspective to see the world.

The teacher brings the target language to the students in an experiential way through repetitive imitation, literature, music, artistic projects, games and movements – all in the target language. The students are surrounded by sense impressions of the foreign culture, mentality and linguistically. In the lower grades the students are engaged in songs, games, recitation and play to reach the feeling life – to surround the students with beautiful impressions and to stimulate the will activity by enlivening the lesson with movements and games. As the grade levels progress, students still learn by the experiential approach to acquire their linguistic skills with the four elements of the target language: listening, speaking, reading and writing.

The uniqueness of Ocean Charter School's world language program is the integration with the main lesson curriculum. The teacher strives to create lessons that integrate the main lesson theme into the language class. For example, the 8th grade students study American Modern history and World War II during their main lesson. At the same time, during the Japanese class, the students are learning about the life of Japanese Americans in the internment camp or the life of Japanese people living in Japan during that time. Through this integrative teaching of their main lessons and the world language lessons, the students can be exposed to a wider perspective from which to learn their subject matter such as history, literature, geography, or even science.

As a whole community, we support our cultural exchange program and in house celebrations to strengthen the students' experience of diversity. We created relationships with schools in Japan to exchange letters, a school-wide Japanese student visit and an OCS families' homestay program. In addition to these cultural exchange experiences we celebrate Japanese culture in a variety of ways which include the seasonal festivals, cultural presentations such as Taiko drum performances, Japanese flower arrangement classes, the 4th grade one-hour Japanese play and the language class field trips which are the highlights of the World language program.

Innovative Feature: World Language – Japanese Grades 1-8

1st Grade

Japanese is introduced through the immersion method. The children take everything in a mood of wonder and empathy through their teacher's tone of voice, face expression and the gestures. Imitative genius is still active in the first grade child, making this an ideal time to learn foreign languages. So the focus is only on teaching through two elements, listening and speaking. There is a strong tendency for the whole class to repeat everything as one, though this should not prevent individuals from speaking alone. Music, drawing, crafts (such as Origami), storytelling and games are integrated into the daily lessons. Vocabulary is mainly focused on nouns and simple adjectives. The student will also learn simple phrases and daily expressions such as greetings, introducing themselves by name, age and grade. The students learn everything thoroughly in a simple, rhythmical, artistic, and practical format. The curriculum is designed to nourish the feeling life of the child and allow the child to experience another culture's folk soul.

Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring the above skills by the end of the 1st grade.

Goal 1 - 1st Grade

Sing Japanese songs and recite poems and verses with gestures

Measurable Outcome #1

Be able to sing all the introduced songs (narrative, seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally

Measurable Outcome #2

Be able to recite all the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group chorally

Goal 2 - 1st Grade

Understand and use basic conversational vocabulary

Measurable Outcome #1

Know and be able to name the main colors, 10 plants and animals, 6 family members, 10 classroom objects, four seasons, 10 names of body parts (nouns)

Measurable Outcome #2

Know and be able to use simple sizes and shapes (adjectives)

Measurable Outcome #3

Know and count numbers 1-50

Measurable Outcome #4

Know and use simple phrases – Greetings, Thank you, You're welcome, Good bye, etc...

Goal 3 - 1st Grade

Respond appropriately to simple commands

Measurable Outcome #1

Be able to act upon simple commands – stand, sit, touch hands to your head, etc...

Goal 4 - 1st Grade

Respond to basic questions

Measurable Outcome #1

Be able to answer basic questions – names, age, grade, family members, etc...

Goal 5 - 1st Grade

Understand simple nature stories and folk tales told in Japanese

Measurable Outcomes #1

Be able to draw a picture from a scene of a Japanese story

Measurable Outcomes #2

Be able to retell the story in English

Goal 6 - 1st Grade

Develop skills to create simple Japanese crafts

Measurable Outcomes #1

Be able to create a seasonal origami project

Goal 7 - 1st Grade

Become familiar with Japanese culture

Measurable Outcome #1

Actively participate in celebrating seasonal festivals – singing, drawing, dancing, etc...

2nd Grade

Repetition is the key to learning a foreign language for small children. We are still focused on only listening and speaking. Activities from the first grade are to be continued and enlarged upon: poems, songs, drawings, crafts, music, storytelling and vocabulary. The second grade students have a much stronger tendency to communicate with the teacher, so the teacher creates not only choral response lessons, but also more individual question and answer opportunities for the class. An element of dualism is necessary during the 2nd grade, in yes/no, in question and answer, in I/you. The lesson is designed with a strong rhythmical element in both the lesson structure and the nature of the activities, with clear contrasts and dynamic balance between quiet and loud, big and small, soft and strong, speaking and listening. Japanese seasonal festivals are celebrated with artistic activities through Origami craft or performing a small play from a story.

Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring the above skills by the end of the 2nd grade.

Goal 1 - 2nd Grade

Sing Japanese songs and recite poems and verses with gestures

Measurable Outcome #1

Be able to sing all the introduced songs (narrative, seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally

Measurable Outcome #2

Be able to recite all the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group chorally

Goal 2 - 2nd Grade

Understand and use basic conversational vocabulary

Measurable Outcome #1

Know and be able to name colors (15), nature features (15), animals (20), family members (10), classroom objects (10), seasons, body parts (15), clothing (10) - Nouns

Measurable Outcome #2

Know and be able to use simple adjectives to explain sizes, shapes and colors (20)

Measurable Outcome #3

Know numbers 1-100 and skip counting by 2, 3, 4 and 5 with movements

Measurable Outcome #4

Know and use simple phrases – “ blessing on the meal.” “, please.” you are welcome

Goal 3 - 2nd Grade

Respond appropriately to simple commands

Measurable Outcome #1

Be able to act upon simple commands – “stand up and turn right” “touch your nose with your left hand”

Measurable Outcome #2

Point out and name different items in their environment

Goal 4 – 2nd Grade

Respond to basic questions

Measurable Outcome #1

Be able to answer basic questions about themselves – name, age, grade, families’ name...

Measurable Outcome #2

Be able to respond to a question – using their learned vocabulary (not necessary in sentence form)

Goal 5 – 2nd Grade

Understand simple fables and legends told in Japanese

Measurable Outcome #1

Be able to draw a picture from a scene of a Japanese story

Measurable Outcome #2

Be able to retell the story line in English

Goal 6 – 2nd Grade

Develop skills to create traditional Japanese crafts and activities

Measurable Outcome #1

Completes seasonal origami projects

Measurable Outcome #2

Be able to demonstrate crafts in the classroom, which they have already learned

Goal 7 – 2nd Grade

Become familiar with Japanese culture

Measurable Outcome #1

Actively participate in celebrating seasonal festivals by singing, drawing and dancing - Moon festival, Setsubun (lunar New Year, early spring), Girl’s day, Boy’s day, Star festival

3rd Grade

This year is an exciting milestone for the students as they are introduced to the first of three Japanese writing systems, “*Kanji*” – pictorial characters. The children are ready to face this new

challenge and demonstrate their skill and dedication by creating a beautiful “*Kanji*” book. The first part of the lesson is focused on oral exercises. The students are able to answer individually using simple conversational skills. Verbs are practiced using body movements to reinforce their meaning as action words. At this age level the foreign language lesson is still largely absorbed through imitation, repetition and rhythm. The students actively participate in oral exercises, moving their bodies with joy and enthusiasm. During the last half of the lesson time the students create their “*Kanji*” book. Its ideographical shapes stimulate the student’s imagination to learn how the letters were created in ancient times and about the transformation of the “*Kanji*” characters by drawing the objects from which they were derived. Celebrating Japanese seasonal festivals are an important part of the program. The 3rd grade students demonstrate a leadership role for the younger grades during each festival’s activities and celebration.

