

# LAKE

# Program Guide



## 2021-2022 School Year

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## Welcome to the Lake!

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At Wingra School, “Lake” is the term used to describe the two classrooms (Rooms 105 and 107) comprised of mostly nine, ten, and eleven year olds. Students at Wingra begin in the Nest, and then travel to the Pond, the Lake, and then upstairs to the Sky. Wingra is the Ho-Chunk word for “duck,” so we use these names for our classroom levels to signify the progression of our children through their Wingra experience.

Students from the two Lake classrooms are together much of the time, both for academic and social activities. The Lake classrooms share the same morning breaks, math times, read-alouds, and unit studies. Depending on the activity, students may work in either classroom. Our goal is for students to feel a part of the whole Lake community.

Each classroom also develops its own character and community. We begin and end the day in our home-base classrooms and include some separate traditions in order to foster a sense of classroom belonging. Lake teachers work with all the students of the Lake, striving to form individual connections and relationships with every Lake student and family. All Lake teachers contribute to observations and assessments of students and are available to discuss individual student development.

The multi-age Lake classrooms allow students to experience a continuum of growth with increasing independence. Throughout their multi-year placement, students have ample opportunities to set and meet goals, seek challenges and use their growing confidence to deepen their friendships and relationships. Students, families and teachers benefit greatly from the increased knowledge and insights gained through a longer shared experience with each other.



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## **Features of a Progressive Education at Wingra School**

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### **Progressive Educators**

Wingra educators are highly knowledgeable about child development and work to address the trends and challenges of modern childhood. They co-create a developmentally appropriate curriculum with their teaching team and students, bringing their own creativity, insight, and love of learning into the classroom. Our teachers have a clear understanding of the progressive philosophy of the school and a strong commitment to it. Staff members collaborate and engage democratically to make decisions about most aspects of our program. Their dedication, expertise, and teamwork are what make progressive teaching practices possible at Wingra.

### **Developmentally-Appropriate Child-Centered Practice**

Our practice is grounded in an understanding of how children grow, develop, and learn. We include active and interactive learning experiences, varied instructional strategies, a balance between teacher-directed and child-initiated activities, integrated curriculum, and learning centers. Students are children and it is important to allow ample time for laughter, play, discussion, quiet time, and snacks. Learning is not a race timed by age or a competition or defined by a finite skill set. Children learn on a continuum; they move from easier to more difficult concepts and from simple to more complex strategies at their own pace. Teachers help students understand how they learn and their own areas of strength, challenge, and opportunity. Students are taught to exercise their voice in their own learning process and to make choices, set goals, keep track of their progress, and reflect on their growth and learning.

### **Integrated Thematic Curriculum**

Teachers create an integrated curriculum based on thematic units of study. Content is introduced and extended through diverse, open-ended learning experiences designed to challenge students at different levels. As a group of learners becomes immersed in this shared inquiry, there are opportunities for individuals to pursue particular areas of interest.

### **Multi-Age Classrooms**

We see tremendous value in a range of learners working together. Teachers create curriculum based on their knowledge of child development and on the actual students in their classrooms. The stronger the relationship between teacher and child, the more engaging and differentiated the program can be. Students benefit from the cycle of being “youngsters” one year and “olders” the next as they are gaining familiarity, are known deeply, and have the opportunity to lead and learn from each other. School-wide, children ages 5 to 14 interact in many ways. We deliberately create opportunities for students of all ages to learn with and from each other.

### **Outdoor Learning**

Spending time outside is good for the health and growth of students’ bodies and minds. We notice the cultivation and the release of energy when we go outside with students and we take special care in carving out time to be outside for a variety of activities including play, nature-based science education, field trips, neighborhood walks, and other classroom and school activities. Each level integrates time outdoors and environmental stewardship into their

curriculum in unique ways, and we dedicate one day each year to spending the entire day outside as a whole school.

### **Service Learning**

Engaging in service learning gives students the opportunity to connect to people, places, and issues within our school, neighborhood, city, and world. Our students become actively engaged citizens and stewards while having a genuine impact. Service learning projects have a compelling sense of purpose that resonates strongly with educators, students, and partners.

### **Community Focused**

School and classroom communities are carefully nurtured through attention to relationships and routines that promote feelings of safety and belonging. People at Wingra know each other and are known well. We teach students to be compassionate, supportive, and inclusive through an intentional social curriculum.

### **Authentic Assessment**

The purpose of assessment is to give each learner and their educators and family an authentic picture of the child's present level of understanding and growth, so that learning strategies can be devised and modified as needed. Working together, the student, family and educators identify learning goals and evaluate the student's success in reaching those goals. Each student's development is assessed by means of regular observation, documentation, reflection, dialogue, and conferences. We do not use tests or letter grades, preferring to describe students as learners broadly and deeply in narrative form and through work sampling in a growth portfolio.

### **Parent Involvement**

Parents are seen as important partners in student learning. A continuous exchange of information is critical to keeping parents informed and involved. Partnerships are enhanced and solidified due to the time spent together on behalf of the child, recognizing and supporting shared goals. Opportunities exist for parents to be involved in many aspects of the school and program.

### **For the Public Good**

As an independent school we have the autonomy to design and implement the kind of program we know is best for children. Wingra's founders' original intent was not to create a new school but to demonstrate to the Madison school district a more child-centered, multi-age approach in the hopes that they would implement it within the public schools. To this day, we strive to connect with other educators, education leaders, and schools to inquire, visit, and gather information about each other's programs to learn and grow together.

