HIGH MOWING SCHOOL
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Waldorf High School Curriculum Guide

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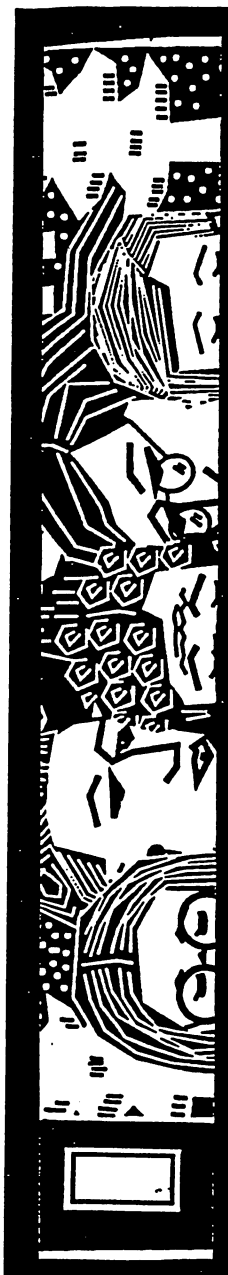


CURRICULUM

In broad strokes, each of the four years in the high school curriculum embodies an underlying theme and method that helps guide students not just through their studies of outer phenomena but through their inner growth as well. Obviously, these themes and methods are adapted to each specific group of students and take account of the fact that teenagers grow at their own pace. Hence the "broad strokes". And yet, one can identify struggles common to most any teenager; even though adolescents pass through developmental landscapes at varying speeds, they nonetheless have to cover similar terrain.

GRADE 9

As the freshmen plunge into the high school, so they are also plunging with new intensity into the materiality of their bodies (with the unfolding of puberty) and into the immateriality of abstract thinking. There is tension in this opposition: often struggle, occasionally even revolt. The ninth grade curriculum is sensitive to these tremendous developmental changes and struggles. It allows the students to see their inner experiences reflected back to them in outer phenomena. In physics, for instance, students study the opposition of heat and cold; in chemistry, the expansion and contraction of gases; in history, the conflicts and revolutions of France, Russia, and the U.S.; in geography, the collision of plate tectonics.

Through the chaos and tensions of these struggles, students are summoned to exercise powers of exact observation: in the sciences, to describe and draw precisely what happened in the lab experiments and demonstrations (without, as yet, an overlay of theoretical explanation); in the humanities, to recount clearly a sequence of events or the nature of a character without getting lost in the confusion of details. The objective here is to train in the student powers of exact observation and reflection so that they can experience in the raging storm of phenomena around them the steady ballast of their own thinking. Strong powers of wakeful perception form the basis for later years of study — well beyond high school.

One may summarize the approach of this freshman curriculum with the seminal question: What? What happened? What's going on here? What did you see and hear?

A final note on the freshman year. Unlike other high school programs, which often start at the beginning of Western culture in Grade 9 and work their way steadily up to modern times, our curriculum begins in the modern worlds: 19th and 20th century in history, contemporary short stories in literature, recent discoveries in life sciences, etc. Again, we find that the ninth grader hungers for experiences of the "here-and-now"; the yearning to uncover the ancient beginnings of things has yet to stir.

PROGRAM REQUIREMENTS

BLOCK CLASSES: *Language arts*: Creation Myths
Social Studies: Modern History ; History through Art
Natural Science: Physiology; Chemistry; Physics; Geology
Math: Descriptive Geometry; Permutations and Combinations

TRACK CLASSES: All students are required to take three academic track courses each year. Students are also required to take a minimum number of arts and crafts classes and physical education classes.

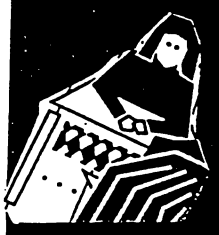
English 9: required of all freshmen

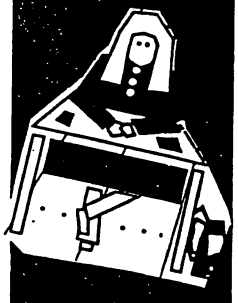
Algebra I: some students may take Pre - Algebra or a higher math if they have already had Algebra I

Foreign Languages: most freshmen take German I or French I, though some may be placed in higher levels

Studio Arts/Crafts: all freshmen take a full year of Arts and Crafts. They should rotate through at least three of the four studio arts—batik, drawing, pottery, weaving, taking each of the three for a trimester.
In addition they may take pastels, woodworking, blacksmithing, beading when offered.