Measurable outcomes are based on 90% of the students, who are regularly participating in two Japanese classes per week, acquiring 80 % of the above skills by the end of the 3rd grade.

Goal 1 – 3rd Grade

Become familiar with Japanese music and poems

Measurable Outcome #1

Be able to sing all the introduced songs (seasonal, finger game, counting, target vocabulary) with gestures, comfortably as a group chorally

Measurable Outcome #2

Be able to sing in a round as a group chorally

Measurable Outcome #3

Be able to play simple music on a recorder

Measurable Outcome #4

Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures, as a group chorally

Goal 2 – 3rd Grade

Understand and use basic conversational vocabulary

Measurable Outcome #1

Know and be able to use the new vocabulary (Nouns) – day of the week, dates, months, time of the day (morning, evening...), clock times, weather, foods and drinks, places, directions, mean of transportations, money, shops

Measurable Outcome #2

Know and be able to use simple adjectives – shapes, sizes, textures, temperatures, speeds

Measurable Outcome #3

Know and be able to use simple verbs with gestures and movements

Measurable Outcome #4

Know numbers up to 1,000 and be able to count in a variety of ways with movements

Measurable Outcome #15

Know and use simple phrases – “ May I?” “ ” What is ____?” “ That’s (this is)_____.”

Goal 3 – 3rd Grade

Develop the ability to speak in sentences

Measurable Outcome #1

Be able to answer basic questions in sentence form – (Subject, Object, Verb)

Measurable Outcome #2

Be able to use the target vocabulary in sentence form

Goal 4 – 3rd Grade

Build basic Japanese grammar unconsciously through activities

Measurable Outcome #1

Be able to recite verbs with active movements

Measurable Outcome #2

Be able to answer a question using the correct verb tense

Measurable Outcome #3

Be able to speak simple sentences in the correct word order

Goal 5 – 3rd Grade

Become familiar with Japanese *Kanji*

Measurable Outcome #1

Complete individual *Kanji* Book by the end of the 3rd grade

Measurable Outcome #2

Be able to identify 25 *Kanji* characters

Goal 6 – 3rd Grade

Become familiar with Japanese stories and culture

Measurable Outcome #1

Have knowledge of Japanese seasonal events and cultural festivals

Measurable Outcome #2

Be able to retell Japanese stories which were told in Japanese (legends, mythology, creation stories)

Measurable Outcome #3

Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, *Setsubun*, Girl's day, Boy's day, Star festival

4th Grade

The students are now facing an important transition time in Japanese class with the addition of reading and writing practice to our lessons. After the nine-year change, learning a second language moves from an imitative oral focus and is now becoming more intuitive and interactive.

The students are introduced to a new Japanese writing system, "*Hiragana*" which uses phonetic letters that evolved from the Japanese characters called "*Kanji*" (pictorial characters they began studying in the 3rd grade). We use a big Hiragana chart and practice reading each letter. Once the students have established their phonetic sense to read each letter, they are challenged to read the words on the board that they have been hearing and speaking from the past three years.

The 4th graders actively practice oral exercises that include tongue twisters, reciting verses, poems and songs. Basic conversational skills, useful expressions and new vocabulary are practiced more interactively using a question and answer style directed towards individual students versus previous years choral approach, allowing each student to begin to express themselves more in Japanese.

The highlight of the 4th grade year is the Japanese play including their Taiko performance. The students enthusiastically face this great challenge and proudly present their 60-minute play,

“*Momotaro – The Peach Boy*”.

Goal 1 – 4th Grade

Become familiar with Japanese music and poems

Measurable Outcome #1

Be able to sing all the introduced songs (seasonal, counting, target vocabulary, story) with gestures, comfortably as a group chorally or solo

Measurable Outcome #2

Be able to sing in a round as a group chorally

Measurable Outcome #3

Be able to play simple music on a recorder

Measurable Outcome #4

Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) with gestures

Goal 2 – 4th Grade

Develop the ability of simple conversations

Measurable Outcome #1

Be able to answer simple questions about the topics in sentence form

Topics: day of the week, dates, months, clock times, weather, favorite foods and drinks, families, about their project animal (size, color)

Goal 3 – 4th Grade

Perform during a 60-minute Japanese play

Measurable Outcome #1

Be able to sing all the Japanese songs in the play

Measurable Outcome #2

Be able to play a song on the recorder during the play

Measurable Outcome #3

Have knowledge of the story and recite the full story line in Japanese chorally with gestures

Measurable Outcome #4

Be able to project their voice well and speak clearly as a group and individually

Measurable Outcome #5

Understand his or her role’s character well and act with Japanese lines

Measurable Outcome #6

Be able to perform harmoniously

Goal 4 – 4th Grade

Build basic Japanese grammar more consciously through activities

Measurable Outcome #1

Be able to recite verbs with different tenses

Measurable Outcome #1

Be able to answer a question using the correct verb tense

Measurable Outcome #2

Be able to speak simple sentences in the correct word order

Goal 5 – 4th Grade

Become familiar with *Hiragana*, a Japanese phonetic lettering system

Measurable Outcome #1

Be able to read a chart in both order of “gyo” (10) and “dan” (5)

Measurable Outcome #2

Have knowledge of Japanese vowel (5) and consonant (41) sounds

Measurable Outcome #3

Be able to write simple words which they already learnt using the chart

Goal 6 – 4th Grade

Deepen their experience with Japanese seasonal events and cultural festivals

Measurable Outcome #1

Have knowledge of Japanese seasonal events and cultural festivals

Measurable Outcome #2

Be able to retell Japanese stories which were told in Japanese

Measurable Outcome #3

Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, *Setsubun*, Girl’s Day, Boy’s Day, Star Festival

5th Grade

The concepts of the language become much more prominent during this year. The students begin to see the world objectively. This is a time that we can study basic grammar in a little more conscious manner.

The first half of the class we focus on oral exercises including reciting verses, poems, tongue twisters and songs all learnt by heart and repetition. The students practice a variety of seasonal Japanese songs, singing them with harmonies and in a round. They enjoy reciting the tongue twister called “*Jugemu Jugemu*” – *the longest name in Japan*, taken from the Japanese Noh theatre’s most famous *Kyogen*. These types of oral exercises, incorporating difficult sounds, increase their verbal flexibility. Many varied verses and poems are introduced and practiced orally without explaining the detailed meanings of each word but imbued by using their imagination though simplified introductions. The reciting of poetry cultivates in them more clear pronunciation and the concept of the sentence’s melody, also helping them to learn idiomatic vocabulary.