## **The Lake Program**

### Goals and Developmental Considerations

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#### **Burgeoning Independence**

Students in the Lake are working towards self-sufficiency. They explore a variety of strategies in search of the ones that work best for them. Many elements, such as plan sheets, fix and finish, choice and work times, goal setting and goal feedback conferences help support students as they define their own ideas and develop independence in pursuing a range of topics.

#### **Depth**

Our integrated thematic units and integrated curriculum frame many of the experiences in the Lake. Students brainstorm ideas for the units of study at the beginning of the year. The units incorporate an in-depth study of math, literacy, science and social studies, and social studies. In each unit students will read, write and participate in hands-on investigations.

Students at this developmental stage are ready to engage more deeply in topics and explore questions in a more nuanced and sophisticated way. Time is dedicated to discussion, research, debate, and questioning. In addition to developing a rich content knowledge, students are also developing their own identities and opinions about the issues relevant and important to them.

#### **Community**

School is a microcosm for society. We provide opportunities for students to share their voice, discuss ideas, engage in conflict, work toward compromise, and solve problems in a safe environment. Students are given the opportunity to practice skills important for interpersonal relationships throughout their lives.

# The Lake Program

## Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:30 AM</b>	Arrival and Food Preparation	Arrival and Food Preparation	Arrival and Food Preparation	Arrival and Food Preparation	Arrival and Food Preparation
<b>8:45 AM</b>					
<b>9:00 AM</b>	Math	Music, Tech, Spanish Rotation	Math	Morning Meeting	Math
<b>9:15 AM</b>				Art, Wellness Rotation	
<b>9:30 AM</b>					
<b>9:45 AM</b>					
<b>10:00 AM</b>	Morning Break	Morning Break	Morning Break	Morning Break	
<b>10:15 AM</b>					
<b>10:30 AM</b>	Literacy	Morning Break	Literacy	Art, Wellness Rotation	Literacy
<b>10:45 AM</b>					
<b>11:00 AM</b>					
<b>11:15 AM</b>					
<b>11:30 AM</b>	Recess	Recess	Recess	Recess	Recess
<b>11:45 AM</b>					
<b>12:00 PM</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12:15 PM</b>					
<b>12:30 PM</b>	Quiet Time	Quiet Time	Quiet Time	Quiet Time	Quiet Time
<b>12:45 PM</b>					
<b>1:00 PM</b>	All School Games	Math	"Walkie Talkie Wednesday" Outdoor Afternoon	Math	Library Time
<b>1:15 PM</b>					
<b>1:30 PM</b>	Closing Group	Break	"Walkie Talkie Wednesday" Outdoor Afternoon	Break	Outdoor Exploration
<b>1:45 PM</b>					
<b>2:00 PM</b>	Early Dismissal	Literacy	Closing Group	Literacy	Closing Group
<b>2:15 PM</b>					
<b>2:30 PM</b>					
<b>2:45 PM</b>					
<b>3:00 PM</b>		Closing Group	Closing Group	Closing Group	Closing Group

## Curriculum in the Lake

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Although this document delineates subject area and age level, Wingra students engage with these topics through rich integrated thematic units that vary from year to year. It is a living document that represents our child-centered, responsive curriculum as it adjusts to student needs, unique interests, and current events to make the most of each learning moment.

## LITERACY IN THE LAKE

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### Philosophy Statement

At Wingra, we believe that the learning environment in which literacy instruction takes place is critical to students' success. We recognize that intellectual maturation and growth are naturally uneven processes and that children's reading styles, skills and preferences vary in both their own development and in comparison with their classmates. Reading, writing, speaking, observing, thinking, and listening are natural processes of communication that are integrated into every school day and throughout the curriculum; we emphasize the language processes in all content areas. The Lake literacy program establishes high expectations for all students while ensuring a safe classroom environment that encourages students to take risks. Many Lake-age students are still transitioning from beginning readers to fluent readers, who read for pleasure, information, direction, and content throughout the day. Our goal is to build autonomy of earlier skills while focusing on strategies like comprehension monitoring, making connections, and inferring. We acknowledge the differences in children's development and scaffold these processes to the individual and small group. In the Lake, we believe that reading, writing, listening, and speaking are naturally connected and emphasize that both informal and formal language are important forms of learning and communicating.

### Understanding Goals

How can I keep in mind multiple perspectives of characters in a situation or event while I'm reading? How do authors show different perspectives? How do tools like narration and dialogue help? What tools can help me develop and plan characters and plot in my narrative writing? How do I choose and refine a research topic of interest so that it is productive and focused? What is expository writing? What are the structures, conventions and logic of expository writing that make it different from narrative writing? How can I organize and sequence information in my writing so that others can read and learn from me? How can I use multiple resources (books, internet, first person) to learn, write and teach others? How can I use technology to present information to others? How can I incorporate information and research in my writing to persuade others?

How can I express my thoughts in a clear and organized manner and make appropriate and relevant contributions to discussions? How can I most effectively present oral projects? How do I read aloud with accuracy, appropriate pacing, intonation, and expression? Do I comprehend content area nonfiction texts and show my understanding through written and/or



oral responses? Do I comprehend literature and show my understanding by contributing my ideas while also actively listening to peers in literature discussions? How do I make use of feedback to revise and improve on the content of my written pieces? How can I write effective expository pieces, nonfiction, and poetry pieces? How can I use my writing time in class well? How can I accurately use the mechanics of writing (grammar, punctuation, and spelling) to present my writing to my readers?

### **Key Concepts and Skills**

**Listening and Speaking:** Express thoughts in a clear and organized manner. Make appropriate and relevant contributions to activities and discussions. Listen as each person speaks, and respond appropriately to what is being said. Learn and integrate appropriate grade level vocabulary. Demonstrate effective presentation skills.