Performing Arts: elective courses-Eurythmy, chorus, ensemble, drama





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GRADE 10

From the turmoils of Grade 9, the tenth grader begins to discover a certain balance or midpoint between the violent collision of opposites. Physiologically, one may observe in boys a steadier gait as their legs grow to catch up with their oversized feet; in girls greater measure of poise and self-assurance. Mentally the sophomores may begin to seek a certain order in the confusion, a midpoint to opposition.

The curriculum responds to this search with subjects that incorporate balance: in chemistry, the study of acids and bases; in physics, the principles of mechanics; in earth sciences, the self- regulating processes of weather patterns; in astronomy, the coequality of centripetal and centrifugal forces; in embryology, the play of masculine and feminine influences.

Through the study of balance in natural and human phenomena students can begin to find their own fulcrum. In so doing, they are called to exercise powers of comparison, weighing in the balance contrary phenomena to determine their value and significance — and also their origin.

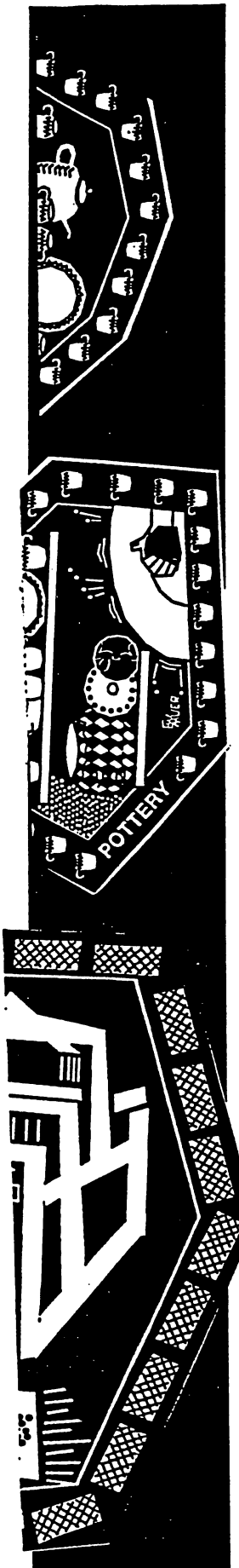
Students may discover that in this balancing of opposites, new forms can arise — whether in clouds and tides, planets and solar systems, male and female sexuality. This discovery may in turn prompt the desire to explore the origins of things, to find the source of their forms in the beginnings of the universe or of history or of human language. In other words, the study of ancient times can now begin at a deeper level.

One may summarize the themes of this grade with the seminal question: How? How does this relate to that? How do these contrasting phenomena interrelate ? And how did they come about?

PROGRAM REQUIREMENTS

BLOCK CLASSES: *Language Arts:* Drama;
Social Science: Ancient History I and II; History through Language
Natural Science: Embryology; Chemistry; Physics; Earth Science
Math: Surveying

TRACK CLASSES: **English 10** (required of all sophomores)
Geometry: most sophomores take this class, unless they have not successfully completed Algebra I
Foreign Languages: most sophomores take their second level language (or higher) or start out in their first level
Third World Studies: an elective for sophomores, juniors and seniors
Studio Arts and Cafts: all new students must rotate through at least three of the four studio arts--batik,drawing, pottery, weaving, taking each of the three for a trimester. In addition, they may take pastels, woodworking, blacksmithing, beading when offered. Returning students may choose their electives in consultation with the guidance counselor
Performing Arts: elective courses -- Eurythmy, chorus, ensemble, drama
Computer: offered on a block-by-block basis



GRADE 11

As adolescents enter the second half of their high school career, generalizations about their development become increasingly difficult; the strokes must grow ever broader. "Sweet Sixteen", however, is a typical time of new-found depths to the inner life of thoughts, feelings, and deeds. Deeper — and more individualized — questions may begin to burn; often this is the year in which students feel the urge either to change schools or even to drop out of school altogether. In these inner promptings, a new and urgent voice speaks. "Leave behind what you have been given", it says, "and get on with your own journey !" Outer statements of growing independence abound also: in dress, hair style, part-time jobs — and, perhaps most exciting, the driving license.