The 5th grade students build up a much greater vocabulary and basic conversational skills. The students regularly ask questions of each other and now they can ask or answer questions about subjects such as their favorites, weekend activities and what are their holiday plans.

The last half of each lesson is dedicated to reading and writing practice. This year, all 46 basic *Hiragana* letters were introduced and practiced. Each student creates a beautiful *Hiragana* binder. The students challenge themselves to transform already learned words, poems, songs and stories into writing with *Hiragana* letters.

Measurable outcomes are based on 80% of the students, who are regularly participating in two Japanese classes per week, acquiring 80% of the skills by the end of the 5th grade.

Goal 1 – 5th Grade

Become familiar with Japanese music; understanding the mood and image of the songs

Measurable Outcome #1

Be able to sing all the introduced songs (seasonal, counting, target vocabulary) comfortably as a

group chorally or individually

Measurable Outcome #2

Be able to sing in a round and harmony as a group chorally

Measurable Outcome #3

Be able to play simple music on a recorder

Goal 2 – 5th Grade

Develop their verbal flexibility, cultivate clear pronunciation and understand a sentence's melody

Measurable Outcome #1

Be able to recite all of the introduced tongue twisters as a group chorally

Measurable Outcome #2

Be able to recite all of the introduced verses (opening and closing) and poems (seasonal, festival, target vocabulary) as a group chorally

Goal 3 – 5th Grade

Develop the ability for simple conversations

Measurable Outcome #1

Be able to answer simple questions about the topics in sentence form

Topics: daily activities, transportation, giving directions, weekend activities, seasons, weather and temperature, etc.

Measurable Outcome #2

Be able to ask simple questions using the correct sentence. (5Ws and 1H - when, where, who, what, why and how)

Goal 4 – 5th Grade

Build basic Japanese grammar more consciously through activities

Measurable Outcome #1

Be able to recite verbs with different tenses (12 verbs)

Measurable Outcome #2

Be able to use and identify present, past and future tenses of the verbs learnt

Measurable Outcome #3

Know adjectives and be able to use them in the correct position (12 adjectives)

Measurable Outcome #4

Know adverbs and be able to use them in the correct position (10 adverbs)

Measurable Outcome #5

Be able to speak simple sentences in the correct word order

Goal 5 – 5th Grade

Become more familiar with *Hiragana* letters both reading and writing

Measurable Outcome #1

Be able to read 46 basic *Hiragana* letters

Measurable Outcome #2

Be able to write on the paper from the board - Japanese songs, verses, poems and stories which they already learnt, and read as a group chorally

Measurable Outcome #3

Complete their *Hiragana* letter binder

Measurable Outcome #4

Complete their word dictionary book (12 different categories, 10 words per category)

Goal 6 – 5th Grade

Deepen their experience with Japanese seasonal events and cultural festivals

Measurable Outcome #1

Have knowledge of Japanese seasonal events and cultural festivals

Measurable Outcome #2

Be able to retell Japanese stories which were told in Japanese

Measurable Outcome #3

Actively participate in celebrating seasonal festivals by singing, drawing, dancing at the opportunities of celebrations - Moon Festival, *Setsubun*, Girl's Day, Boy's Day, Star Festival

6th Grade

Sixth graders practice poems, tongue twisters and short stories orally. At this grade level the class is not only reciting after the teacher, but also fully understanding the content and context of the stories and poems they recite which allows them to express their feelings with their recitation. During conversational practice we choose subjects from their daily lives and for three to four weeks we practice this topic as a block lesson. One example is students practice restaurant and shop conversations and table manners in Japanese. At the end of the block the class visits local ethnic shops and a restaurant to practice their language skills in a real life situation. Reading material including idiom expressions, proverbs and maxims lead the student to learn and experience the uniqueness of the culture. Order, structure and visible planning are important in 6th grade students; therefore, we discuss their progress and plan together regularly. Weekly homework, simple quizzes and trimester grades start from this grade.

Measurable outcomes are based on the following criteria:

By the end of the 6th grade, 80% of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.

Goal 1 – 6th Grade

Students will develop four elements of fundamental communicational skills

Measurable Outcome #1

Speaking, listening and conversational skills

- a) Recite learned verses and poems comfortably both as a group and individually
- b) Sing Japanese songs with harmonies or in a round comfortably both as a group and individually
- c) Be able to answer simple questions in sentence form– favorite sports, subjects, weekend activities, weather, hobbies, etc...
- d) Be able to order at a restaurant and shop in Japanese during the field trip
- e) Be able to retell a simple story

Measurable Outcome #2

Reading and writing skills

- a) Be able to read and write the basic 46 Hiragana letters, *Daku-on and Yo-on* using a letter chart
- b) Be able to read poems, verses, songs and stories which they've learned in previous years using a letter chart occasionally

- c) Have established a good phonetic sense to dictate Japanese words
- d) Be able to write very simple sentences

Goal 2 – 6th Grade

Students will develop fundamental Japanese grammar

Measurable Outcome #1

Be able to use verbs with the correct tenses in their conversational and writing work

Measurable Outcome #2

Be able to speak and write with the correct word order and sentence

Goal 3 – 6th Grade

Students deepen their knowledge of Japanese poetry and figurative language

Measurable Outcome #1

Understand the meaning behind a word and be able to translate it into English

Measurable Outcome #2

Be able to find the correct situation to use idiom expressions, proverbs and maxims

Goal 4 – 6th Grade

Students become familiar with Japanese history and geography

Measurable Outcome #1

Understand the Japanese feudal system and know the similarities and differences as compared to Europe's medieval feudal system

Measurable Outcome #2

Have a good imaginative picture of the position, size and shape of Japan

7th Grade

The students' need to be awakened to the conceptual structures of language and to a systematic overview of what they have learned and have yet to learn. We discuss our short and long-term goals and how we should proceed to achieve these goals. The students are aware of their progress by their performance on individual recitations of verses and poems, individual questions and answer practices and once a week writing homework and quizzes. More adjectives and proverbs are introduced and practiced to modify nouns and verbs. Now the students are able to create a greater variety of simple sentences, adding both color and expression when talking about their daily lives. Also they begin asking questions of other students and are able to continue simple conversations. The teacher's handwritten readers are used for their reading practice and vocabulary arising out of the reader is introduced. Simple comprehension questions about the reading material or on other topics are practiced first orally with the whole class, then individually. After this exercise, the questions will be in written form.

In both oral and writing practice, grammar can now be learned at a more conscious level by using the comparative method, comparing Japanese to English. The 7th graders are introduced to a new Japanese phonetic lettering system, *Katakana*, which is used to write foreign words in Japanese or Japanese words adopted from other countries. Students experience various Japanese cultural events such as, inviting Japanese students into their classrooms, Tea ceremony, flower arrangement, origami projects, Taiko drumming field trips and assemblies. At this age they start to understand and discuss the similarities and differences with their own people, customs and culture. The 7th grade students start the writing of letters to their Japanese pen pals who will be visiting them once they become 8th graders.