Participate by listening and contributing to book group discussions. Learn to orally present current event summaries in a clear, organized, and engaging manner. Contribute relevant comments in discussion, focus attention on the speaker, and respond with depth and insight. Create and perform dramatic presentations for a variety of audiences.

**Reading:** Build upon earlier skills while focusing on strategies like comprehension monitoring, making connections, and inferring.

Read with accuracy and appropriate pacing, intonation and expression. Demonstrate understanding of grade level expository texts; can “read for information.” Navigate and read a variety of texts to research and gather information for expository writing. Read historical fiction to understand and think critically about historical events.

Sustain independent reading at or above individual reading level for 30 minutes. Determine main ideas and salient information in fiction and nonfiction texts. Use context and previous knowledge to infer meaning. Summarize text effectively. Use excerpts to illustrate points, and derive meaning from fiction and nonfiction text. Trace and analyze character and plot development throughout a novel. Synthesize new information from fiction and nonfiction text.

**Writing:** Write effective expository pieces of varying lengths, from informational paragraph to research paper. Use feedback and revise to clarify, elaborate, or improve meaning and focus; edit for spelling and common conventions of grammar and punctuation. Use computers to draft and publish works. Write clearly and legibly in print and practice cursive writing skills.

Use prewriting strategies such as brainstorming, webbing, and outlining. Write logically sequenced and organized pieces that adhere to various genre structures. Incorporate facts and details in writing. Write effective creative writing pieces with voice, pacing, character, and plot development. Write effective poetry with imagery, rhythm, form, and thoughtful word choice.

## MATH IN THE LAKE

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### Bridges Math

To provide a strong, consistent mathematical foundation for students, the Nest, Pond, and Lake (youngsters) are adopting a math curriculum called ***Bridges in Mathematics***, a program that supports learners ages 5-11. This program is used in MMSD and therefore familiar to students coming from a Madison public school. The Nest has piloted the curriculum over the last two years and now the program is expanding to the Pond and the Lake.

### What are the benefits of Bridges?

The Bridges curriculum uses **visual models** to make the mathematical concepts accessible to all students. In addition, the curriculum **spirals concepts** (periodically reviews concepts at deeper levels), supports students in **making connections** between multiple representations of a problem (numerical, visual, contextual), and offers opportunities for **personal practice to meet students' individual needs**. Having a consistent curriculum across the Nest, Pond, and Lake not only creates a more **cohesive learning experience** for the students within and across levels, it also provides the teachers with a common approach and the **opportunity to share resources and strategies**.

### What are the main strands of the Bridges curriculum for Lake age students?

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry
- Fractions

### Is Bridges a progressive ed curriculum?

No. There is no standard for math curriculum in progressive education. The main purpose of the Bridges curriculum is to provide a cohesive learning experience for students in and across levels. The teachers are going to continue to **meet students where they are, build on their existing understanding, guide them through learning multiple strategies, and emphasize the development of skills** such as number sense, making connections, identifying patterns, and mathematical modeling. In addition, our teachers encourage the students to see themselves as mathematicians who develop certain **mindsets and characteristics** such as seeking out challenges, embracing and examining mistakes, and exercising perseverance when solving difficult problems. These practices translate a curriculum into a positive learning *experience*.

### How can I support my child in math?

One way is to visit [www.mathlearningcenter.org/families](http://www.mathlearningcenter.org/families) for more information and ideas about how to help your child.

### Philosophy Statement

The major purpose of mathematics in the Lake is to help children understand and interpret their world and solve problems, which occur in it. We call this “math literacy.” In the Lake, we

strive to create an environment that encourages children to explore, conjecture, develop, test, discuss, and apply ideas in their world. We approach mathematics as an integrated whole, not simply a set of isolated topics.

In all Wingra classrooms, math instruction takes place daily in individual, small group, or whole class lessons. At Wingra, we work hard to foster what mathematicians describe as “number sense.” Beyond knowing how to use standard algorithms, students learn multiple approaches and why they work. We believe that learning the facts, rules, and methods within a context of deep understanding improves retention, promotes fluency, and facilitates future mathematical learning.

### **Overarching Understanding Goals**

How does math apply to my everyday life? Building on our skills with addition and subtraction, how can I become more competent using multiplication and division to solve problems? What kinds of numbers exist beyond natural or whole counting numbers (including fractions, decimals, and negative numbers)? What roles do percentages, fractions and decimals play in the different strands of mathematics and what are their applications in my everyday life? How do I use these numbers in basic operations, especially addition and subtraction? How do I compare and analyze two-dimensional geometric shapes? How do I develop mathematical arguments about geometric relationships? How do I use measuring, spatial reasoning, and geometric modeling to solve problems involving angles, perimeter, and area and in my everyday life? How can I understand number relationships in the context of money? How can I become financially literate? How can understanding statistics, data analysis, and probability help me accurately and realistically interpret the world around me? How can developing algebraic thinking and reasoning skills help me better understand the laws and properties of our number system?

### **Focus Points & Understanding Goals**

#### ***Number System***

*Focus Points:* Deepen understanding of numbers that exist beyond natural or whole counting numbers (including fractions, decimals, and negative numbers). Move flexibly between fractions, decimals, and percentages; understand these relationships and develop strategies for comparing, ordering, and computing.