The curriculum for the junior year allows the students to cut free to a greater degree from their fellows and set off on their own uncharted course into the invisible recesses of life within. In a way, the junior year curriculum could be characterized by this theme of invisibility: namely, by the study of those subjects that draw the student into areas not accessible to the experience of our senses. Such a journey requires a new type of thinking — thinking not anchored in what our senses give us — and a confidence that this type of thinking will not lead us astray.

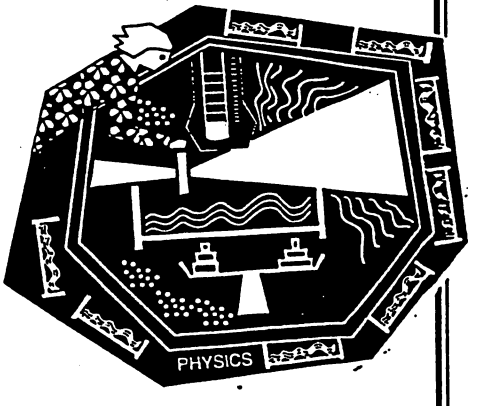
In literature, this journey to an invisible source is captured in the block classes devoted to the Grail legends and to Dante's Divine Comedy . Other subjects call upon similar power. In chemistry, the students enter the invisible kingdom of the atom (invisible because, by definition, one cannot "see" atoms); in physics, they explore the invisible world of electricity (which we can see only in its effects, not in its inherent nature); in history, they relive the Medieval and Renaissance times in which men and women set off on their individual quests and journeys to destinations unknown (and, in some cases, unknowable); in projective geometry, they follow parallel lines to the point they share in the infinite — a point which can be thought even though it cannot be seen.

In summary, like the horizon that beckoned Columbus, calling him to venture beyond its visible edge, the dimensions of the classroom are vastly enlarged in the junior year to embrace the furthest reaches of the student's own imagination and interests. In all of these subjects, the student is launched into individual projects and research assignments. In addition, each student is required to undertake an individually conceived and executed science project.

These voyages to the invisible landscapes pose a central question intended to strengthen the student's powers of independent analysis and abstract theorizing. The question is: Why? Why are things this way? Why did the events of history take this or that course? And even deeper "why" questions — those of destiny, purposes in life, social responsibility — often find their way into the classroom at this stage .

PROGRAM REQUIREMENTS

BLOCK CLASSES: *Language Arts*: Dante; Parcival
Social Science: Medieval History: Renaissance History; History through Music
Natural Science: Chemistry, Physics, Botany
Math: Projective Geometry.



TRACK CLASSES:
English 11: required of all juniors
Algebra II: most juniors take this as their third required math course
Foreign Languages: students who have finished their language requirements are encouraged to continue in upper level courses if they qualify
Third World Studies: an elective for sophomores, juniors and seniors
Environmental Science: an elective for juniors and seniors
Note: All juniors are required to complete an independent science project, to be exhibited at the Junior Science Fair
Studio Arts/Crafts: all new students must rotate through at least three of the four studio arts—batik, drawing, pottery, weaving, taking each of the three for a trimester. In addition, they may take pastels, woodworking, blacksmithing, beading
Performing Arts: elective courses — Eurythmy, chorus, ensemble, drama
Computer: offered on a block-by-block basis

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GRADE 12

The twelve years of Waldorf education have sometimes been compared to a giant tower set in a vast expanse of landscape. In first grade, one enters at the ground level of this tower and begins to climb a long spiral stairscase. At each level (or floor) of the tower, one can look out through a window that gives a partial perspective on the surrounding landscape. Some curricular "windows" are set above one another, though at different turns of the spiral (for example, the "windows" at the levels of grade 7 and 11, or of 8 and 9). While it is beneficial, of course, to have climbed the full 12-year staircase, it is remarkable how swiftly students who join the climb catch up — thanks in part to periodic returns to the subject, though each time at a different level and with different purpose.