Measurable outcomes are based on the following criteria:

By the end of the 7th grade, 80% of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.

Goal 1 – 7th Grade

Students will develop the four elements of fundamental communication skills: speaking, listening, reading and writing

Measurable Outcome #1

Speaking, listening and conversational skills

- a) Recite learned verses and poems comfortably both as a group and individually
- b) Sing Japanese songs with harmonies or in a round comfortably both as a group and individually
- c) Be able to answer simple questions in sentence form – time and daily activities, my family, hobbies, weekend and holiday reports, future dreams etc...
- d) Present a two minutes speech about himself/herself
- e) Be able to retell a simple story

Measurable Outcome #2

Reading and writing skills

- a) 70% Mastery of the 46 Hiragana letters, also *Daku-on and Yo-on* letters both to read and write
- b) Be able to read poems, verses, songs and short stories written in *Hiragana* letters
- c) Be able to use *Katakana* letters appropriately using letter chart
- d) Be able to transform the simple speech work into the written form
- e) Complete Japanese letters to his/ her pen pal
- f) Be able to read and understand the letter from his/ her pen pal

Goal 2 – 7th Grade

Students will develop fundamental Japanese grammar

Measurable Outcome #1

Acquire a firm grasp of sentence structure

Measurable Outcome #2

Know 20 verbs and be able to conjugate: present, past, affirmative and negative

Measurable Outcome #3

Know 20 adjectives and be able to conjugate: present, past, affirmative and negative

Measurable Outcome #4

Be able to speak and write with the correct word order

Measurable Outcome #5

Be able to use postpositional particles correctly in a short sentence

Goal 3 – 7th Grade

Students will be familiar with Japanese people, customs and culture, compare and contrast with their own

Measurable Outcome #1

Shows an effort to communicate with visiting Japanese students using any means; gestures, speaking Japanese and English, be a good host in class

Measurable Outcome #2

Be able to actively participate in in-house Japanese cultural events such as Origami and brush calligraphy activities, flower arrangement, tea ceremony, Taiko drumming assemblies

Measurable Outcome #3

Participate in discussions during our cultural study lessons such as prefecture research presentations, End of year and New Year celebrations, Japanese holidays, etc...

7th Grade

The students both review and practice question and answer dialogue and simple phrases using the 5Ws and 1H to carry on conversations with a partner or group. They also actively practice expressing themselves clearly in simple sentences in a range of everyday situation. Both formal and informal forms, idiomatic and colloquial language are also introduced at this age. 8th grade students experience a true cultural exchange, hosting their pen pals from Japan. They spend the day together and exchange performance 'gifts' with each other during a middle school assembly. Meeting, struggling to communicate and spending time with their own pen pal friend, whom they began writing to in the 7th grade, gives the students a true feeling of familiarity and connection with each other, building empathy towards different peoples and cultures.

There is a strong emphasis on cultural, geographical, historical and topical themes in the 8th grade Japanese lessons. Students learn the customs and lifestyle of Japan with a fresh and clear image through the teacher's anecdotes and historical storytelling. World War II study is one of the major themes in the 8th grade class. The students hear the stories from both the perspective of Japanese people living in Japan and the Japanese Americans who lived in the local area, Los Angeles. Guest speakers who experienced life in an internment camp are invited and the students hear their life stories. The students also visit the Japanese American National Museum to expand their knowledge. Through these experiences, the students learn about this historical event from a unique perspective and start to think and discuss themes such as human justice and the meaning of peace.

The 8th grade students continue their essential studies of the four elements of the Japanese language: listening, speaking, reading and writing along with more basic grammar and new vocabulary. The students are encouraged to express themselves more freely in Japanese both in their speech and writing work.

Measurable outcomes are based on the following criteria:

By the end of the 8th grade, 80% of the students who are studying Japanese three years or more and regularly participating in two Japanese classes per week should have 80% acquisition of the following skills.

Goal 1 – 8th Grade

Students will develop the four elements of fundamental communication skills: speaking, listening, reading and writing

Measurable Outcome #1

Speaking, listening and conversational skills

- a) Be able to recite verses and poems comfortably both as a group and individually
- b) Sing Japanese songs with harmonies or in a round, comfortably both as a group and individually
- c) Be able to answer simple questions in sentence form – birthdays and plans for the day, Japanese and American seasonal events and holidays, holiday customs, my biography and future dreams etc...
- d) Be able to ask question using 5Ws and 1H with correct tenses

e) Be able to retell a story in simple Japanese sentences

Measurable Outcome #2

Reading and writing skills

a) Master all 46 Hiragana letters, also *Daku-on and Yo-on* letters both to read and write

b) Be able to read poems, verses, songs and short stories written in *Hiragana* letters

c) Be able to read and write *Katakana* letter words

d) Be able to understand simple Japanese stories and write a basic summary in Japanese

e) Be able to comprehend written short stories and answer questions in Japanese writing

Goal 2 – 8th Grade

Students will develop fundamental Japanese grammar

Measurable Outcome #1

Acquire a firm grasp of sentence structure and correct word order

Measurable Outcome #2

Know 30 verbs (both dictionary form and *Masu* form) and be able to conjugate: present, past, affirmative, negative, want to and *Te*-form

Measurable Outcome #3

Know 30 *I*-adjectives, 10 *Na*-adjectives and be able to conjugate: present, past, affirmative and negative

Measurable Outcome #4

Be able to use interrogative pronoun (who, what, which), interrogative proverb (when, where, why, how) correctly and make question sentences

Measurable Outcome #15

Be able to use conjunctions, postpositional particles correctly in a sentence

Goal 3 – 8th Grade

Students understand different perspectives to see historical events, deepen their knowledge of human justice and contemplate the meaning of peace

Measurable Outcome #1

Write a summary of the book “Farewell to Manzanar”

Measurable Outcome #2

Be able to join the question and answer discussion when we host guest speakers

Measurable Outcome #3

Proactively participate in the museum tour and raise questions for the docents

Measurable Outcome #4

Be able to understand and perform the Japanese story “One Flower” in our classroom reader theatre

Goal 4– 8th Grade

Further develop a familiarity with the Japanese people and culture

Measurable Outcome #1

Proactively communicate with their Japanese pen pal friends when they visit

Measurable Outcome #2

Continue reading and writing letters in Japanese and English with their pen pal in Japan

Measurable Outcome #3

Show interest and actively participate during in house cultural events – Flower arrangement, brush calligraphy, Taiko drumming assembly

Woodworking Program – Grades 4-8

The Woodworking Program at Ocean Charter School starts in 4th grade and continues through 8th grade. The primary goal of the Woodworking Program is to immerse the students in the process of creating a real wood artifact from their imagination. The 4th grade child's independence is starting to emerge, which makes them developmentally ready to expand their skills and interests. The children will strengthen their skills and deepen their understanding of the process as they progress into the middle school.