*Understanding Goals:* How can I accurately solve problems using addition, subtraction, multiplication, and division? How can I understand and work with larger numbers up to or beyond 100,000? How do I use estimation and rounding to help me solve problems? When is it best to use estimation and when should I calculate exact answers? How are decimals, fractions, and percentages different from whole numbers? How are decimals, fractions and percentages related? How do I decide which is best to use in a situation? How does my understanding of decimals fit with what I have been learning about equivalent fractions? What are the special characteristics of numbers, such as prime, square, multiple, and factor? Do I understand the value of and can I read and write numbers through the billions, including decimals to the thousandths. How can I express numbers in exponential form?

Can I use my knowledge of numbers and mental math strategies to make reasonable estimates when computing numbers? Can I accurately add, subtract, multiply and divide whole numbers and decimals with multiple digits? How are fractions, decimals and percentages related? How are numbers interchangeable and what are their specific applications? Can I add and subtract fractions with unlike denominators? Can I use models, benchmarks and equivalent forms to judge the value of fractions and decimals?

### ***Patterns and Functions***

*Focus Points:* Develop competency and fluidity using multiplication and division to solve problems. Describe, extend, represent, and analyze geometric and numeric relationships using words, tables, graphs, and equations.

*Understanding Goals:* How do I describe and make generalizations about predictable patterns of change that I observe? How do I represent and analyze mathematical situations and structures using algebraic symbols? What are negative numbers and how do I do simple calculations with them? What is the order of operations and how do I use it to solve problems? How can I graph ordered pairs in the four quadrants of the coordinate plane?

### ***Geometry and Measurement***

*Focus Points:* Develop a deeper understanding of area, perimeter, and the properties of two-dimensional shapes.

*Understanding Goals:* How do I use tools including rulers and tape measures to determine attributes of shapes including length, width, height, diameter, and circumference? How do I use a protractor to measure angles? How do I use and read thermometers to measure temperature? How do I calculate area, perimeter, diameter, and circumference and understand their relationships? What are the attributes that I use to differentiate and identify various types of triangles and quadrilaterals? When the area is kept the same, but a new shape is made, how does the perimeter change? What shapes with the same area have the greatest perimeter?

Can I find the volume of a rectangular solid? If the volume of a rectangular solid is kept the same, but the dimensions are changed, what happens to the surface area? What is the relationship between a rectangular solid dimension and its surface area? Can I recognize, name, and categorize polygons? Can I use my knowledge of familiar angles as reference points to estimate or find the actual measures of unknown angles? Can I locate points and create polygons on a coordinate grid? What are effective applications of various metric and standard units and how are they related?

### ***Data Analysis***

*Focus Points:* Predict the probability of outcomes of simple experiments, test the predictions, and express and analyze the results using a variety of numerical and graphic representations.

*Understanding Goals:* How do I create hand-drawn charts and graphs to represent data I've collected? How can I use the capabilities of software such as Open Office and Google Docs to create charts and graphs? How do I determine which type of chart or graph to use (such as pie chart, line graph, bar graph, etc.)? How can I predict the probability of outcomes of simple

experiments and test my predictions? How do I analyze and describe the shape and important features of a set of data?

What can I learn from data when I analyze it in different ways? How can I use measures such as mean, median, and mode to analyze and compare data from an experiment? How do I use what I learned to make convincing statements or conclusions about the data? How can I use fractions, decimals, and percentages to represent and compare data? Do I understand the purpose of and how to calculate probability? Can I design a probability experiment that yields a variety of results? How does the accuracy of my data change by repeating a probability experiment? How does the theoretical probability compare with the experimental probability in an experiment? How can I use the results from a probability experiment to predict the odds of various outcomes occurring? How can I use fractions, decimals, percentages, and graphs to represent and analyze results of a probability experiment?

## **SCIENCE AND ENGINEERING IN THE LAKE**

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### **Philosophy Statement**

Children are natural scientists. They are curious and love to explore their surroundings. Science is integrated into every unit. In this way, children can see the interconnectedness of science, math, literacy, social studies, and the greater world. At this age, students are eager to physically interact with materials, go more in depth with concepts, and explore abstract ideas.

Students generate questions within each unit. Explorations and activities are planned based on student interests. In the Lake, students focus on problem-solving and hands-on science activities. Mixed-age and mixed-ability groups work together to investigate hypotheses and share their findings. They grow in their ability to represent and interpret data, keep records, and use reference materials.

In order to create a balanced science program in the Lake, we include studies of physical, biological and ecological sciences. Lake science content includes, but is not limited to, the study of simple machines and physics; organisms and their environments; plant, animal, and mineral identification and classification; properties and changes of properties in matter, light and heat; electricity and magnetism; biomes and habitats; science and technology; structures and functions in living systems; cells, tissues, and systems; metric measurement; and Earth and space science.

### **Overarching Understanding Goals**

How does my hypothesis compare to my observations? How do scientists verify their data and share it with other scientists? How do scientists collaborate on new investigations? How do you develop a research question? How do I set up experiments that test what we want to test? How can I write a testable question for investigation? What is a variable? What is a controlled experiment? How can I identify scientific concepts while exploring the world around me? How does the work of scientists reflect the life and times in which they live? How has the work of scientists affected the course of history?

## Concepts, Processes, and Skills

Understand units of measurement and be able to use them in everyday situations. Read and interpret data. Connect data to the real world and historical events. Observe and identify patterns in nature and in scientific investigations. Make predictions and test theories.

Understand different systems and how they work. Define concepts of energy and matter.

Understand that structure influences function. Consider how conditions affect stability and rates of change across designed and natural systems.