Approaching the twelfth grade, the seniors push open a trap door in the roof of the tower, as it were, and step out onto an open turret. Now, for the first time, they survey the full panorama of the landscape that they have previously only glimpsed from eleven preceding perspectives.

In other words, the senior year is intended, on the one hand, to be the gradual synthesis of the education — the great stock-taking and preparation for the next stage in learning — and, on the other, the fully conscious placement of oneself in the center of this panorama. The senior curriculum serves both purposes by offering subjects that synthesize many themes — world history, architecture, Faust — and relate these themes to the centrality of the human being. Additional examples: the students study our relationship to the varied animal kingdoms (zoology) or to the great thinkers (e.g., the Transcendentalists) and writers (e.g., the Russian novelists who have wrestled with the question of our place in this world). Assignments increasingly call upon the students to pull together, to synthesise, disparate disciplines in an attempt to address the central question of the senior curriculum: Who? Who is this being called human? And —who stands behind the outer play of events and natural phenomena, pulling them together into a synthesizing whole?

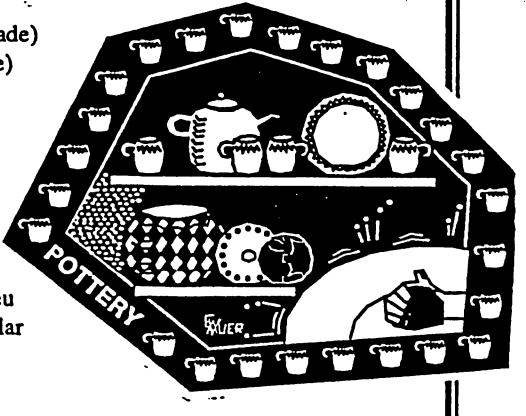
In this sense, the curriculum of the twelfth grade not only recapitulates the themes of the four years of high school but also returns to the place where the Waldorf curriculum began in grade 1: with the image of the whole. Now, however, the difference, one hopes, is that the student will truly "know the place for the first time".

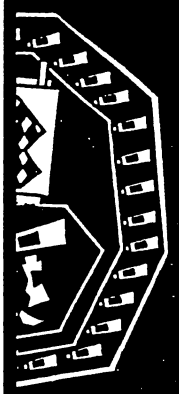
In short:
Grade 9 — trains powers of observation with the question: What?
Grade 10 — trains powers of comparison with the question: How?
Grade 11 — trains powers of analysis with the question: Why?
Grade 12 — trains powers of synthesis with the question: Who?

PROGRAM REQUIREMENTS

BLOCK CLASSES: *Language Arts:* Transcendentalists; Faust; Russian Studies; Drama
Social Science: World History through Science;
Natural Science: Chemistry, Physics, Zoology, Evolution

TRACK CLASSES: **Senior Seminars:** three, six or nine week courses of writing, literature, current issues
While most are electives (if English requirements are met), essay writing offered during the first trimester is required of all seniors
American History: required of all seniors
Environmental Science: an elective for juniors and seniors
Senior Math: an elective
Third World Studies: (see Eleventh grade)
Foreign Languages: (see Eleventh grade)
Studio Arts/Crafts: (see Eleventh grade)
Performing arts: elective courses
Note: All seniors must complete an independent research paper in order to graduate
Note: English as a Second Language (ESL) is offered to foreign students in lieu of, or in some cases in addition to, regular English classes





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DAILY SCHEDULE 1993-1994

6:30 a.m.	Wake-up	
7: 20 - 7: 40	Breakfast	
8:00	Roll call, MorningVerse, Announcements	
8:05-9:40	Main Lesson (in units of three to four weeks)	
9:40 -9:55	Break	
10:00-10:55	Period 1	Three Academic tracks - Art and or Craft classes
11:00 -11. 55	Period 2	
12:00-12:55	Warm Lunch and break	
1: 00 - 1: 55	Period 3	Three Academic tracks - Art and or Craft classes
2:00-2:55	Period 4	
3:00-3:15	Clean up	
3:30-4:30+	Afternoon program (Mon-Thurs)	
6:00	Dinner	
7:30-9:30	Study Hall	
10:00	Dorms quiet	

OTHER PROGRAM OFFERINGS

AFTERNOON PROGRAM

The afternoon program, which is held Monday-Thursday from 3:30 to 4:30 (later for some activities), includes team and individual sports, and phys. ed classes. Students register for their activities each trimester. Participation in the afternoon program is required of all students. Rehearsals and technical work for drama, eurythmy, community service and special projects will also be included as needed.