It is a magical process to use one's hands and imagination to create something out of a piece of wood. The student's eyes, their wills and their hands work together simultaneously as the aroma of the wood fills up the studio. Each step of the project will combine sensory experiences with their developing eye-hand coordination and fine motor skills. Their concentration, perseverance and patience will be required every time they do their work. The learning process and experience they gain in this 5-year woodworking program is more important than the beautiful projects they create. The woodworking progression from 4th to 8th grades supports the students' mental and physical development at different stages and ingrates and deepens the work of the main teachers as follows:

See attached document

Games and Movement Program – Grades 1-8

See attached document

HANDWORK

Overall pedagogical goals of the Handwork curriculum:

Handwork offers the students a rare opportunity to experience a quiet, contemplative and productive activity. The projects reflect a pendulum swing between creative and practical; short and long-term projects; personal satisfaction and altruism, providing the students an opportunity to experience the value of altruism and community service from first grade on.

Handwork provides an age-appropriate physical encounter with the material world and equips the students with useful skills to manage the practical affairs of life and develop an ecological and moral sense of responsibility for the environment.

1st GRADE

Learning through doing is the basis of Waldorf Education, and this is most visible in the handwork curriculum, begun formally in first grade. Handwork is done not for its own sake, but in order to develop future intellectual, logical and practical capacities of the children.

Jean Piaget stated that schooling intricate manual skills is essential for the development of intelligence, and modern brain researchers and neurobiologists confirm that both practical abilities and cognitive skills are supported through bodily movement. Knitting trains awareness and dexterity of both hands, and awakens and promotes the mental powers of the children as they transform a one dimensional thread into a two-dimensional fabric which has a three dimensional purpose.

Around seven years old, most children's motor skills can cope with the challenge of the intricate process of knitting. They practice coordination, fine-tune motor skills and use logical thinking. We begin the year with the children making their own tools (knitting needles) and learning basic skills such as winding a ball of yarn.

Anticipated Skills and Knowledge:

Awareness and dexterity of both hands; transform one dimensional yarn to two dimensional fabric to three dimensional item. Fine motor control, supporting writing and reading; perseverance and follow-through with a planned project; focus and attention for 30 – 40 minutes;

Prepare tools and supplies: make knitting needles, wind yarn, learn to knit, then cast off and on. Basic sewing, forming and stuffing 3-dimensional items. Some children will learn to purl towards the end of the year.

Measurable Outcomes:

Knitting, purling, casting on and off. Slip knot, weaver's knot. Threading a needle, sewing knot; running stitch, overcasting, lock stitch.

2nd GRADE

In second grade, the children continue knitting, usually showing a great deal of skill and enthusiasm, and almost all the children master purling. The children make a challenging and very satisfying and beautiful flute case, (a few children make an extra for new students or slower knitters). At this stage, the curriculum calls for items made from one piece of fabric, formed or shaped by sewing or stuffing. Several children learn to crochet the hat for their

‘mini-man’ or ‘mini-miss’ in readiness for more third grade crochet projects. The activity of crochet supports the developmental stage of the ‘nine-year-old-change’.

Anticipated Skills and Knowledge:

As above, plus learning to crochet in mid second grade (around February/ March) requires more independent judgment and personal decision-making, and allows one hand to establish a more dominant role.

Measurable Outcomes:

The students will master purling; garter and stockinet stitch. Counting rows, changing color to form stripes, harmonious choice of color. Form, sew, stuff and shape.

3rd GRADE

Anticipated Skills and Knowledge:

Continuing crochet helps to support the increasing individuation of the children at this stage (“9-year-old change”).

Learning to spin wool and other fibers into serviceable yarn. Familiarity with use and care of natural materials. Basic tabby weaving on an upright “Navajo” tapestry loom as a community group.

Many fiber-related stories from multi-cultural and historical sources

Measurable Outcomes:

Successful completion of one or more geometrically shaped cotton potholders, a beach bag, and some freely chosen items for faster workers such as granny squares, baskets, net bag for grocery shopping.

Spin a minimum of approximately 20 yards of wool yarn on a drop spindle.

4th GRADE

The main handwork in the 4th grade curriculum is embroidery and cross-stitch. The students design their monograms to embroider onto a Handwork bag. This bag will hold their class work through grade 8. The children stitch decorative, useful and meaningful interlacing patterns using various stitches; backstitch, chain stitch, split stitch, stem stitch, whipped running stitch and/or interlaced backstitch.

The students then craft a shoulder bag or needle book; embroidering individual cross-stitches into a cloth laid out with perfect squares. Within this structure the children are free to explore the concepts of form, color, value and symmetry. The cross-stitch technique is very stabilizing and containing for children in this initial phase of becoming independent.

Anticipated Skills and Knowledge:

Fine motor development; ability to stay on task; math skills: addition, subtraction, multiplication, division; measurement; color and color wheel, use of sewing tools: scissors, sewing needles, pins; pattern-distinguishing and pattern-making; sequential stitching, planning, time-management, patience, perseverance, problem solving and flexibility.

Measurable Outcomes:

Ability to draw and cut straight on paper and fabric, appropriate selection of paper vs. fabric scissors, appropriate selection of needles to threads (i.e. embroidery, cross-stitch, sewing), cutting sewing thread an ergonomic length measured by individual arm span, threading needles, starting and finishing knots, mastery of running stitch, backstitch and blanket stitch. Ability to cross-stitch in a sequence, visually plan a pattern of colors, values, shapes and/or images on cloth. Finger crocheted and hand corded bag straps.

5th GRADE

This year the curriculum is about learning to see the world from different perspectives. The handwork program supports this work by teaching the children how to design and knit three-dimensionally using 4 double-pointed knitting needles simultaneously. Using this technique the students knit hats, slippers and/or water bottle carriers. The slippers project is remarkably challenging technically. Even more important, it requires the children to rely on their inner resources and perseverance to start and finish their second sock after completing the first. These projects require the constant use of math and geometry. Often the children read and knit simple patterns; and even graph their own imagery, writing or patterns on paper and translate onto their knitted projects.

Anticipated Skills and Knowledge:

Ability to intuit, think and work in 3-D, stay on task, design, plan, time-management; math skills: addition, subtraction, multiplication, division; measurement, advanced knowledge

of fibers and materials. Ability to read and create 2-D graphed knitting patterns and translate into a 3-D knitted garment.

Measurable Outcomes:

Management of a number of knitting needles in the construction of a wool hat, wool slippers and/or cotton water bottle carrier.

6th GRADE

In 6th grade the children hand-sew animals of their own design. The children use their imagination, experience and knowledge of animals, drawing skills and geometry to design, draft patterns and construct life-like three-dimensional animals. The activity of sewing something from the inside and turning it right-side out supports their inner development as they begin to share more of their inner being in their outer world.

Anticipated Skills and Knowledge:

Ability to recall, draw, draft, plan, craft and complete an animal of their own design. Further review and practice of all of the sewing skills from 4th grade applied to a larger, more sophisticated 3-D object. Time-management; 2-D and 3-D visualization, patience, perseverance, flexibility, problem-solving, measurement, advanced knowledge of fibers and materials.