## SOCIAL JUSTICE IN THE LAKE

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### Philosophy Statement

At this age, students are able to identify the qualities and characteristics that make them unique. They begin to recognize the privileges and opportunities they have. Students are beginning to notice ideas and concepts that are different from their own. This can cause them to reevaluate and reflect on their own long-held viewpoints. The Lake provides a safe space to explore and experience changing ideas. These experiences and topics are embedded within each unit of study and curriculum area. Using simulations, debates and research, we explore the experiences of historically underrepresented groups.

### Understanding Goals

Who am I and how am I changing, both physically and emotionally? What is my opinion and how am I forming it? What makes me unique, and how do I connect to others? How can I be an agent of change? How does perspective impact the telling of history? How is the past relevant to today? How did different groups impact Wisconsin? How am I impacting Wisconsin? What defines culture? What is it like to be in someone else's shoes? How do we recognize bias now and in history? Whose story am I hearing when I study history? Who else has a story about this? How can we better understand the stories of others in our community? How can we better understand the stories of others *outside* our community? How do current events connect to our units of study? How do we make meaning from current events that are not connected to our units of study? What are our rights and responsibilities as members of a community? How can we identify stereotypes, discrimination, and prejudice in everyday situations? How can I look at both sides of an issue to understand another's point of view? How can we respectfully communicate when there are differences of opinion? How can we build consensus when making group decisions? How can I accept the decision of a group when it may not be my own? How can I be part of a team to work toward a common goal? How can I make sure everyone's voice is heard?

### Focus Points

**Identity:** Recognize who you are and what makes you unique. Feel connections with others. Feel good about yourself without making someone else feel badly about who they are. Recognize that different families may do things differently. Understand that people learn in different ways. Recognize that individual physical changes may bring social and emotional changes. Understand that gender assigned at birth may be more fluid in some than others.

**Diversity:** Investigate different cultures. Read about different people and their lives. Recognize and address cases of discrimination. Recognize other people’s values. Understand that others learn in different ways. Understand that others have different customs, beliefs and traditions and respect them. Know how to ask questions respectfully and listen non-judgmentally. Know how to talk, work and play with others even when in disagreement. Understanding the way people have been treated in the past may affect behavior today.

**Justice:** Get to know people as individuals rather than through stereotypes. Know when people are being treated unfairly and talk about prejudice, use of biased language and stereotypes. Understanding that people being treated unfairly in the past has a connection to the way they are treated today. Learn about people who have worked to promote social justice throughout history.

**Action:** Know how to speak up for yourself and others; know when to listen to others and keep an open mind. Treat others fairly and kindly. Know how to get help when standing up for others or oneself. Set an example of how to treat others respectfully and make them feel safe. Strive to see both sides of an issue. Be an ally to people who are experiencing discrimination.

## **SOCIAL STUDIES IN THE LAKE**

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### **Philosophy Statement**

“Independence” is an overarching theme at the Lake level and learning to think independently is a key concept within our Social Studies curriculum. Nine-, ten-, and eleven-year-olds can look beyond their self-centric, or family-centric viewpoints. They already have a basic understanding of social justice issues – these are visible, and have been explored and discussed in the Nest and Pond. At this level, they begin to dig more deeply into the experiences of other families, cultures and civilizations in modern and historic times, which may have fundamentally different traditions and viewpoints than they do. This sets the stage for in-depth perspective taking in the forms of writing, discussions, debates, and simulations. Central to this is listening and practicing respectful discourse. We operate as a democratic classroom community with real-world contexts and integrated curriculum across subjects. In the Lake, students actively investigate economic systems, historical events, technological advances, and geography in order to deepen their own understanding, which forms the basis for understanding others.

### **Understanding Goals**

How does understanding my surroundings help me to understand the world at large? How does understanding the cultural history of Wisconsin’s native people give me a perspective on current events? How can learning about immigration to Wisconsin help me understand my family’s story? How has the history of geological and geographical discoveries affected emigration to, and then immigration *from* Wisconsin? What are the various ethnic, religious, and gender groups in the United States? What are the similarities and differences among the groups? How does the historical experience of each group affect the experiences of other groups? How can I learn from primary sources about their experiences? What are the seven continents and which countries are located on each one? What are the world’s major bodies of

water? When studying different countries, where are they located? What are their geographical characteristics? What are their flora and fauna? How can I experience a country or culture beyond its food and festivals? What are the major ancient civilizations? How have relationships between countries changed over time? How has this affected their people? How can I contribute my voice to impact change in my classroom, community, and world? How can I understand government and my role in local and national politics? What does it take to be an informed citizen? What is a reputable source for information? How can I understand another's point of view? How can running a business help me to understand our economic system?

### **Focus Points**

**Civics:** Learn the history of our United States Constitution, Bill of Rights, and Amendments. Comprehend the meaning of each article in the Bill of Rights, and identify which rights were not originally protected, resulting in more amendments. Understand the political process, including the role played by the Electoral College. Understand the differences between state and federal governments. Practice democratic decision-making in the classroom. Understand the difference between voting and consensus decision-making.

**History:** Recognize the original inhabitants of Wisconsin and where they are now. Investigate ancient civilizations such as Great Zimbabwe, Mayans, Aztecs, Ancient Egypt and Mesopotamia. Understand the cause and effects of conflicts, movements, people and groups in U.S. and World History. Research the backgrounds of immigrant groups in Wisconsin to understand their influence. Identify the steps Wisconsin took to go from a territory to a state. Recognize connections between groups of people during certain points in history.

**Geography:** Identify Wisconsin and the other 49 states, surrounding countries, and major bodies of water on a map. Understand the relationship between people and the land. Within Wisconsin, identify its counties. Read a map to identify major cities and roads. Identify each element of the map's key. Plan a road trip around Wisconsin which includes specific map directions. Looking at and analyzing how maps are created from different points of view.