HIGH MOWING WORK AND COMMUNITY SERVICE PROGRAM

As a member of the school community, each student is expected to help for forty hours during the school year with work that needs to be done in the school. Projects include helping in the kitchen, on the grounds, in the science labs, the library and offices. Some students will help with admissions, cleaning and beautification, the recycling center, and child care for the faculty attending meetings. Work will be scheduled according to the time available in each student's schedule and the needs of the job. Some students could fulfill their requirements by working one-and-a-half hours a week (or less), some can work one hour a day for a trimester. Others may want to help on weekends.

As part of their 40-hour commitment, High Mowing students are asked to include a project helping others in the community such as helping in local nursing homes, a home for handicapped adults, a rehabilitation center, the local library, the After School Program at Wilton Elementary School and Nashua's Soup Kitchen. Many projects are scheduled during the afternoon activity period; some are in the evenings, some are weekends.

PROJECTS WEEK

Each spring students reach beyond the confines of the classroom, indeed in most cases the campus itself, and embark on a project which allows them to pursue a subject of interest with "hands-on" experience. Students have the opportunity to become "saturated" for the week, working separately or in small groups with a project supervisor.

Each year the school, with the help of parents, alumni, friends, provides a list of several projects which students can choose from. In addition students, with the help of a faculty advisor and a project supervisor, often arrange their own independent projects. In the past, students have hiked the Appalachian Trail, apprenticed with photographers, jewelers, boat builders, bakers. They have written cookbooks, volunteered with CEASE (a group setting out to prevent cruelty to animals) and have gone to Galapagos, Germany and a Buddhist community. The possibilities are limitless.

An example:

Students help in the construction of homes for low-income families. Students will receive training in building skills: those already trained will be given more advanced responsibilities. Housing and feeding will be supplied by local charity organizations.

1994/95 BLOCK SCEDULE

Fall term — Winter term — Spring Term

	9/6 - 9/11	1 See Below	2 See Below	3 See Below	4 11/23 - 12/16	5 1/9 - 1/27	6 1/30 - 2/17	7 2/20 - 3/10		8 4/3 - 4/21	9 4/24 - 5/19	10 5/22 - 6/9
9th	REGISTRATION AND	9/12 - 10/7 (4 Weeks) Modern History CH	10/10 - 10/28 (3 Weeks) Descriptive, Geometry CG	10/31 - 11/18 (3 Weeks) Geology KB	Creation Myths SN	Permutations Combinations & Probability CG	Physiology KB	History Through Art AN	SPRING BREAK	Chemistry AT	May Day Play & Preparation	Physics LR
10th		9/12 - 10/7 (4 Weeks) Physics LR	10/10 - 10/28 (3 Weeks) Meteorology KG	10/31 - 11/18 (3 Weeks) Drama SN	Ancient History CH	Embryology KB	Chemistry LR	History Through Language SN		Ancient History CH	May Day Play & Preparation	Surveying JG
11th	ORIENTATIO	9/12 - 9/30 (3 Weeks) Medieval History DG	10/3 - 10/21 (3 Weeks) Dante SC	10/24 - 11/18 (4 Weeks) Physics LR	Projective Geometry DG	History Through Music RB	Renaissance History SC	Chemistry (Science Fair Preparation) LR	PROJECTS	Parcival SN	May Day Play & Preparation	Botany KB
12th	N TRIPS	9/12 - 10/7 (4 Weeks) Zoology KB	10/10 - 10/23 (3 Weeks) Russian Studies CH	10/31 - 11/13 (3 Weeks) Transcendent-alsits SC	Physics LR	Chemistry LR	World History Through Science DG	Evolution KB	WEEK	Faust DG	May Day Play & Preparation	Play SN