Measurable Outcomes:

Detailed recollection of the visual appearance and subtle qualities of a chosen animal into a qualitative drawing from memory and/or a photo, the measured translation of that drawing into a simple working 2-D pattern of every part of the 3-D animal, the construction of the final 3-D animal in wool felt fabric. Completion, likeness, durability and quality.

7th GRADE

The handwork curriculum helps support the children as they approach physical maturity. Their increased awareness of their changing bodies is channeled into their work as they make dolls and doll clothing to support their studies of human development as they reach puberty. They create these projects while incorporating all the techniques they have learned throughout the years.

Anticipated Skills and Knowledge:

Ability to recognize the grain of stretch on jersey knit cotton, precise 2-D pattern tracing & cutting, awareness in pinning and hand backstitching 2-D pieces together inside out to make whole doll parts, ball vs. roll techniques of filling the doll fabric with wool, blind stitching the doll head/arms to the body, backstitching the facial features and sections of hair. Similar skills and knowledge in making doll clothing, thus a precursor to full sized human clothing next year. Time management, measurements, patience, perseverance, flexibility, advanced knowledge of more refined hand sewing and use of thinner materials.

Measurable Outcomes:

Plan and pattern for the materials of the doll and doll clothing. Its' construction, completion, creativity, quality and durability.

8th GRADE

As they begin their transition towards high school, the children start to understand the concept of cause and effect and have an increased desire to understand how mechanical things work. Students study the Industrial Revolution during their Main Lesson, and are then introduced to the use of the sewing *machine*. They hear and discuss the stories of how the machines were invented and used, practice and learn it's parts and purpose and how to care for them while making clothing for their changing bodies. They will make pajama tops and bottoms to bring home and wear. Often they are so proud of their work, they wear them to school! The children who have participated in the handwork program from an early grade develop great respect for what can be created with the use of their hands and are in a unique position to appreciate the dramatic changes that occurred due to the Industrial Revolution.

To practice old and new skills, the students measure, cut and machine sew a patchwork square to contribute to a larger quilt. This collective quilted blanket is an annual gift to their 8th grade class teacher, presented at their graduation ceremony.

Anticipated Skills and Knowledge:

Knowledge of the history of garment, cloth industry, sewing machines and the impact of the Industrial Revolution. Ability to measure one's own body to match, read and select clothing patterns, precise tracing, cutting and pinning 2-D patterns and machine sewing parts together inside out, turning right side out to make the whole 3-D garment, trying on and making

measured alterations, machine parts, simple repair techniques, time-management, problem-solving, flexibility, advanced knowledge of fibers and materials.

Measurable Outcomes:

Completion of a patchwork square; in a challenging pattern of spiraling rectangles that increase in size from the center. Machine sewn flannel pajama shirt and pants; often with additional pockets and hoods. Completion, creativity, wearability, durability and quality.

Music

Introduction

Music is an important element of the Waldorf curriculum, awakening and nurturing the deep inner life of the child. According to Rudolf Steiner, the human being is a musical being, and the making of music is essential in experiencing what it is to be fully human.*

As the main lesson curriculum follows very specific stages of child development, so does the music curriculum. Engaging the soul activities of thinking, feeling, and willing in the child, the study and experience of the various elements in music arouse and cultivate the inner forces necessary for children to meet the challenges of the world with enthusiasm and confidence.

The music program in each Waldorf-inspired school reflects the specific skills, talents, and interests of the class teachers and the music faculty. The size and configuration of the school buildings, the number of students, and the funding available also play a role. At Ocean Charter School we realize that music is necessary and essential to the entire Waldorf school experience.

Kindergarten

It is at this level that Waldorf music education looks most different from traditional music education. It is not obvious that the children are acquiring musical skills. They are not yet reading lyrics or keeping time to an obvious beat. Instead, with conscious attention to bringing the right lesson at the right time, the kindergarten teacher subtly weaves music into every activity and transition, throughout the school day. This takes the form of humming softly as she/he works, singing lilting transitional cues, sharing nursery rhymes, finger plays, sing-song accompaniments to stories and puppet plays, and playing the lyre or glockenspiel along with nap time lullabies. The soundscape of the Waldorf kindergarten is infused with the music of cooperative work and play.

Grade One

Unison singing in the “mood of the fifth”—pentatonic melodies that employ open intervals of the fifth, moving around the central tone of A—brings the floating, unfinished quality of music that is appropriate for the first grader. The children sing and move to songs about nature, the seasons, and the elemental world of elves, gnomes, and fairies. All music is learned by imitation, without reading music or lyrics. First graders also learn to play the pentatonic flute. This simple wooden instrument possesses only the tones of the scale that create the larger, open intervals. Often, the lyre is introduced this year, as well. Above all, the experience of listening is purposefully cultivated.

Grade Two

Here, music continues to be presented so that it appeals to the feeling life of the child. Music in the “mood of the fifth” is gradually replaced by more purely pentatonic melodies. By the end of second grade, the teacher introduces pentatonic songs that have a definite tonic ending—pentatonic major on G and pentatonic minor on E. Work with the Choroi pentatonic flute continues, where some preparatory experiences are introduced as a prelude to composition and traditional notation. Songs about nature and the seasons, legendary heroes and fable characters, reflect themes encountered in the main lesson blocks and foreign language classes.

Grade Three

During the third grade, most children go through the inner transformation that Rudolf Steiner called the “nine-year change.” The child leaves the seemingly idyllic world of early childhood, and experiences him/herself as an independent being separate from the world and others. A number of new musical experiences are now appropriate: singing songs in a major diatonic key; playing the soprano recorder; and learning the rudiments of musical notation in an imaginative way. The keynote C is central now.

Sacred songs and folk songs are featured, as are songs about house building, cooking, gardening, and telling time—key subjects in the third-grade curriculum. As preparation for part-singing, the children learn songs in which they can experience call-and-response, rounds, and other steps toward singing in harmony. Simple percussion instruments are used to explore beat, rhythm, and other qualities of tempo. They might also make music lesson books that contain their growing musical vocabulary and show their new skills in reading and writing traditional musical notation.

A note about performing:

For the younger child, performing for an audience engenders too much self-consciousness. It is more appropriate to “share” the class workings at an assembly or other small classroom venue for parents, with the children in their own circle, rather than facing an audience, whose gaze

and focus is on them. After the “nine-year change,” the child’s awareness of her own individuality has developed sufficiently to meet this experience in the healthiest way.

Grade Four

Having moved through the “nine-year change,” the fourth grader is ready for a new set of musical experiences, especially those in which one must hold his/her own part, even while listening to the other and the whole. If preparation has been provided for part-singing and harmony in third grade, the children will now be able to sing simple rounds, descants, and quodlibets (partner songs) with grace and ease. Songs in minor and major keys are utilized, and the moods they engender are explored. Musical selections reflect the main lesson curriculum: Norse myths, local geography, and local history. The children often learn their state song, local folk songs, and songs having to do with their regional geography.