**Economics:** Manage the School Store: Determine prices of products. Understand wholesale, retail, profit and loss, supply and demand. Practice marketing, advertising, customer service, and competition. Develop financial literacy, an appreciation of the value of money and how it works. Understand budgets. Identify wants vs needs. Explore ideas of saving, spending, investing, donating, debit and credit cards. Determine the difference between banks and credit unions. Understand opportunity costs. Experience how the stock market works. Understand the how and why of sales tax and tips. Balance a checkbook/debit card. Investigate minimum wage and overtime pay. Understand currencies from other countries: how to convert to dollars, what affects their value. Discover what it is like to live on a dollar a day in a developing country.

**Behavioral Science:** Engage in a variety of team-building experiences, culminating in a two-day overnight to Upham Woods in Wisconsin Dells. Work together to solve team challenges in a low-ropes course. Practice consensus decision making whether setting School Store prices, preparing for Friday Follies, or deciding how a unit topic will be explored. Explore student voice through respectfully sharing ideas and opinions.



## All-School Programs

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### ART



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### MUSIC



**Aviv Kammay**  
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### WELLNESS



**Sarah Melton**  
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### SPANISH



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## ART IN THE LAKE

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### Philosophy Statement

Lakers come to the art room ready for a challenge. By now, kids have developed an identity as an artist across many skill levels. They can interpret the lessons personally while still following steps and guidelines. In a student-collaborated curriculum, the student's needs and artistic goals are a key part of projects and instruction. Children are continually encouraged to make mistakes, experiment, play, take risks, cultivate open-mindedness, and recognize problems both formal and conceptual. Students in the Lake have an increased sense of self, personal strengths and areas where support is needed. Creative choice, coupled with responsive teaching, result in an authentic student-centered practice to support this developmental stage. This structure naturally promotes differentiation within the curriculum, and allows each child the opportunity to make choices based on his/her own artistic inspiration and passion. Children of this age are keenly aware of social justice and there are many opportunities to apply these themes to the working group. Individual expression comes with a responsibility to speak your mind and heart appropriately. Student discussion provides time to share inspirations and make connections to previous lessons and projects.

### Understanding Goals

If only lines are used to draw a face, how can I achieve realism and a sense of 3-dimension? What effect does using shadow give to a face? What steps do I need to take to transfer my thumbnail sketch into a 3-D structure? How can I make the body and wings of my paper widadhari attach with a strong connection and still balance? What do I learn about a master

artist's style when I use it as inspiration for my own work? How can my work reflect elements of another artist's approach and still show my style?

What statement does my artwork make? Is my sense of humor and playful presentation a way to offer the viewer a flip on tradition, or is it intended to make us laugh? What new techniques do I discover when I take time, add layers, and develop my ideas? Can I teach this to friends and pass on new ideas? Should artists strive for a realistically perfect image? What happens to the subject when the color is enhanced, unrealistic, or if the proportions changed? What are the differences between true form and outlined shapes? How do I react to unfamiliar art styles? How can I withhold judgment and view art with an open mind? What can I learn about another culture from its art?

### **Key Concepts**

Utilize previous techniques within an open choice format while being empowered to problem solve. Learn how to achieve 3-D with values of light and dark while learning about realism. Explore artists who challenged the norm and broke rules (e.g. The Fauves) to encourage discovery of individual style and self while creating. Alternate opportunities for free interpretation and controlled accuracy. Balance a respect for traditions while discovering the exciting freedom that comes from finding a new, personal, approach. Connect knowledge and experiences from classroom themes. Integrate key concepts, such as culture, timeline, and geography. Participate in slideshows and discussions of relevant world art, past and contemporary.

## **LIBRARY IN THE LAKE**

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### **Philosophy Statement**

The Wingra Library seeks to support Lake students who tend to be increasingly skilled writers and voracious readers, enjoying lengthier stories with descriptive language and social justice themes. Nine to eleven year olds have an increased awareness of relationships of power and privilege and how they impact characters in stories as well as people in real life. Graphic novels and diaries are popular leisure time reading choices. Lake students have formal and informal opportunities to read and memorize poetry as well as write and put on plays. They appreciate opportunities to explain things to peers and younger students and are especially good at reading to younger children. In their own writing, Lake students often use more dialogue with increasingly realistic interactions between characters. They excel at journaling, poetry writing, and creating cartoons. Their revision skills are becoming more refined as they continue to improve their skills as peer editors. Many students increasingly choose to read non-fiction and biography texts related to subjects of interest. They are able to do research from a variety of sources at this level.

### **Understanding Goals**

How can I keep in mind multiple perspectives of characters in a situation or event while I'm reading? How do tools like narration and dialogue help? How can I read aloud with accuracy and appropriate pacing, intonation, and expression? What tools can help me develop and plan characters and plot in my own narrative writing? How do I choose and refine a research topic

so that it's focused appropriately? How can I organize and sequence information in my writing so that others can read and learn from me? What are the structures, conventions, and logic of non-fiction texts that make it different from narrative texts? How can I use multiple resources (books, internet) to learn, write, and teach others? Do I comprehend literature and show my understanding by participating thoughtfully and actively in literature discussions? How do I make use of peer and teacher feedback to revise and improve on the content of my written pieces? How can I write effective narrative pieces, nonfiction, and poetry pieces? How can I accurately use the mechanics of writing (grammar, punctuation, and spelling) to present my writing to my readers? How is writing a script or play unique compared to other genres of writing?