Students at Ocean Charter School also begin to play a stringed instrument (violin, viola, or cello) in the fourth grade. Work on the C-recorder is continued, incorporating harmony parts to accompany the singing, or part reading on the instrument itself.

Fourth graders continue their study of music notation, where the main lesson block on fractions often nicely complements the learning of the time signatures. Various meters are experienced and studied. By the end of the year, some children may be able to sight-read simple melodies, both vocally and instrumentally.

By the end of grade four students have acquired important basic musical skills. Their children’s joyful participation in these lessons expresses their growing physical strength, awakening mental vitality, and deepening inner life.

Grade Five

In Waldorf circles, grade five is often referred to as “the Golden Age of Childhood,” where the children approach a certain harmony and balance in their physical and emotional development. In addition to a sweeping survey of ancient India, Persia, Mesopotamia, and Egypt, an exploration of the inspirational culture of ancient Greece—with its ideal of grace, beauty, and balance—is at the heart of the fifth-grade curriculum.

Musical selections and activities bespeak harmony and balance in form, from Olympic hymns to songs and movement games from the rich American folk music tradition. Singing in two or three parts, the children practice singing together, noting how each part is important to the whole.

Students continue their work on the soprano recorder with their Class Teacher. Some music teachers introduce the alto recorder, since its range is more like that of the fifth grader's natural singing voice. The Strings program is continued, taught by a specialist, and can be expanded to include ensembles of varied skill levels. Fifth graders also deepen their awareness of the basic principles of composition, learning how to create a simple score using the traditional notation introduced in grade three.

Grade Six

With its focus on the study of ancient Rome, sixth grade is a good time for students to experience the Latin language through rounds and marching songs. Marching patterns and forms can be created together by the students and teacher and carried out with precision and intention.

The Middle Ages is another focus of study in the main lesson, so music curriculum can draw on the a rich repertoire of canons and chants found in medieval music. Since the changing male voice is often very limited in its range, creating drones or ostinati (a repeated musical phrase or rhythm) is a way to give the boys something they can sing successfully. This not only contributes greatly to the musical experience, but is also in keeping with the style and quality of medieval music. Other aspects of music important during the Middle Ages are introduced, such as the relationship of text to music, the spread of music around Europe, and the development of formal music notation.

The sixth graders study acoustics as part of their physics main main lesson. This affords the teacher an opportunity to integrate the music curriculum with the study of natural science by introducing experiences featuring various aspects of sound perception, production, and notation.

The children can now learn to play any of the four most commonly used recorders—soprano, alto, tenor—and, if their hands are large enough, the bass. The recorder appeared and came to prominence in the Middle Ages, and the medieval repertoire for the instrument is rich with beautiful two-, three-, and four-part pieces to play.

As an optional choice at Ocean Charter School, sixth graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings. Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus.

Grade Seven

A key focus of study in grade seven is the Renaissance, so students experience the rich vocal and instrumental repertoire of the age. Since the recorder was an important instrument during the Renaissance, the seventh graders continue to play, often with all four standard versions of the instrument—soprano, alto, tenor, and bass. As the explorers of the Renaissance traveled the world, discovering things new and different, so the seventh grader can experience other cultures through world music and folk songs from around the globe.

Many of the children, both boys and girls, experience changing voices during this year. While their vocal instrument is delicate and fragile at this time, it is very important that they continue singing through the change. Much can be lost if the voice goes unexercised. The teacher honors the process of change, explains it, and supports it by providing music that the changing voice can successfully sing, specifically, songs with a limited vocal range in the middle to lower parts, as well as ostinati and drones.

As an optional choice at Ocean Charter School, seventh graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings. Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus.

Grade Eight

The eighth grade is a year of challenges and changes. The students study the great revolutions— American, French, Russian, and Industrial—and the human striving after freedom and the realization of ideals. In their own development, the students are reaching the end of the seven-year cycle that began at age seven and are now entering adolescence.

Music lessons during grade eight attempt to meet this turbulent, often disturbing, always inward, quality of the budding adolescent. It should reflect the profound changes that the student is going through in his experience of the world and of himself. Ponderings about death, loss, and the struggle to know oneself can be brought in song to meet this inward process. Songs that include riddles, puzzles, or humor are also welcome as they lighten the sometimes grave mood of the eighth grader.

Continued work with the changing voice is featured, as is more increasingly complex part-singing. Ensemble work is important in the eighth grade, to include all the instruments introduced so far. Students of similar skill levels can form string quartets and other smaller groups, including vocal ensembles.

As an optional choice at Ocean Charter School, seventh graders may choose to participate in a number of mixed grade-level (grades six, seven, and eight) music elective offerings.

Depending on staff and budget, these courses can include Strings, Jazz Band, Orchestra, Guitar, Percussion, and Chorus. Various ensembles may provide music for school festivals, assemblies, and special events throughout the year. They may also perform in the larger community, at a nursing home, for example, at community fairs, or at another school. Such performances give the students the experience of sharing their creative endeavors for the benefit of the larger whole.

Music in the Waldorf curriculum seeks to bring the living, healing presence of music into the life of the child and creates many opportunities for each student to experience both their own individuality and their relationship to community.

* Rudolf Steiner, *The Child's Changing Consciousness*, (Hudson, NY: Anthroposophic Press, 1996), 118–119. Lecture originally given in Dornach, April 1923.

** Special thanks to Andrea Lyman and her article in RENEWAL Magazine Volume 18, Number 1 – Spring/Summer 2009

Environmental Stewardship

coming

Social-Emotional Learning

coming

Visual Arts

coming

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Ocean Charter School uses standardized test scores as one important annual indicator of pupil progress. Additionally, at Ocean Charter School assessments are continuous, integrated with learning, and culturally appropriate. In order to remain in line with our vision, our assessment strategies reflect our commitment to recognize each child as an individual and develop a learning program that avoids labeling and helps create a non-competitive environment for our students. Assessments initiate instructional decision-making and are an outgrowth of it. Assessments are varied and designed to measure student progress in multiple ways. They include traditional tests and quizzes, performance based assessments, authentic assessments, and teacher observation. Details

on specific assessment used and how they align with our anticipated skills and objectives as well as our measurable outcomes are included in our Scope and Sequence, Appendix 2.1. All of these assessments together ensure that statewide standards are met.

The following assessments are samples of how OCS' performance-based assessments are consistent with our instructional program.