### **Key Concepts**

***Listening and Speaking:*** Express thoughts in a clear and organized manner. Make appropriate and relevant contributions to activities and discussions. Participate by listening and contributing to student run book group discussions. Learn to orally present current event summaries in a clear, organized, and engaging manner. Improve ability to contribute relevant comments in discussion, focus attention on the speaker, and respond with depth and insight. Create and perform dramatic presentations for a variety of audiences.

***Reading:*** Read with accuracy and appropriate pacing, intonation, and expression. Read historical fiction to understand and think critically about historical events, especially focusing on issues of power, privilege, and oppression. Determine main ideas and salient information in fiction and nonfiction texts. Use context and previous knowledge to infer meaning. Summarize text effectively. Use excerpts to illustrate points and derive meaning from fiction and nonfiction text. Trace and analyze character and plot development throughout a novel. Identify varying themes from text. Synthesize new information from fiction and nonfiction text. Identify and analyze varying authors' styles and their impact on the reader.

***Writing:*** Write effective creative pieces with voice, pacing, character, and plot development. Write effective poetry with imagery, rhythm, form, and thoughtful word choice. Use research skills capably. Write effective non-fiction pieces of varying lengths, from informational paragraph to formal report. Use feedback and revise to clarify, elaborate, or improve meaning and focus; edit for spelling and common conventions of grammar and punctuation. Use prewriting strategies such as brainstorming, storyboarding, and webbing. Write logically sequenced and organized pieces that adhere to various genre structures. Incorporate facts and details in writing. Use feedback and revise written pieces to clarify, elaborate, or improve meaning and focus. Edit for capitalization, spelling, and common conventions of grammar and punctuation.

***Inquiry:*** Navigate and read a variety of texts to research and gather information for research writing. Generate questions and locate and evaluate sources that provide needed information.

# MUSIC IN THE LAKE

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## **Philosophy Statement**

Lake students are explorers of musical phenomena, users of practical skills on a variety of instruments, and imaginative creators of musical works. Our Lakers analyze musical form and arrangements, collaborate in composing and notating, and prepare their music for performance and recording. For musical inspiration, they tap into a wide and diverse pool of sources: music that is a part of their personal or group identity, music that reflects the experiences of others, and music that confronts social and political issues of injustice and oppression. The Lake music curriculum is an invitation to master several useful skills including basic guitar and keyboard technique, standard music notation, and the principles of form and balance in arrangement and composition.

Instruments available for the students include pianos, keyboards, recorders, guitars, ukuleles, lap-harps, computers with recording and notation software, pitched and non-pitched percussion, electronic drum set, and more.

## **Understanding Goals**

How do I collaborate with others when composing, improvising, and performing music? How do I connect my interests, experiences, ideas, and knowledge to music? What is musical form? What are musical scales? What are chords? How do I play notes and chords on a guitar and a keyboard? Can I decipher chord diagrams? Can I compose and notate a melodic piece? When is music ready to be presented?

## **Key Concepts**

**Arrangement:** Bring together multiple layers of sound (from bass, to chords, to melody) and compose cohesive, rich music.

**Formal Analysis:** Deconstruct the structure of popular songs, folk tunes from around the world, and classical pieces.

**Scales and Chords:** Construct major and minor scales and triadic chords on keyboards, instruments, guitars, and ukuleles.

**Purposeful Composition, and Improvisation:** Create music that follows guidelines such as utilizing specific scales, rhythms, or forms.

**Performance:** Rehearse and revise music in preparation for sharing it with others.

**Music and People:** Explore the lives and stories of musicians from the world in both modern and historical contexts.

## WELLNESS IN THE LAKE

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### Philosophy Statement

Wellness in the Lake is a balance between time in nature, movement and guided play through games and sports, and emotional literacy. The Wellness program in the Lake allows for a deepening of nature-based science learning as an extension of the outdoor program in the Pond, as well as play-based and movement activities indoors. The Wellness curriculum is created based on students' developmental needs, the seasons, and the thematic units in the Lake.

### Understanding Goals

**Movement:** How do I continue to remain playful and healthy with a growing body? When do I choose to exert myself more or less and why? What physical activities can help me improve certain skills? How does my body feel before and after movement?

**Nature Connection:** How has nature-based science education aided in my ability to remain curious as I add knowledge and understanding? How can I be comfortable as I accept possibly being somewhat uncomfortable in nature in varying conditions? How can I deepen my connection to myself, others, and the world around me through meaningful engagement in nature?

**Playful Interactions:** How can we play together as a group? How can I play and respect the personal space of others? What does it mean to be a good sport? How can I be in control of my growing and changing body? When I make a mistake, how can I work to fix it? How do I navigate the social complexities that arise with growing into adolescence and still honoring my childhood through play?

**Emotional Literacy:** How do I deal with feelings that arise during play? How do I settle in when it's time to be still and quiet? What feelings arise when I am still and quiet? How can I get in the habit of noticing the feelings of others? How do I respond to my own emotions? What tools do I have? What does my self-talk sound like?

### Sample Activities and Highlights

Hiking, sit spots, read alouds, gardening, cooking, nature noticing, awareness and sensory-based activities, naturalist inventories, natural world games. Also: tag games, sports, ball games, cooperative games, yoga and mindfulness, gratitude.

## SPANISH IN THE LAKE

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### Philosophy Statement

Lake Spanish reflects best practices in both world language and progressive education in a variety of ways. Students are exposed to large amounts of rich comprehensible input in Spanish – spoken language made accessible by careful word choice, repetition, gestures, and visuals – to strengthen their ear for the language. The language ear is an intuitive

understanding of the inherent patterns, sounds and procedures in a language, an invaluable base for all further study. They have ample opportunity to work individually and in pairs, following their personal work rhythms while also encouraging collaboration. Games, drama, music and illustration all play an integral role in bringing the language to life and activating all learning pathways. As much as possible, student interests inform the topics and approach to study.

Social justice concepts guide Lake Spanish work in multiple ways. Lake students are regularly exposed to other cultures, their traditions and ways of life through books, music, videos and artifacts. They are encouraged to practice interest, respect and open minds in exploring these cultures and comparing them to their own. They discuss stereotypes such as “all Spanish-speaking cultures are the same” and examine different perspectives on cultural practices. They also learn about historical and contemporary figures such as Sonia Sotomayor who worked to stop unfairness and make a difference. The classroom community embodies social justice as all members treat one another with fairness and support one another in “giving it a try,” and celebrating each other’s successes. Work is evaluated based on individually chosen goals and the continuum of language acquisition, rather than a quantitative system, and students meet one-on-one with the teacher to discuss progress and needs.

### **Understanding Goals**

Why do we learn Spanish? How can I understand, speak, read and write paragraphs in Spanish? What is my personal learning style for language (do I learn it best through listening, reading/writing, movement), and how can I maximize it for fluency? What Spanish vocabulary can I use to communicate many basic ideas? Where do Spanish-speakers live in the world? How do their cultures compare to ours?

### **Skills and Vocabulary**

Begin to emphasize reading and writing skills more than in previous levels. Reinforce listening and speaking through sheltered Spanish immersion (instruction primarily in Spanish, made accessible through word choice, repetition, gestures and visuals as well as some English use). Engage in whole-group discussions and activities conducted in Spanish. Focus on core language skills, cultural knowledge, and games through rotating centers. Practice the full present conjugation of regular verbs. Pursue self-chosen independent projects such as writing stories in Spanish, researching cultures, or making maps. Explore countries and cultures chosen by the group and guided by their specific questions during weekly morning meetings.

Selected Vocabulary: classroom objects and phrases, alphabet, definite and indefinite articles, plurals, plural pronouns, verbs.

## **TECHNOLOGY IN THE LAKE**

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### **Philosophy Statement**

Students in the Lake spend a large portion of the year exploring what it means to be a digital citizen as they take on more digital organization responsibility and maintain their Google Drive accounts. They learn to embrace their generation’s responsibility of creating and following the

rules they are empowered to create and live by. We study and discuss the nine elements of digital citizenship; access, commerce, communication, literacy, etiquette, law, rights & responsibilities, health & wellness, and security. Lake students look at these elements and they analyze how they fit together and how they differ. They explore social justice in the digital world and find their online identity. Lakers discuss and practice using appropriate actions when they see an injustice. We examine website reliability and evaluate sources in preparation for Independent Project research. In addition, they learn how to take notes on a website, cite the website, and use those ideas in their paper and presentation.

At the Lake level, students begin to learn about careers in technology. Computer programming is a fascinating skill this age group is ready to explore. Using programs such as Scratch, students create their own games or interactive stories. Through game play and discussion, students analyze design elements and make adjustments based on peer feedback. Lake students also create their own website using Google Sites. They add hyperlinks and images to their pages. While adding media to their sites, Lakers also make their website look appealing and interesting to others.

### **Understanding Goals**

How do I know that a website is reliable? Is Wikipedia reliable? Could Wikipedia be reliable? Who adds pages to Wikipedia? What does copyright mean? Can I use this picture that I found on Google? What does creative commons mean and how is it different from fair use? What do I do if I see that someone posted a mean comment? How can I stand up for others online? Why do cyberbullies do what they do? What elements of digital citizenship does cyber bullying fit into? What are some ways that I could be vulnerable online? How do I protect myself and my family? How do I create a new folder? How do I move a document from one folder to another? Is my document saved? How do I copy and paste a website URL? How do I create my own website? How can I personalize my website? How do I add a hyperlink to my website? What careers include technology specialists? What is coding/programming? How do I program my character to jump over this obstacle? What makes this game too easy/hard? What design elements in my game make this playable or interesting? What is this game teaching me?

### **Key Concepts**

***Creativity and Innovation:*** Create interactive multimedia presentations using text, images, audio, and video to convey curriculum concepts. Demonstrate a sense of color, shape, and space in designing a presentation to communicate information or express ideas.

***Communication and Collaboration:*** Insert and reposition graphics into documents. Develop appropriate use of spell check. Use a variety of media that may include text, graphics, scanned images, and sound. Engage and collaborate with others via cloud-based documents.

***Research and Information Fluency:*** Use appropriate search engines to search for information. Apply advanced search techniques such as Boolean operators to search for information. Adjust search filters online and in the library database to narrow down a search query. Develop strategies for evaluating sources. Begin to take notes from online sources. Properly cite information and image sources used during research.

**Critical Thinking, Problem-Solving, and Decision-Making:** Plan and execute strategies to guide research and complete projects. Gather and analyze data to identify solutions and make informed decisions. Create a project using Scratch or a similar platform. Introduce basic use of a spreadsheet to analyze, calculate, and store data.

**Digital Citizenship:** Respect the privacy of each other's work and accounts. Use resources in a manner that is safe, mindful or acceptable student conduct. Examine the digital world and its effects on human wellbeing and wellness.

**Technology Operation and Concepts:** Log into school computers using the correct password. Type using all fingers on the home row position and begin to incorporate other keys such as symbols and numbers. Begin to use shortcut keystroke commands (such as saving, copy, paste, and print). Be aware of file management techniques (organize, rename and delete files).