- **Main Lesson Books:** Grades 1 – 8. Serving as student textbooks and a useful tool for on-going student evaluation, every student creates hand-written and illustrated books for every unit of study. Class teachers utilize the main lesson books to evaluate students' writing, comprehension of concepts, spatial understanding, fine motor skills, drawing, mapping and copying abilities. Examples of Main Lesson Books from grades 1st-8th are in Appendices 1.2 – 1.9. The Main Lesson Book Rubric used in grades 6th-8th is in Appendix 3.1.
- **Class Plays:** Grades 1 – 8. Originating from Main Lesson curriculum, every student has a role and recites memorized lines. Students work on their own individual part and also learn to develop a communal attitude toward the production. They participate in creating the sets and costumes, and in upper grades, sometimes write the plays themselves. In understanding the context of the play (Roman History, Native American creation stories, etc.) they are able to imbue their parts with a meaningful fervor for their message or role in history. Teachers carefully match students with roles in order to develop specific student capacities.
- **Oral Presentations:** Grades 3 – 8. Beginning with the 3rd grade shelter project students make formal, oral presentations to their class at least once per year. They speak about the particular area they researched and what they learned. In the upper grades, the Oral Presentation Rubric (Appendix 3.2) is used to give students meaningful feedback on their presentation. These evaluations consider students' public speaking skills, knowledge of the material being presented and ability to respond to questions. By grade 8, OCS students are accomplished and confident public speakers and presenters.
- **Painting Portfolio:** Grades K-8. Every student at Ocean Charter School participates in weekly painting lessons. These portfolios are useful for analyzing students' attention to detail, ability to follow directions, understanding and use of color, shading technique, and fine-motor skill development. They also provide insight into a student's socio-emotional state and cognitive development.
- **Beeswax Modeling and Sculpting:** Grades K – 6. A modeling compound with which students create figures depicting the curriculum. The models are used to decorate classroom dioramas and nature tables demonstrate both the students' ability to transform imaginary images into concrete objects as well as their work habits and attention to detail.
- **Music Performance:** Grades 1 – 8. Regular assemblies featuring student performances in recorder/flute, singing, and/or poetry recitation allow students to showcase their ongoing growth in these areas. Starting in 4th grade and continuing through 8th grade, students perform for parents and community members in our Winter and Spring Music Concerts that feature our strings, percussion, chorus and dance classes.

- **OCS Physical Education Assessments:** In addition to Fitness Testing in grades 5 & 7, OCS students demonstrate their mastery of physical education standards and unique OCS outcomes by participating in the 5th grade Pentathlon, the 6th grade Medieval Games, and the 7th and 8th grade Track and Field Meet. These events culminate blocks of interdisciplinary study that combine main lesson academic content with physical education content.

Culminating Assessment

- **8th Grade Student Project:** An in-depth research project about a student-selected and teacher-approved subject that includes three components: a research paper, a physical creation of the student's making, and an oral presentation with PowerPoint. See the 8th Grade Project Rubric in Appendix 3.3.

"In house" Benchmark Assessments

In addition to standardized testing in spring and ongoing formative and summative assessment by teachers, our teachers use "in house" assessments three times a year to track student progress and inform instruction. These assessments are:

Language Arts:

- Easy CBM
- DIBELS
- San Diego QUICK
- Qualitative Reading Inventory

Math:

- Textbook grade level assessments
- Teacher created, grade level math assessments. See Appendix 3.4 for samples of the Beginning of Year Math Benchmark Assessments.

First Grade Readiness:

- **First Grade Readiness Assessment:** Given to kindergarten students once a year, or more often if needed- This assessment helps teachers determine students' readiness to move from Kindergarten to First Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development.

Much of our grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in first grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

Data Analysis and Reporting

Ongoing analysis of student performance data continuously informs our organization's development as a learning community. Formal and systematic data gathering and analysis occurs in the following ways:

Annual CAASPP Result Analysis

CAASPP reports are analyzed by the faculty and administration at the start of the school year to identify areas of instructional strength and weakness. This analysis is used to 1) inform professional development plans for the teachers for the coming year, and 2) guide instructional planning for the teachers on each academic block.

Ongoing Performance Assessments

OCS's internal assessments in grade-level Math and Language Arts, which include standard tools such as the Easy CBM, DIBELS and the QRI (Qualitative Reading Inventory) as well as OCS created math assessments, are administered to students three times a year. Their results are reported to parents, and used by teachers to inform instruction for re-teaching, tracking student progress, and referring students for intervention. Finally, they are also used by the administration to assess overall trends and identify areas for improvement and professional development. The results of these assessments also inform the school's academic strategic plan and budgetary decisions regarding staffing, support services, and materials.

Additional Data Analysis

Other forms of data analysis include teacher reports, parental satisfaction surveys, Special Education program assessments, analysis of mentoring program, tracking which schools OCS graduates attend and their ability to test out of basic math and English classes in their freshman year for more advanced classes continuously informs OCS's academic strategic goals.

Informing Stakeholders of School Performance

Parents are regularly informed of their child's progress as measured by our assessments through both informal and formal communications. Informal communication between teachers and parents occurs throughout the year through notes, evaluated work sent home, phone calls, and meetings. Formal communication occurs for all students in multiple ways and at numerous times over the course of the year.

- **Fall & Spring Evaluation:** Grades K – 8. Teachers meet with individual parents once in the Fall and again in the Spring (for struggling students) to review student progress. Written feedback is provided that includes results of benchmark assessments as well as ongoing, formative teacher assessments and observations. Student work is shared as further evidence of student performance and growth towards meeting schoolwide and grade level expectations.
- **6th - 8th Grade Report Cards:** Teachers provide reports, with letter grades and advisory comments that are assigned to all subjects taught. These reports are utilized to keep parents apprised of student progress and students apprised of their own progress three times per year.
- **End of Year Narrative Report:** Grades TK – 8. In addition to the forms of feedback cited above, the End-of-year Report provides an in-depth, personalized evaluation of each child's progress. The teacher writes a descriptive narrative of the child's achievements, challenges, and participation in major areas of schoolwork—such as math, reading, writing, social studies, science, specialty subjects, social/ emotional interactions, and physical activities. These reports are mailed to parents after the last day of school.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

For students in grades 6th -8th where grades are earned and report cards are given, the grading policy is as follows:

Grade Key			Work Habits/ Citizenship Key
A+: 100%-97%	B-: 82% - 80%	D: 66% - 63%	5: Excellent
A: 96% - 93%	C+: 79% - 77%	D-: 62% - 60%	4: Good
A-: 92% - 90%	C: 76% - 73%	F: Below 60%	3: Satisfactory
B+: 89% - 87%	C-: 72% - 70%	P: Pass	2: Inconsistent
B: 86% - 83%	D+: 69% - 67%	F: Fail	1: Unsatisfactory

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Frequency of Progress Reporting

OCS operates on a trimester schedule with report cards mailed out at the end of each trimester and progress reports sent halfway through the semester for students earning lower than a “C” and lower than a “3” in Work Habits or Citizenship. Progress reports are sent halfway through the trimester so parents are informed early and students have time to make any necessary changes and get any necessary help to improve their performance in time to improve their grades on the trimester report card.

Promotion/Retention Policy

OCS considers retention carefully and in consultation with the full team of teachers, administrators, parents, and, when appropriate, the student. Multiple factors are considered, including but not limited to: standardized test scores, internal assessments, teacher assessments, student work, social-emotional factors, student age, relationships with peers, behavior, indicators of child’s developmental stage, and attendance. Every effort is made to support students progressing with their class, including giving instructional support during the school day and after school when possible, collaborating with families in a community of care, and school-based counseling, when appropriate. Decisions on retention are ultimately made in the best interest of the student as a whole human being- academically, social-emotionally, and developmentally.